EUREKA UNION SCHOOL DISTRICT

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

AY 2024 – 2027

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EUREKA UNION SCHOOL DISTRICT
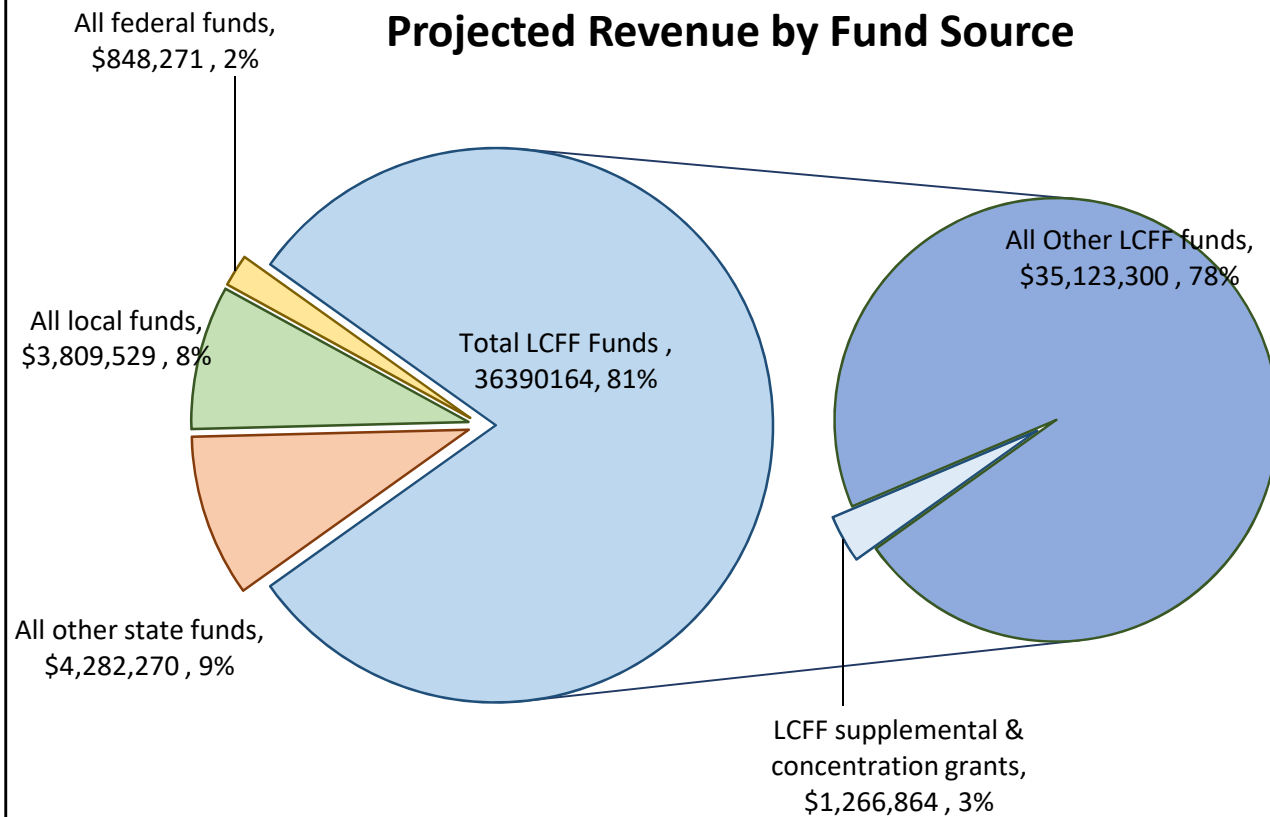
CDS Code: 66829

School Year: 2024-25

LEA contact information: MELISSA MERCADO

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $848,271 , 2%

All local funds, $3,809,529 , 8%

Total LCFF Funds , 36390164, 81%

All other state funds, $4,282,270 , 9%

All Other LCFF funds, $35,123,300 , 78%

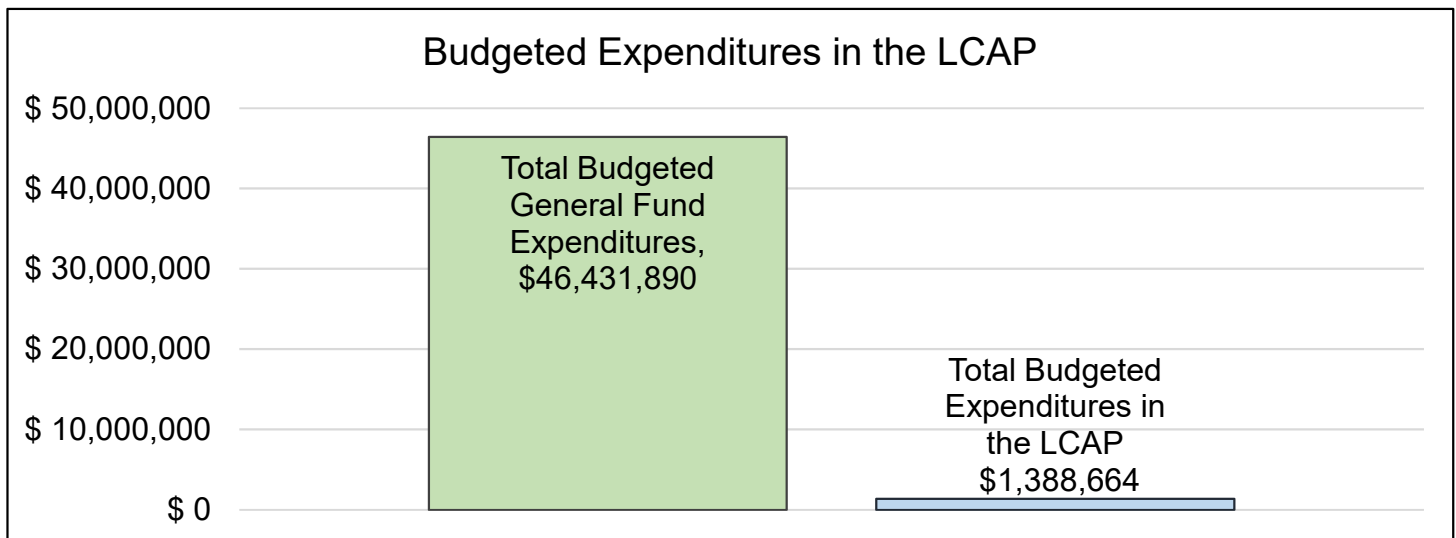LCFF supplemental & concentration grants, $1,266,864 , 3%

This chart shows the total general purpose revenue EUREKA 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 EUREKA UNION SCHOOL DISTRICT is $45,330,234.00, of which $36,390,164.00 is Local Control Funding Formula (LCFF), $4,282,270.00 is other state funds, $3,809,529.00 is local funds, and $848,271.00 is federal funds. Of the $36,390,164.00 in LCFF Funds, $1,266,864.00 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

$ 50,000,000	
$ 40,000,000	Total Budgeted General Fund Expenditures, $46,431,890
$ 30,000,000	
$ 20,000,000	Total Budgeted Expenditures in the LCAP $1,388,664
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much EUREKA 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: EUREKA UNION SCHOOL DISTRICT plans to spend $46,431,890.00 for the 2024-25 school year. Of that amount, $1,388,664.00 is tied to actions/services in the LCAP and $45,043,226.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
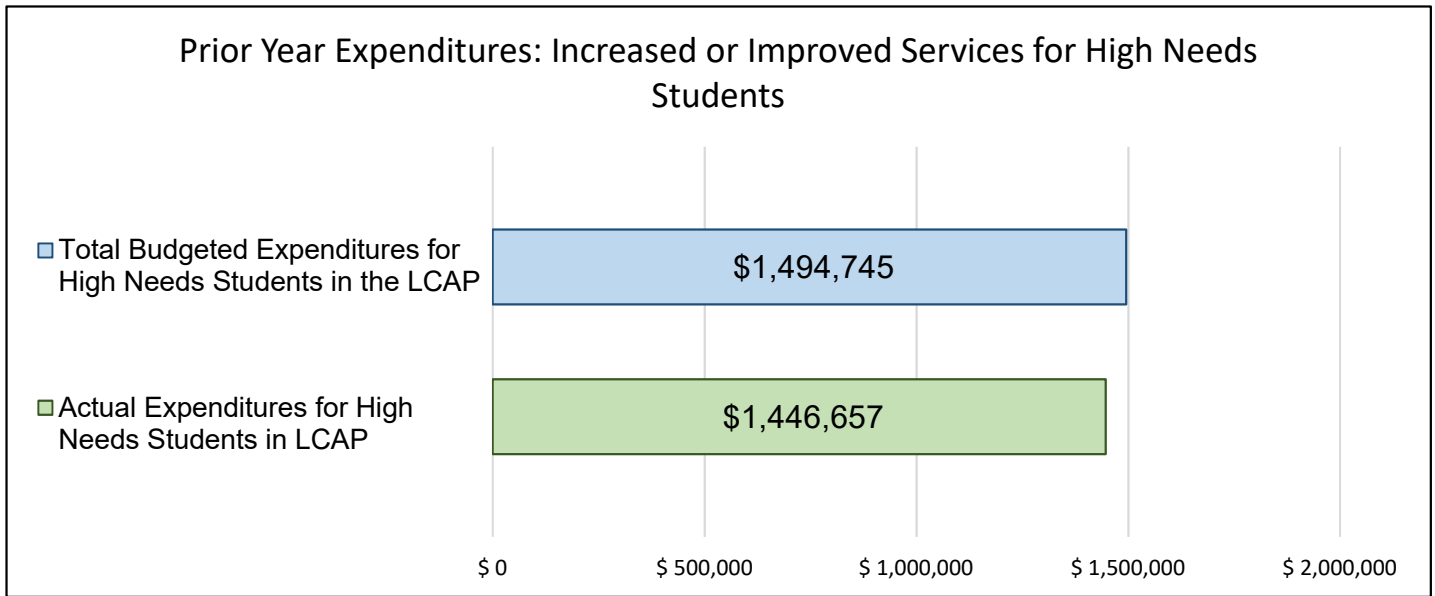
Geneal Fund expenditures not included in the LCAP consist of salaries for certificated, classifed and adminstrative staff, utlities and operational expenses such as books and supplies.

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

In 2024-25, EUREKA UNION SCHOOL DISTRICT is projecting it will receive $1,266,864.00 based on the enrollment of foster youth, English learner, and low-income students. EUREKA UNION SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. EUREKA UNION SCHOOL DISTRICT plans to spend $1,388,664.00 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	$1,494,745
☐ Actual Expenditures for High Needs Students in LCAP	$1,446,657

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what EUREKA 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 EUREKA 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, EUREKA UNION SCHOOL DISTRICT's LCAP budgeted $1,494,745.00 for planned actions to increase or improve services for high needs students. EUREKA UNION SCHOOL DISTRICT actually spent $1,446,657.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $48,088.00 had the following impact on EUREKA UNION SCHOOL DISTRICT's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

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
EUREKA UNION SCHOOL DISTRICT	MR. TOM JANIS	tjanis@eurekausd.org 916-774-1202

Goals and Actions

Goal 1

Goal #	Description: ACADEMIC GOAL
1	Goal 1: EUSD will provide its subgroups access to high-quality Tier 1 curriculum and instruction, including Tier 2 and 3 targeted academic support as needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Performance- ELA and Math	2019 Results: ELA- 79% Met and Exceeded ELA Performance (EL) – 54.62% ELA Performance (SED) – 60.68% ELA Performance (SWD) - 37% Math - 70% Met and Exceeded Math Performance (EL) – 50% Math Performance (SED) – 50% Math Performance (SWD) - 27%	2021 Results: ELA - 74% Met and Exceeded ELA Performance (EL) - 30% ELA Performance (SED) - 54% ELA Performance (SWD) - 39% Math - 62% Met and Exceeded Math Performance (EL) - 29% Math Performance (SED) - 42% Math Performance (SWD) - 28%	2022 Results: ELA - 76% Met and Exceeded ELA Performance (EL) - 29% ELA Performance (SED) - 55% ELA Performance (SWD) - 39% Math - 64% Met and Exceeded Math Performance (EL) - 27% Math Performance (SED) - 31% Math Performance (SWD) - 32%	2023 Results: ELA - 75% Met and Exceeded ELA Performance (EL) - 24% ELA Performance (SED) - 56% ELA Performance (SWD) - 37% Math - 68% Met and Exceeded Math Performance (EL) - 27% Math Performance (SED) - 48% Math Performance (SWD) - 34%	85% Met and Exceeded in ELA and Math

CAASPP Performance - Gender Gap in ELA	11% difference in performance (% M and E- female advantage) in 2019 CAASPP	8% difference in performance (%M and E - female advantage) in 2021 CAASPP	8% difference in performance (%M and E - female advantage) in 2022 CAASPP	6% difference in performance (%M and E - female advantage) in 2023 CAASPP	3% or less gender gap in ELA CAASPP performance
Dashboard - EL Progress	69.8% (VERY HIGH) making progress in EL Progress Report ELA CAASPP - 55% Met and Exceeded Math CAASPP - 50% Met and Exceeded	Not available for 2021. EL Progress - ELA CAASPP - 30% Met and Exceeded Math CAASPP - 30% Met and Exceeded	58.5% of ELs making progress (CA Dashboard 2022) ELA CAASPP - 29% Met and Exceeded Math CAASPP - 27% Met and Exceeded	53.3% of ELs making progress (CA School Dashboard 2023) ELA CAASPP - 24% Met and Exceeded Math CAASPP - 27% Met and Exceeded	77% (VERY HIGH) EL progress on Dashboard

Dashboard - Equity Report	ELA and Math:
	
	0 groups in Red
	
	0 groups in Orange
	
	2 groups in Yellow (African Americans and SWDs)
		No data available	Status only data:
			
			LOW ELA: SWD
			MEDIUM ELA: AA (African Americans)
			LOW Math: AA, SED, SWD
			MEDIUM Math: Hispanic
				Color categories:
				  ELA:
				  Red: 0
				  Orange: SWD
				  Yellow: EL
				  Math:
				  Red: 0
				  Orange: SWD
				  Yellow: EL
					0 groups in Red, Orange and Yellow

EL Reclassification Rates and Number of LTELs	For 2019-2020, reclassification was halted for lack of Summative ELPAC data. The reclassification cycle for EUSD will start Fall of 2021. For 2020-21, only 3 students (out of 143 ELs) were reclassified.	EUSD Reclassification Rate for 2021 = 14% district wide	EUSD EL Reclassification Rate: 16% district wide	EUSD EL Reclassification Rate: 11% (27 out of 253 ELs) - as of Dec 2023 39 LTELs as of May 2024	0 LTELs ELs Reclassified within 5 years of EL status in our district 20% or higher reclassification rate annually

Goal Analysis for Goal 1

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.

All planned actions and services were implemented, to varying degrees, even though resources were limited. This was accomplished through thoughtful use of other funding sources, and leveraging local resources. For example, levels of academic intervention support were kept the same as previous years with the use of one-time funds. As explained in the response to prompt number 3 in this Goal Analysis Question, the action item pertaining to professional development was implemented but not to the degree foreseen as pilot and adoption tasks consumed districtwide PD time. EUSD finished piloting for History 2-5, Science 4-5, and upgrading of ELA and Math curriculum this year. Successes include: (a) Full implementation of a comprehensive academic intervention at the sites that include a variety of supports: push in, pull out, academic labs before and after school, support classes for study skills, etc. (b) Partnership with ELOP to extend academic support for ELs and struggling students, (c) Hiring of a bilingual aide (Russian/Ukrainian) to provide academic support and serve as family liaison, (d) successful implementation of assessment/data warehouse (EdCite) to replace Illuminate, with custom built data dashboard, (e) successful pilot of iReady, (f) high participation rates for the annual Family STEAM Night, as well as ELAC/EL Family Night and DELAC, and (g) successful implementation of PLC Year 1, addressing critical question # 1, with over 20 educators participating in the two summits as of 2023-24. Challenges include (1) Surge in EL Newcomer population at Maidu, Excelsior, and Olympus, with EUSD having very limited resources for ELs and (2) Limited funding and resources (staffing is a challenge. (3) Limited PD time and opportunities and most of the time has been utilized for curriculum pilots and adoption.

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

1.2 EdCite was purchased through a 3-year contract in May 2023 and hence no expenses were incurred for AY 2023-24.
1.3 Professional development expenses were higher than budgeted due to increased demand for planning and collaboration opportunities and onboarding of new curriculum adoptions.
1.4 Family STEAM Night - EUSD was able to secure a better rate and use local resources and hence, this was under budget.

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

In determining effectiveness, a holistic approach consisting of examining qualitative and quantitative data was used by the Eureka Leadership Team. A scale from (1) INEFFECTIVE → (2) NEEDS IMPROVEMENT → (3) SOMEWHAT EFFECTIVE → (4) EFFECTIVE → (5) EXTREMELY EFFECTIVE was used. See measures used for each determination under each action and/or service. Refer to Table 1 on the next page for an explanation.

INEFFECTIVE	NEEDS IMPROVEMENT	SOMEWHAT EFFECTIVE	EFFECTIVE	EXTREMELY EFFECTIVE
Evidence exists that the singular action has zero effect or adverse effects.	Evidence exists that the action/s has some positive effects but needs major improvement.	Evidence exists that the action/s has some positive effects but may need addition of other action or service.	Definite evidence that the particular action yielded or contributed to positive results.	Multiple data sources and years of implementation has identified the particular action to be effective.
Action: Eliminate	Action: Adjust, add **and** expand.	Action: Adjust **or** expand **or** add.	Action: Keep the service.	Action: Keep and broaden impact, if possible.

Table 1: Scale to Determine Effectiveness of Actions and Services

NOTE: In some cases, the landscape (e.g. demographics) has changed significantly that action items that were effective before do not have the same magnitude of current effectiveness.

1.1 Site Based Interventions - SOMEWHAT EFFECTIVE

The determination of a SOMEWHAT EFFECTIVE evaluation towards accomplishing this action/service is due to (1) EUSD increasing its Math Proficiencies overall, with SED and African American Subgroups in Green and Hispanic Subgroups in BLUE, (2) ELA performance rates remain in BLUE overall, with SED and Hispanic Subgroups in GREEN and African American in BLUE, however: (3) SWD performance remains in ORANGE for ELA and Math and (4) EL is in YELLOW for both ELA and Math. EUSD has implemented a multifaceted approach to serving its academically struggling students despite minimal resources and funding. METRICS USED: 2023 Dashboard Data and Equity Reports on Academic Performance, 2023 CAASPP Results for 2023, Local Measures (FIABs and iReady) as displayed above under Measuring and Reporting Results, EL Progress on the Dashboard, EL performance in CAASPP and in local measures.

EUSD schools implemented a wide variety of academic interventions targeted towards closing the achievement gap as well as serving the needs of our unduplicated student subgroups. Intervention/EL Support Teachers transitioned to science of reading at the K-2 levels by focusing on foundational skills (phonemic awareness and phonics) via explicit, systematic instruction, supplementing with Heggerty's Phonemic Awareness and UFLI Foundations Curriculum to a lesser extent. Intervention aides were trained in content and pedagogy by the intervention/EL support teachers and provided push in and pull out supports for both reading and math at the K-6 level. EUSD's junior high schools created periods or classes for improving study skills and providing content-specific instruction for students who are academically struggling.

English Learners were supported via a variety of ways. At TK-3, EL support teachers pulled out small, leveled groups for differentiated instruction using Reading Wonders ELD Curriculum. To address the increased needs at Maidu, Excelsior and Olympus, an EL/Newcomer Support/Family Liaison aide who is bilingual in Russian/Ukrainian was hired to support students and bridge connections between family and schools. Lalilo, a digital phonics program from Renaissance, was provided to all EL/Newcomers to support phonics instruction. ELOP was also utilized to provide additional support to families and a close partnership with STAR allowed the district to utilize our afterschool program to extend learning in English Language Development. To support teachers,

several PD opportunities were provided in the afternoon and EUSD utilized PCOE expertise in providing PD on ELD (English Language Development) during PD days. At Olympus JHS, extra periods of support for ELs were funded, and a [supplementary ELD curriculum](#) (Get Ready!) was purchased. EUSD also made connections with the Roseville Union High School District to calibrate actions and services regarding ELs.

Libraries were provided funding to purchase books and other reading materials that showcase the diversity of languages and cultures that ELs bring. Title III funding was used to provide visual dictionaries and glossaries to mostly Russian/Ukrainian immigrant students. Summer school was redesigned to offer English Learner camps focused on STEAM, but addressing English Language proficiency goals. These camps include camps for newcomers. Data (classroom-based assessments, feedback from teachers and families) indicate growth in language skills (Tier 1 and Tier 2 vocabulary and speaking skills) among students who participated.

1.2 Assessments: Summative, Diagnostics, and Formative Assessments - SOMEWHAT EFFECTIVE

The determination of a SOMEWHAT EFFECTIVE evaluation towards accomplishing this action service is due to (1) Successful implementation of EdCite as a data warehouse where disaggregated data can be obtained in a faster and more efficient manner. (2) Successful utilization of the FIABs as district benchmarks that align to CCSS and CAASPP assessment targets. However, (3) EUSD still lacks a more granular form of assessment, e.g. diagnostic and progress monitoring, hence iReady is being piloted this year. METRICS USED: Usage rates for EdCite (Mostly Administration), iReady Pilot Participation Rate (38 teachers out of 175), and FIAB Administration Rate (FIAB was used as Summative Assessments).

EUSD began implementation of a new data warehouse, EdCite
(and transitioning away from Illuminate), where summative assessments were housed and data analysis conducted, after a transition from Illuminate. EdCite has a full plethora of all the FIAB's from California as well as ELPAC practice tests and CAST practice tests. EUSD utilized the FIABs as summative assessments district wide so students continue to become familiar with the state assessment interface (and hopefully alleviate anxiety over testing). EdCite also built a data dashboard that allows for quick segregation of data for analysis. Implementation rate was 98% district wide, 3rd grade to 8th grade in ELA and Math.

In December 2023, a select group of EUSD teachers participated in the pilot of iReady Diagnostic Assessment Suite. More than 38 classrooms across different school sites and grade levels in ELA and Math were administered the iReady Diagnostic 1. Training was held on test administration and data report generation and analysis. Another round of testing will be conducted in May to determine growth. iReady will most likely be adopted by the district as part of its PLC "reboot". It is envisioned that iReady will provide the progress monitoring component in assessments that the district is missing - along with the formative assessments that are needed in the PLC process.

1.3 Professional Development - SOMEWHAT EFFECTIVE

The determination of a SOMEWHAT EFFECTIVE evaluation towards accomplishing this action service is due to (1) EUSD provided multiple PDs on EL instructional practices in partnership with PCOE and a retired TOSA/EL Coach from TRUSD, (2) Two EUSD schools successfully partnered with PCOE for a UDL grant to elevate Tier 1 Instruction, (3) Math PDs continued, with focus on problem solving strategies and modeling. JHS teachers participated in various out-of-district PDs on 'Building Thinking Classrooms'. (4) EUSD provided consistent PD on Structured Literacy and Science of Reading. However, (5) EUSD PDs in the afternoon did not have good attendance rates. (6) Most of the PD days have been consumed by new curriculum needs regarding onboarding, and (7) Teachers continue to be overwhelmed with the many pilots and adoption tasks EUSD had to implement.
METRICS USED: Number of Workshops Offered on: ELA (Reading and Writing) and Math Instructional Strategies, Attendance Rates, Feedback from Teachers, Aides and Administrators, UDL Grant Partnership wit PCOE, Implementation Benchmarks (Coaching Opportunities, Observations Conducted, Surveys, Lessons Created and Other Products).

Professional development was not as thoroughly implemented this year as the previous years, except PDs offered during PD Days and about 4 afternoon workshops focused on supporting ELs. EUSD teachers engaged in several pilot and adoption efforts (ELA and Math) that resulted in the utilization of all PD days for this purpose. Nevertheless, two schools (Greenhills Elementary and Olympus JHS) partnered with PCOE to deliver PD opportunities in UDL for staff which involved coaching, lesson development and implementation, observations, etc. EUSD focused PD efforts on increasing educator competencies in supporting the needs of ELs, however such PDs were not well attended, even when they were held during PD Days. The district also continued to offer PD in math instruction, with a renewed partnership with UC Davis Math Project.   Teacher and administrator feedback (as well as informal walkthroughs) indicate that building thinking classrooms (PD pushed through by EUSD for JHS Math Teachers) are being implemented (classroom's physical structure indicate a redesign to support the BTC framework), along with model drawing approaches in Math teaching and learning. Likewise, consistent growth in Math performance rates is hypothesized to be a product of consistent PD on these math topics.

1.4 Family Nights (Content Focus) - EXTREMELY EFFECTIVE

The determination of EXTREMELY EFFECTIVE is based on EUSDs efforts to engage families in content-centered opportunities. The Family STEAM Night is highly popular (over 200 parents and students) and attendance at Family Reading and Math nights at all elementary schools have been consistently high. EUSD has made great strides in involving families, as will be further discussed under Goal 3. METRICS USED: Family participation

Each site organized its own family nights that are content-focused. The district also organized a Family STEAM Night (April 11) with FREE library books (weeded out books from our libraries) to families. Invites were sent in 5 languages other than English. A science "magic" show, dome planetarium, robotics demonstration, and a speaker from the Sacramento Astronomical Society and participation rates were high (approximately 100 parents, community members, and students attended). The high participation rate was partly due to efforts expended to get families to come, e.g., phone calls were made to some of our EL families who are newcomers.

1.5 EL Supports/Services - NEEDS IMPROVEMENT

The determination of a NEEDS IMPROVEMENT evaluation towards accomplishing this action service is due to (1) Decline in EL progress/performance as per CAASPP results and Dashboard Equity Rating. As stated in earlier sections, EUSD has had the challenge of a highly significant surge in EL/Newcomer enrollments, and this enrollment appears to be ongoing with roughly 2 - 5 new immigrant EL students every month. EUSD's resources are stretched in ways that have not been anticipated. (2) Reclassification rates are lower for 2023-24 compared to previous year, and (3) EL performance in CAASPP is lower compared to previous years (ORANGE categories in ELA and Math). METRICS USED: EL Progress Rating from CA Dashboard, EL Performance in CAASPP ELA and Math, Reclassification Rates

Professional development for teachers was provided after school (not well attended) and during PD days (not well attended). Students and families were provided access to Duolingo ABC and Lalilo, to help support phonics and phonemic awareness. EUSD also partnered closely with STAR Sacramento so ELs can be supported in their language development during ELOP time, especially in the areas of vocabulary, speaking, and listening. The EL Student Support/Family Liaison position was heavily utilized to help support students in the classrooms at Maidu, Olympus, and Excelsior.

The contract with Excel translation services was continued and data of usage indicate heavy utilization. Further, EUSD utilized internal live interpreters for Russian/Ukrainian, Farsi, Urdu, Arabic, and Mandarin. EUSD also utilized apps such as SayHi with coaching support for teachers, along with Google Translate. EUSD will be offering an EL/Newcomer BootCamp designed to increase competencies among teachers and aides who serve EL/Newcomers. This bootcamp will allow participants to understand the second language acquisition process and the ELD standards as well as provide time to explore our new ELD curriculum from Reading Wonders 2023 and Amplify ELA 2023. EUSD was not able to offer GLAD certification training due to insufficiency in funding.

For the 2024 summer (still part of this update), EUSD will duplicate its 2023 EL/Newcomer camps for students (which was deemed successful based on feedback from students and participating families and teachers and pre and post data collected).

As stated in 1.1, the EL Student Support/Family Liaison is a new position that has been heavily utilized. Feedback during ELAC and DELAC indicate the value of having a Family Liaison who is bilingual to help families navigate a new country and school system. DELAC and ELAC have been very well-attended due to the work done from this position, e.g. calling families and networking during ELOP. Likewise, teachers, administrators and counselors relied heavily on this position for understanding cultural differences and ways of supporting Ukrainian/Russian immigrants. Schedule for push in support from this person indicate heavy utilization for support in the classrooms at Maidu, Excelsior, and Olympus. Teacher feedback indicates effectiveness of support from the position.

1.6 Professional Learning Communities (PLC) - EFFECTIVE

The determination of an EFFECTIVE evaluation towards accomplishing this action service is due to (1) Successful implementation of PLC Phase 1 (*"What do we want our students to learn, understand and be able to do?"* district wide. (2) Successful organization of a PLC Guiding Coalition at EUSD, and (3) EUSD still lacks a more granular form of assessment, e.g. diagnostic and progress monitoring, hence iReady is being piloted this year. METRICS USED: Products or Output for Year 1 (list of priority and supporting standards for ELA and Math per grade level), Number of Vertical Articulations organized for administration and teachers (1 for Admin and 2 for teachers), Feedback about PLC Process, Agenda for PLCs at Sites, Consultations with PLC Guiding Coalition

The constant chaos of students going in and out of independent study contracts, staff sickness rates, hiring challenges, and sub challenges led to the district's inability to implement some actions and services two years ago. In 2023-24, some challenges remained: changed mindsets from families about the value of vacations/family time over school, sub challenges, etc. In 2022-23, the district sent a big team went to Spokane, WA to relearn *PLC Done Right!* as a multi-year initiative to address inconsistencies in curriculum implementation, teaching practices, and expectations/beliefs about student learning. In 2023-24, another cohort of new administrators and teachers also attended a PLC Summit. A guiding coalition of administrators and teachers was formed district-wide to guide EUSD's PLC process. The first year of the PLC journey was successfully implemented with support from PCOE. Prioritization of standards across all grade levels and in ELA and Math was accomplished. Vertical articulation in feeder pattern (CAV-track and OLY-track) was done and feedback from teachers indicated appreciation for the process. The ultimate gauge of whether we have achieved our PLC goal would be through the following: (1) Has our site-based PLC every Wednesday changed? → We see evidence, via agendas, that a shift is happening towards using this time to be more data-driven and framed through the four PLC questions. (2) Has understanding about what students need to learn and be able to do changed? → From teacher and admin feedback about the work done this year - prioritizing standards and vertical articulation, it has been observed that teachers are feeling more confident about their knowledge of the standards and how our curricula are truly aligned to these standards with the appropriate DOK. For 2024-25, a focus on the second essential question "How do we know if they learned it?" will be addressed. DOK-alignment and learning target creation will occur during the first PD Day.

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.

1.5 English Learner Services (NEEDS IMPROVEMENT) - In the new LCAP, EL supports and services at sites will be expanded and improved, so that more targeted support is available for EL Newcomers/Immigrants at Title 1 schools and LTELs at the junior high schools. Additional supplemental dollars have been shifted from non-Title 1 sites (with lower EL populations) to Title 1 sites (with higher EL populations). An MTSS/EL TOSA has been added to LCAP 2024-27 to provide additional support, primarily to increase our educators' confidence and competence in utilizing evidence-based practices for serving the needs of ELs. Instead of a PD model where we ask educators to come to a venue for a workshop at a certain specific time, we will transition to a more personalized coaching model where the TOSA will personally interact with the educators to target specific instructional skills. The TOSA will also provide modeling of EL practices. A dedicated ELD/ELA class will be offered at the JHS to address the leveled needs of ELs. Additional resources will be made available to newcomer/immigrants, such as bilingual dictionaries, Duolingo ABC, etc.

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.

Goal 2

Goal #	Description: SOCIOEMOTIONAL/BEHAVIORAL
2	Goal 2: EUSD will provide its subgroups access to high-quality physical, mental, and socioemotional wellbeing programs, with targeted Tier 2 and 3 SEL support as needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kid Survey	School Connectedness (2019) 5th: 77% 7th: 75%	2021-22 CHKS Data: 6th: 79% 7th: 72%	This is replaced with Aperture SEL Screener data: See below.	This is replaced by Aperture SEL Screener data. See below.	90% of students completing CHKS (both Grades 5 and 7) = strong connections with schools in CHKS
Aperture (SEL Screener) Data	No Aperture data	No Aperture data	Social Awareness - 53% Goal Directed Behavior: 53% Personal Responsibility: 57%	Social Awareness - 56% Goal Directed Behavior - 52% Personal Responsibility: 61%	Increase by 2-3% every year.
LCAP Student Survey	94% indicate they like school. Top reasons: caring teachers, respectful classrooms	LCAP Survey 21-22: 70% - *"School is a great place to be."* 66.3% - *"I feel included (that I belong) in my school."*	LCAP Survey (students) 2022: 68.1% - *"Feel safe at school."* 70.8% -*"I feel I belong at school."*	LCAP Survey (students) 2023: 76.9% - *"Feel safe at school."* 75.7% - *"Feel welcome at school."*	95% of students will indicate they like their schools.
Physical Fitness Testing (5th and 7th grade)	No data available as PFT was suspended for 2020. 2019 data: Grade 5 - 79% in the HFZ (Healthy Fitness Zone) Grade 7 - 82% in the HFZ (Healthy Fitness Zone)93	Only participation rates are available for 2021-22: • EXC - 96% • RV - 91% • CAV - 98% • OLY - 91%	Only participation rates are available for 2022-23: • EXC -94% • RV - 94% • CAV - 99% • OLY - 91%	Only participation rates are available for 2023-24: • EXC -94% • RV - 99% • CAV - 100% • OLY - 93%	85% of 5th and 7th grade students will fall in the HFZ

Goal Analysis for Goal 2

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.

Based on LCAP survey results from staff, SEL is an area of pride for the district as counselors provide phenomenal support to all students, most specifically those who are at risk. This year, counselors have provided phenomenal service to EL immigrants who are new to our school system by offering social hours and office hours for families, with support from our Bilingual Student Support/Family Liaison Aide. Almost all planned actions and services were implemented, albeit to varying degrees to flexibly address the evolving needs of students. This means some actions and services, such as 2.3 (PD for SEL- Socioemotional Learning) and 2.4 (Tier 1 Classroom Management) were not fully implemented as needs of the district shifted to address perceived more serious behavior transgressions among students. This is per feedback from educators and principals.

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.

2.2 PD was overbudgeted for SEL/student mental wellbeing as during the year, the needs evolved requiring more Tier 2 support for student behavior.

2.3 The expenses for improving health and physical education was not fully expended as budgeted because only 4-8 PE teachers were able to receive PD via US Game as K-3 teachers had to tackle multiple pilots and adoptions in core curriculum.

2.4 EUSD provided PD for Tier 1 behavior/classroom management (one in the PM using respected teacher retirees and another during PD Day with PCOE presenters/facilitators). Feedback from both PDs indicated that teachers feel that they needed more Tier II approaches.

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

In determining effectiveness, a holistic approach consisting of examining qualitative and quantitative data was used by the Eureka Leadership Team. A scale from (1) INEFFECTIVE → (2) NEEDS IMPROVEMENT → (3) SOMEWHAT EFFECTIVE → (4) EFFECTIVE → (5) EXTREMELY EFFECTIVE was used. See figure under goal 1 for a more detailed explanation of the scale.

<u>2.1 Supporting Socioemotional Wellbeing of Students - SOMEWHAT EFFECTIVE</u>

The determination of a SOMEWHAT EFFECTIVE evaluation towards accomplishing this action/service is due to (1) Based on LCAP surveys, counselor supports for students have been extremely valuable, (2) SEL progress monitoring through Aperture indicates growth and/or improvement in scores, however: (3) EL and SED performance in SEL competencies as tracked through Aperture indicates a gap, with ELs and SED students showing lower % T-Scores. METRICS USED: T-Scores (%) from Aperture, LCAP Surveys (Parents, Students, Staff), Student Focus Group at CAV and OLY.

Over the years and across sites, our counselors and the services they have provided to all our students have been very valuable and much appreciated by staff, students, and parents, as per consistently high scores of satisfaction from surveys spanning years. The help they have provided to our EL/Newcomer families have been significant and our DELAC/ELAC parents have expressed their appreciation during meetings.

Schools have implemented our SEL programs, ToolBox and InFocus but with varying fidelity with ToolBox being widely used. EUSD is looking forward to the new Reading Wonders 2023 program in ELA, as SEL is embedded in the curriculum. Aperture SEL diagnostic and screening has been successfully implemented and data analyzed by counselors to address any needs and also to leverage strengths noted from students. As shown in the metrics table, there is a gap in the SEL competencies noted between our subgroups and non-subgroup populations.

2.2 SEL Professional Development for Staff - SOMEWHAT EFFECTIVE

The determination of a SOMEWHAT EFFECTIVE evaluation towards accomplishing this action/service is due to (1) Based on PD needs feedback, this has not been an area of PD that is of top priority to educators → Most feel confident and competent in teaching InFocus and ToolBox, (2) PD was delivered through coaching and one to one modeling for Aperture screening/diagnostic, however: (3) PD for addressing SEL needs of EL and SED students, particularly those who are new to the country and struggling with acculturation and possibly trauma (e.g. from war) have not yet been provided for staff. METRICS USED: PD Feedback Form, Administrator Input, Counselor Input during job-alike meetings

In 2023-2024, SEL PD for staff has been purposefully limited, as early year feedback indicated this is not a priority compared to highly requested training on how to support ELs and de-escalation for Tier 2 behaviors.

2.3 High-Quality Health and Physical Education - SOMEWHAT EFFECTIVE

The determination of a SOMEWHAT EFFECTIVE evaluation towards accomplishing this action/service is due to (1) High quality PD was delivered through US Games on standards-aligned lessons and activities for all PE Teachers throughout all PD Days. Feedback from teachers indicates how valuable and relevant the PD was. (2) Participation rates in the PFT remain high. (3) Feedback from GenEd teachers and administrators from 4-6 sites indicate that the PE program has improved tremendously from the hiring of a dedicated, PE-credentialed teacher, however (3) PE at TK-3 sites remain a challenge as TK-3 teachers struggle to provide standards-aligned PE instruction. However, Maidu Elementary School has successfully partnered with GBHS to have PE students come and provide instructional support to the teachers during PE classes. This partnership has been lauded at a board meeting for its successful implementation of a PE program that is standards-based, teacher-approved, and brings joy to students. METRICS USED: LCAP Surveys, Site Visits/Observations, Feedback from Teachers via Bargaining Unit, Student Focus Group Input

EUSD plans to expand its partnership with GBHS (RJUHSD) to provide Oakhills and Greenhills the same support from PE high school students. The district will also continue its partnership with US Games to provide our PE teachers continuous relevant PD on standards-aligned PE instruction.

<u>2.4 Strengthening Tier 1 Behavior Management Approaches - SOMEWHAT EFFECTIVE</u>

The determination of a SOMEWHAT EFFECTIVE evaluation towards accomplishing this action/service is due to (1) Dedicated time spent with administrators, teachers, and school office staff to calibrate on coding of behavior infractions and logging of such incidents, (2) Data clean up to ensure logs of behavior incidents are valid and reliable, (3) Calibration across sites of consequences for minor and major behavior infractions, (4) Calibration across sites as to consequences for behavior infractions that serve as learning opportunities and not as punitive measures. EUSD has also provided two parent workshops involving the use and misuse of technology (one in partnership with PCOE and another delivered by our IT Coordinator on social media). However, (5) more PD for staff need to be implemented for addressing classroom management issues and Tier 2 behavior infractions, including verbal de escalation. METRICS USED: Behavior Logs, Suspension Logs, Feedback from LCAP Surveys, Feedback from ELT (Eureka Leadership Team), Student Focus Group Input

ELT has identified several areas that may help address behavior challenges, including (1) Building effective teacher-student relationships, (2) Communicating high academic and behavioral expectations, and (3) Teacher clarity. These all score high on Hattie's (2019) list of effect sizes. EUSD also commits to providing more parent workshops on this specific topic in 2024-25.

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.

EUSD, based on feedback from educators and staff, will shift PD to address Tier II behavior infractions while still providing classroom management support on a limited scale (the PD for Tier 1 classroom management is not being removed, but will be limited). EUSD will conduct a needs assessment, via a global walkthrough form, that aims to identify if conditions of learning (classroom environment) promotes prosocial behaviors and does not enable antisocial and problematic behaviors.

PD on SEL will be provided, via the new Reading Wonders curriculum that was just adopted, as a robust SEL component is purposefully and seamlessly integrated within the curriculum. This PD will be part of the curriculum adoption contract. It is hypothesized that using an SEL curriculum that is not separate and isolated from the general education curriculum will be more impactful in closing the gaps between our subgroups (EL, SED) and majority group (based on Aperture Data).

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.

Goal 3

Goal #	Description: SAFE, WELCOMING & INCLUSIVE CLIMATE
3	EUSD will ensure that all school sites have safe, welcoming, and inclusive climates for all students and their families, with targeted programs for the district's subgroups.

Measuring and Reporting Results

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

| LCAP Survey (Students, Parents, Staff) on School Climate and Culture

-Disaggregated for Subgroups (Parent Survey) | a) 73.4% of parents rated school climate as Good or Excellent

-EL Parents: 100% indicated school climate as Good or Excellent

-SED Parents: 92% of parents indicated that school climate is Good or Excellent

b) 82.3% of students in Grades 3-8 rated their school/classroom environment as Good or Excellent

c) 67% parents rated as Good or Excellent - EUSD's communication (timeliness & effectiveness)

-EL Parents: 100% are satisfied with EUSD's communication efforts

-SED Parents: 97% are satisfied with EUSD's communication efforts | a) 79.4% of all parents
-EL Parents: 50%
-SED Parents: 55%

b) 66.4% of students agree/highly agree with the statement "*I feel included (I belong) in my school.*"

- 53% (Focus group data indicate consistency in communication as an area for improvement at the sites but rated district communication as excellent)

-EL Survey data has very low (n =2) participation rate

-56% of SED parents

-Focus group data from classified staff indicate a need for a more inclusive environment when it comes to classified staff. | a) 82.9% of all parents
-EL Parents: 79%
-SED Parents: 95%

b)68.6% of students agree/highly agree with the statement "*I feel included (I belong) in my school.*"

-LCAP parent survey data
-62% indicate that " *Our district and school provide multiple opportunities for families to have a voice.*" (69% of SED Families, 71% of EL Families)

-61% indicate that "*Our district and school promote transparency and seek input from the community.*" (64% of EL, 75% of SED Families) | a) 90% of all parents
-EL Parents: 50% (only 4 responded and 2 were neutral)

-SED Parents: 94%

b) 76% of students agree/highly agree with the statement "I feel welcome at my school."

-LCAP parent survey

- | a) 95% of SED and EL parents will rate school climate as Good or Excellent

b) 95% of students will rate school and classroom environment as Good or Excellent

c) 95% of parents will rate communication efforts as Good or Excellent

d) 95% or higher of EL and SED parents will indicate satisfaction with EUSD's communication efforts |
| Staff PD Feedback Form | For all PD Days, average of 80% rating PD as meaningful, relevant, and actionable | For district-wide PD Days, 58% agree/highly agree | For Sept and Nov PD, 81.4-90.7% rated agree/highly agree.

Teachers love PM time for planning/collab | For District Wide PD Days in 2023:

60% found the PLC sessions relevant (Sept/First PD Day)

NOTE: Most sessions in 2023 were devoted to curriculum training | 90% of staff will rate PDs as meaningful, relevant and actionable |

Parent Workshops Participation Rates	Rates range from 35 - ~200	Very low rates for in-person parent workshops (<10) but high turnout at STEAM Fair and K/TK Jamboree	Very low rates of participation in both in-person and virtual meetings	Two parent workshops about Technology use and misuse: >20 parent participants	Average of 50 or more per workshop session

Goal Analysis for Goal 3

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.

There are some substantive differences between the planned actions and actual implementation. Some of these differences are:

3.1 Healthy and Safe Environment - Spending was less than anticipated as explained below.

3.2 Positive School Climate - Efforts shifted as per needs assessment results. Spending was higher.

3.3 Parent Engagement - EUSD was unable to provide more than 2 workshops this year, and those were not geared towards addressing parenting support towards promoting prosocial behavior.

3.4 Chronic Absenteeism - Expenditure was significantly higher than budgeted.

3.5 Anti Bullying/Kindness Programs - The difference involved the utilization of a learning program to address infraction. BASE education was used as a consequence, with adult support, for addressing minor and major behavior infractions.

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.

3.1 Healthy and Safe Environment - Spending was lower than anticipated as EUSD found local resources to help promote safety environment. The installation of Raptor came out to be lower than expected due to a better rate that EUSD was able to secure.

3.2 Positive school climate - Student behavior was significantly challenging across all sites and had to be immediately and comprehensively addressed, and hence funding for this action item was significantly higher than anticipated. Additionally, needs assessment revealed that data collected on behavior is most likely inaccurate as calibration on identification, categorization, and consequences have not occurred. Work to get a calibrated system in place was implemented first or prioritized.

3.3 Parent Engagement - EUSD was only able to provide two parent workshops this year and utilized free local resources to provide these opportunities. More parent workshops to address student behavior are planned for next year. Also, parent engagement workshops did not include parenting workshops on the promotion of prosocial behavior, but focused on technology as needs assessment indicated a need to address misuse of technology and how technology can shape antisocial behavior.

3.4 Chronic Absenteeism - EUSD spent more funding than initially anticipated for boosting attendance rates as a more comprehensive awareness campaign was launched including targeting subgroups with attendance challenges via home visits and phone calls which required extra staff hours. Rewards and site grants were also part of the campaign. A significant portion of funding was used to provide chronically absent SED students with bus passes to help with transportation needs.

3.5 Anti Bullying/Kindness Programs - As stated in the prompt above, BASE education was an extra cost as EUSD staff input determined that a learning dimension to administering consequences after a behavior infraction will be more effective at preventing repeat offenses.

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

In determining effectiveness, a holistic approach consisting of examining qualitative and quantitative data was used by the Eureka Leadership Team. A scale from (1) INEFFECTIVE → (2) NEEDS IMPROVEMENT → (3) SOMEWHAT EFFECTIVE → (4) EFFECTIVE → (5) EXTREMELY EFFECTIVE was used.

3.1 Healthy and Safe Environment - EFFECTIVE

The determination of an EFFECTIVE evaluation towards accomplishing this action/service is due to (1) Based on LCAP surveys, high approval ratings for school efforts to make sites and classrooms safe, welcoming and inclusive have been posted. Growth in % of approval has been obtained in these areas for this year from parents, students, and staff. (2) Raptor technology has been implemented at all sites, and using this technology has helped monitor visitors and guests, (3) Numerous site-organized and district-organized events have helped create a culture of belonging in the community, and (4) Ever increasing volunteerism rates suggest our schools are considered safe and welcoming. METRICS USED: Successful implementation of safety drills at ALL sites, LCAP Survey results from parents, staff and students, Effective Raptor implementation at all sites.

For 2024-2027, EUSD will continue to ensure that sites are fostering a safe and inclusive environment for students, staff, and families. This action and service is significantly intertwined with all the actions and services within this goal.

3.2 Positive School Culture and Climate - SOMEWHAT EFFECTIVE

The determination of an SOMEWHAT EFFECTIVE evaluation towards accomplishing this action/service is due to (1) Based on teacher and administrator feedback, and as discussed under Goal 2, student behaviors have been noted as significantly more disruptive and challenging to address. (2) Tier 1 professional development opportunities have not been well attended as feedback indicate higher needs for Tier 2, (3) Suspension rates are high and disproportionate to certain subgroups (African Americans, Hispanic, SED, and SWD) and midyear suspension rates have been identified as higher than AY 2022-2023. However, (4) EUSD has organized a team of administrators, teachers, counselors, and school office staff to analyze data, calibrate language, and validate understanding around behavior infractions, and (5) Closer monitoring of students being logged for major and minor infractions are being implemented with immediate response. METRICS USED: Suspension rates, LCAP Surveys, Student Focus Group Input, LCAP PAC Input

Although initially planned, parent workshops on prosocial behavior were not offered this year as EUSD focused on workshops about technology use and misuse (number 1 identified behavior infraction in the MINOR category). Mindsets about how teacher-student relationships' influence on behavior as well as possible influence of generational differences (our students are generation alpha with millennial parents) need to be studied. Administrators and parents, during meetings, have indicated how prosocial behaviors are influenced by teacher expectations and relationships in the classroom. Feedback from LCAP PAC (Parent Advisory Council) indicates that communication re: behavior infractions could be improved.

3.3 Parent Engagement - SOMEWHAT EFFECTIVE

EUSD provided two high quality Parent Workshops focused on Technology Use and Misuse, with one discussing social media effects on children and teens. These workshops offered a myriad of resources that parents can reference (e.g. PCOE had numerous websites and pamphlets to share). The SOMEWHAT EFFECTIVE rating is due to low participation rates, especially from subgroups (despite EUSD offering translated brochures and child care). A more targeted approach will be followed next academic year, with dedicated phone calls to families. Additionally, volunteerism rates remain high across all sites. METRICS USED: Parent Workshop Participation, Parent Workshop Feedback, Volunteerism Rates.

<u>3.4 Student Engagement/Attendance Rates - EFFECTIVE</u>

The determination of an EFFECTIVE evaluation towards accomplishing this action/service is due to (1) Increase in attendance rates at all schools across all subgroups, (2) Successful attendance campaigns that utilized a positive reward system at all sites, and (3)Effective and timely support for families with difficulties maintaining student attendance (e.g. phone calls, home visits, SARB). METRICS USED: Monthly attendance rates, SARB referrals, school logs for attendance-related phone calls, LCAP PAC Input, Student Input

<u>3.5 Anti-Bullying/Prosocial Programs - EFFECTIVE</u>

The determination of an EFFECTIVE evaluation towards accomplishing this action/service is due to (1) All school sites successfully launching awareness campaigns through anti bullying and kindness assemblies, (2) Successful implementation of the BASE Education Program as a learning tool to be used when a behavior infraction occurs, and (3) LCAP Surveys indicating that parents, students and staff do not think that bullying is rampant and is a problem in our schools. METRICS USED: LCAP Surveys, Input from LCAP PAC and SAC (Student Advisory Committee). In 2023-2024, teams (administrators and staff) participated in a visit to the Holocaust Museum organized by PCOE. All participants came back with fresh resolve and perspectives to support the prosocial development of our students, most especially the most vulnerable subgroups.

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.

EUSD plans to address the following via the new LCAP:

3.1 Continue implementing school safety plans and utilizing the Raptor System. This includes consistent training on safety procedures at sites. EUSD will also continue holding discussions with staff on how to make EUSD a more inclusive and welcoming environment for all families.
3.2 Positive school climate - EUSD will offer professional development on how to utilize the SEL curriculum integrated within our newly adopted ELA program at grades K-5 (see Goal 2). It will also provide workshops on both Tier 1 and Tier 2 classroom management which will include the implementation of a walkthrough form for both administrators and educators and using data to identify staff that need additional support (possibly coaching). Timely communication with parents on behavior infractions will be addressed via site leadership intervention and clear expectations.

3.3 Parent workshops - EUSD plans on providing parent workshops on parenting for prosocial behavior and understanding [Generation Alpha](#). It will continue offering workshops on technology use and misuse.

3.4 Student engagement/attendance rates - EUSD plans to continue its work on decreasing chronic absenteeism by addressing barriers to attendance and working with families.

3.5 Anti bullying /kindness programs - EUSD plans to continue supporting sites as they work towards building awareness through kindness campaigns and anti bullying assemblies. Parents will be invited to become part of these campaigns.

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 able.

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.

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

  o 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.

  o 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.

  o 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

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
EUREKA UNION SCHOOL DISTRICT	MR. TOM JANIS	tjanis@eurekausd.org 916-774-1203

Plan Summary [2024 – 2027]

General Information

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

Our District at a Glance: The Eureka Union School District serves students in Granite Bay and east Roseville in historic Placer County. The district is dedicated to developing learned and inspired global citizens by providing our students with a dynamic, rigorous education that focuses on collaboration, critical thinking, and character development, while also supporting a nurturing environment which fosters the healthy academic, social, emotional, and physical development of each student. Our partnership of students, families, educators, and community members encourages creativity and celebrates innovation.

Our History: Taking a step back in time, a new school was built in 1868, a half mile west of the present Eureka School site on the old Sacramento-Auburn wagon road. On February 5, 1868, a group of citizens formed the Excelsior School District, which lay between the Dry Creek and Franklin districts. In 1875, growth forced the Excelsior School District to build a new school one-half mile closer to Roseville in which the classroom was large enough for 35 children. The Excelsior District existed until 1925 when the Eureka Union School District was formed upon the merger of the Excelsior and Rosedale school districts. In 1967, Greenhills Elementary School opened its doors to students and Cavitt Junior High School opened 14 years later in 1981. The 1990's were a time of tremendous growth in the area which led to the construction and dedication of Oakhills Elementary School in 1990, Ridgeview Elementary School in 1994, Olympus Junior High School in 1996, Maidu Elementary School in 1997, and Excelsior Elementary School in 1999.

Our Students: The Eureka Union School District serves students in Transitional Kindergarten to Eighth Grade. There are seven schools separated in divisions in which three schools are grades TK-3 (Greenhills, Maidu, Oakhills), two schools are grades 4-6 (Excelsior, Ridgeview), and two junior high schools, grades 7-8 (Cavitt, Olympus). The current (PowerSchool, February 2, 2024) student enrollment is 3,352 TK-8th grade students. 2023 Dashboard data indicate a student population that is 13.3% socioeconomically disadvantaged (SED), 5.7% English Learners (EL) - now 7.2%, and 0% Foster Youth/Homeless (FY/H). 2022 Dashboard data indicated 12.6% SED, 4.8% EL, and 0.3% FY/H, displaying a shift in the demographic profile of the district. One

school, Maidu Elementary School, has seen its EL population increase from 5% to 20%, due to an influx of Russian/Ukrainian immigrants.

The students who reside within the boundaries of the Eureka Union School District after eighth grade attend Granite Bay High School located within the boundaries of the Roseville Joint Union High School District. Through our stakeholder engagement process and strategic planning throughout the district, our three LCAP goals are established with actions and services to meet and exceed the needs of all student groups academically, behaviorally, socially, and emotionally. The LCAP goals focus efforts on academic excellence, support, safety, and professional development so students are prepared for high school and beyond for the three subgroups for which LCFF supplemental funds are available.

Our Staff: The Eureka Union School District staff takes great pride in providing a high caliber of service, strong focus on students and student achievement, and the creation of an environment where everyone is part of the EUSD family. The Eureka Union School District is served by a five-member Board of Trustees and led by a Superintendent and a cabinet consisting of four Assistant Superintendents. Each elementary school has a principal and both junior high schools have a principal and assistant principal. The teaching staff in Eureka Union is one of the finest in the state. The instructional staff has developed a challenging, innovative, and integrated curriculum which reflects the most advanced educational ideas. We are dedicated to addressing the unique needs of our District's students and preparing them for the global learning that values problem solving, teamwork, creativity, and innovation. In addition to the classroom instructor, there is a complement of support staff that includes, Psychologists, Behavior Specialists, Counselors, Administrative Assistants/Secretaries, Library Technicians, Bus Drivers/Transportation staff, Grounds/Maintenance/Custodial staff, Computer Technicians, Nurses/Licensed Vocational Nurses/Health Assistants, Instructional Paraeducators, Spanish Instructors, Noon Duty, and Crossing Guards.

"Working Together for Excellence - Every Student, Every School, Every Day"

Reflections: Annual Performance

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

Academic Performance

EUSD students' performance in both ELA and Math remains strong in comparison with county and state averages. EUSD is particularly proud of its students' performance in Math, where performance rates (68% proficiency rate) have steadily increased in the last three years. EUSD proficiency rates for ELA remain similar to its 2022 rate (75%) and are still below 2019 levels (79 %). Dashboard colors are both BLUE for ELA and Math manifesting high status and growth for the whole district. Science proficiency rate is at 62% for 2023 (up from 60% in 2022 and 61% in 2021). The 2023 average DFM for ELA is 60.2 points (growth = 1.7 points) and for Math, 38.5 points (growth of 8.7 points). EUSD has invested in improving mathematics teaching and learning

quite significantly by providing a consistent menu of a variety of professional development targeting teaching approaches that deepen conceptual understanding, using models effectively, "high floor, low ceiling" approaches and using highly rated supplementary materials (ST Math for TK-3, Zearn for intervention at 4-8). It is believed that this singular focus on improving Math performance has led to the gains seen in proficiency rates.

An analysis of data in ELA indicates a lack of significant growth in ELA. The district is slowly moving towards Science of Reading, SOR (approaches) and is during the pilot and adoption phase of upgraded programs that are more SOR aligned. A lack of valid and reliable measures (screeners, diagnostic, and progress monitoring assessments) that are SOR aligned is postulated to be one of the reasons for the stagnant performance rates. Similarly, antiquated instructional methodologies, characterized by a dearth of empirical support (e.g., multiple cueing methods), may also constitute a contributing factor. The absence of noteworthy advancement in English Language Arts (ELA) has instigated the district to formulate a strategic objective centered on the enhancement of literacy.

Figure 1 (shown below) shows all EUSD schools, except Maidu Elementary (ORANGE), to be in the GREEN and BLUE categories.

LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH (HIGHEST STATUS)	Green (None)	Green ▪ Oakhills Elementary	Blue **Eureka Union (District Placement)**	Blue ▪ Olympus Junior High ▪ Ridgeview Elementary ▪ Willma Cavitt Junior High	Blue (None)
HIGH	Green (None)	Green ▪ Greenhills Elementary	Green ▪ Excelsior Elementary	Green (None)	Blue (None)
MEDIUM	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW	Orange ▪ Maidu Elementary	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS)	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Figure 2 (shown below) shows that in Mathematics, all EUSD schools are rated BLUE or GREEN.

LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH (HIGHEST STATUS)	Green (None)	Green ▪ Greenhills Elementary	Blue ▪ Oakhills Elementary ▪ Willma Cavitt Junior High	Blue Eureka Union (District Placement) ▪ Ridgeview Elementary	Blue (None)
HIGH	Green ▪ Maidu Elementary	Green (None)	Green (None)	Green ▪ Excelsior Elementary	Blue ▪ Olympus Junior High
MEDIUM	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS)	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Dashboard equity reports indicate significant achievement gaps in ELA and Math for the following subgroups: SWD (orange) and EL (Yellow). For ELA and Math, SED students are in the GREEN category.

An analysis of local data (FIABs hosted within EdCite) shows a similar trend:

Subgroup	FIAB (ELA, Average % Correct)	FIAB (Math, Average % Correct)
ALL (3rd – 8th)	69%	68%
EL	47%	56%
SED	60%	61%
SWD	59%	60%
Intervention Participants*	41%	47%

*Note: Those who are intervention participants are students who have received academic intervention services. This FIAB was administered in December-January.

English Learner Progress

English Learner Progress remains a challenge for EUSD. 2023 Dashboard data indicate that only 53.3% of Els are making progress, a decrease of 4.6% from 2022. Els who decreased 1 ELPI level increased by almost 10%. However, % of ELs who increased by at least 1 ELPI level increased by 6.2%. It is postulated that the decrease in performance may be attributable to the shift in EL demographics seen these past two years. EUSD welcomed more newcomers/immigrants from Russia and Ukraine, with zero to very limited English proficiencies and disrupted or no formal schooling. Additionally, EUSD teachers are not familiar with serving high numbers of Els as the district has typically low percentages of this student subgroup. Performance of ELs on the ELA and Math CAASPP is in the YELLOW category. The district responded swiftly to the EL challenge this 2023-24 year by hiring a classified bilingual (Russian/Ukrainian) aide who also functions as a family liaison. All PD days included workshops on how to support the needs of ELs and four afternoon workshops for teachers and classroom aides were offered from September to January. A new 7-8 English Language Development (ELD) curriculum from Vista Learning has been procured to bolster instructional efforts in English Language Development at the junior high level. Additionally, Lalilo, a digital program specializing in phonics and vocabulary, has been acquired with the specific intent of fortifying foundational skills, particularly for immigrant students whose native alphabet systems markedly differ from that of English.

Academic Engagement

The CA School Dashboard measure for academic engagement is absenteeism rates. Chronic absenteeism rates for 22-23 decline by 2.4%. The chronic absenteeism rate is still quite high at 11.6% (YELLOW status). The 2019 (pre-pandemic) rate was 5.1%. Equity reports on chronic absenteeism rates for 2023 indicate the following sub-groups at higher risk: Filipino (orange), African Americans, Asians, ELs, Hispanic, SED, SWD and White all manifest a yellow status. The district has engaged in a comprehensive campaign to draw attention to and build awareness about the importance of school attendance. Certain subgroups at certain schools have high chronic absenteeism rates (SED, SWD, White at Oakhills and White at Olympus) which would require focused intervention efforts (Goal 3 - Action/Service 3.2). There is no school in the district that has a subgroup in the red for academic measures.

Local measures of student engagement, such as enrollment in PLTW courses, STEAM courses, ELOP/Afterschool program, and before and after school Spanish program indicates strong participation rates across all student groups. ELOP program, in partnership with STAR, is almost 60-70% SED and EL. Summer program has also manifested high engagement rates, with more students wanting access than what the district can afford to implement (priority is given to EL, SED, and struggling students).

Conditions and Climate

EUSD is in the YELLOW (1.4%) category for suspension rate, with 4 subgroups identified in the ORANGE category (none in RED). These subgroups are: African Americans, Hispanic, Socioeconomically Disadvantaged Students, and Students with Disabilities. Suspension rates increased by 0.4% which aligns with teacher survey results indicating a rise in significant student behavior challenges. As of January 19, 2024, the suspension rate is at 1.58%. Major behavior infractions that are most common involve fighting. Misuse of technology is rampant as a minor behavior infraction.

LCAP survey data on safety and quality of school culture/climate indicate that 87% of parents, 77% of students (Grades 3-8), and 90% of staff consider schools as safe spaces for all. 90% of parents indicate that they feel welcome at school. 76% of students (Grades 3-8) indicate that they feel that they belong at school. 97% of staff agree that schools expend significant efforts to make students feel that they belong in the classroom and at school.

The district has conducted 1 'coffee and conversation' event where parents can come and engage with cabinet members in discussion about any concerns or issues they feel passionate about. The first event was in the Fall and was attended by 24 parents, with all Cabinet members in attendance. The second 'coffee and conversation' event will take place in the Spring (April). Two parent workshops were offered by the district, and this was not so well-attended, but those who participated communicated high levels of interest and support for continuous workshops. The first workshop, in partnership with PCOE, was about technology use and misuse. The second workshop was about social media and teens. Both workshops were attended by 15 parents (for each event).

Staff absenteeism rates were notably high for 2023-24. Certificated absences went from 644 (2022-23) to 749 (2023-24). Feedback from the Certificated Bargaining Unit revealed feelings of exhaustion among teachers, attributable to an increase in student behavior challenges and the continuous cycle of pilots and adoptions. Classified staff absences were not significantly higher when compared to last year's numbers.

Student Report for 2023

The figure below summarizes how each subgroup at EUSD performed across the different state priority-aligned measures on the CA Dashboard. LCAP goals and associated actions and services have been formulated to target the needs of the subgroups displayed below.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Yellow	N/A	Blue	Blue
English Learners	Orange	Yellow	Yellow	N/A	Yellow	Yellow
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Green	Green
Students with Disabilities	N/A	Yellow	Orange	N/A	Orange	Orange
African American	N/A	Yellow	Orange	N/A	Blue	Green
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	Yellow	Blue	N/A	Blue	Blue
Filipino	N/A	Orange	Blue	N/A	Blue	Blue
Hispanic	N/A	Yellow	Orange	N/A	Green	Blue
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Yellow	Yellow	N/A	Blue	Green
Two or More Races	N/A	Yellow	Green	N/A	Blue	Blue

Figure 3. Subgroup Performance across Dashboard Measures

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Surveys, Focus groups/empathy interviews. ● The district sent a student-friendly survey to all students Grades 3-8 in December 2023, with opportunities for students to provide feedback via open-ended questions. Over 1,100 students responded. ● Additionally, district office staff coordinated focus group sessions with students (selected by site leaders and counselors) at 7-8 sites in mid April. During these sessions, more open-ended questions were asked to solicit feedback about LCAP goals. The student groups were purposefully organized to be during the school day for zero barriers to participation, as well as for representation.

Educational Partner(s)	Process for Engagement
Parents	Coffee Chats, Surveys, LCAP Advisory Council, DELAC, PTC Meetings, Social Media, Website Form - All parents were invited to attend two coffee and conversations meetings with the Cabinet (one in the Fall, November and one in the Spring, April). These meetings were organized around seeking feedback about EUSD's LCAP Goals, but parents were encouraged to provide feedback on other school/district concerns (e.g. facilities). - Surveys were sent to all parents in December similar to the ones sent to staff and students. Feedback variations and common themes were analyzed. - PTC Officers meetings (at the district) were also utilized to collect input about framed LCAP goals and obtain comments on proposed actions and services. These meetings happen once a trimester. - The LCAP Advisory Council is slated to meet in April and May. The group met in January, but the composition changed (more members were added). Membership is determined through an application process (although all parents are invited) but targeted marketing efforts are made to solicit volunteers from the EL, SWD, and SED subgroups. LCAP PAC Application. Parents representing subgroups (EL, SED, SWD) were identified to ensure representation. Our DELAC officers, for example, were asked to represent EL, in addition to any other parent who may wish to apply to be a part of PAC. - Social Media and Website Comments Form: Parents and community members are encouraged to also use social media (Facebook, Instagram) to leave comments and/or email Cabinet for the LCAP. The district has a comment form on its LCAP Website for parents and community members to also submit input. - During curriculum preview and curriculum information nights (e.g., for ELA, the entire month of April, including weekends, has been opened for previewing upgraded Amplify 6-8 and Reading Wonders K-5), opportunities to engage with parents about how we can improve teaching and learning for students were utilized. Although very few EL and SED parents participated, EUSD saw SWD and ethnic groups represented in these events. Feedback was sought regarding the academic goal of closing the achievement gap, including the gender gap in literacy.

Educational Partner(s)	Process for Engagement
Staff	Surveys, Staff meetings, Consults with EUCO and EUTA (bargaining teams) ● Surveys were sent to all classified and certificated staff members, aligned to the items in the parent and student surveys for valid comparisons to be made. These surveys were anonymous and were sent during the winter break. ● LCAP-specific consultations with both bargaining units - EUCO for Classified and EUTA for Certificated were held to solicit feedback during development of the LCAP and after draft and about to be finalized versions are brought for hearing and board approval. A needs analysis via data discussion was held during the first consultations by the end of April. ● Site-based staff meetings were held to specifically discuss the LCAP using a calibrated presentation to present goals, articulate the why behind the goal using data, and solicit input about potential actions and services. These LCAP-focused staff meetings were held in January 2024.
Community Partners	Social Media, Targeted Emails ● Via social media and our website, EUSD solicits feedback from community partners such as STAR Education (our ELOP partner), NorCal IDA (International Dyslexia Association, Retired Teachers Association/Alpha Phi Kappa, etc. EUSD also maintains communication from such partners and hence, can utilize targeted emails to seek feedback by the end of April.
Others	EUSD takes advantage of every opportunity to obtain feedback from parents. Hence, parent workshops and PTC meetings, even times during ELOP dismissals and pickups, are used to engage with families and seek input about what the district can do to make the learning experiences of their children better.

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

Action items formulated around each LCAP goal were informed, if not, directly influenced by feedback from students, staff, and parents & community members. To a certain extent, research-based evidence, and data (e.g. performance data, equity reports) were also referenced in the formulation of action items and goals. Specific examples of feedback directly influencing LCAP goals and action items are the following:

1. <u>Academic intervention design</u> – these are designed, planned for, and implemented with direct feedback from the site's staff. Each site leader gathered feedback from meetings with staff and utilized this feedback to design and implement academic support. EUTA (Eureka Union Teachers' Association) also provided input about Tier II intervention designs and feedback about implementation and effectiveness. Each site takes this input and formulates the intervention plan that addresses the unique needs at their sites. Example of actions and services derived from feedback:
   a. Continuation of a dedicated sub position per school, as this individual is also utilized to provide intervention when s/he is not needed ⬚ This is not funded through supplemental dollars.
   b. Continued use of classified aides with appropriate training.
   c. Continuation of a reading intervention/EL support teacher at Title 1 sites.
   d. Study skills classes at the JHS as a form of intervention.
   e. More high interest books in our classroom and school libraries for boys.
2. <u>English Learner progress goal</u> – the action items are influenced by stakeholders who attend EL Parent Nights, ELAC and DELAC, including intervention and EL support staff. Examples of action items directly influenced by feedback are:
   a. Hiring of an EL Family Liaison and Student Support staff member focused on serving newcomer/immigrant ELs.
   b. Site-based "coffee hours" for EL families to drop by and ask questions.
   c. Hiring of MTSS TOSA with a focus on LTELs and LTELs at risk. This position will monitor progress (and delivery of timely interventions) of/for this group (LTELs, LTEL-AR) as well as provide coaching (through modeling) and PD for teachers of this subgroup. PD will be focused on building background knowledge across disciplines and academic vocabulary instruction. This person will also lead a study group on EUSD's reclassification approach.
   d. Supplementary programs and resources that can support English Language development at home. This was direct feedback from our parents during our EL Parent Night.
3. <u>SEL/Health Goal</u> – feedback from counselors, teachers, psychologists, staff members (Student Wellness Committee), school leaders, and parents were sought and utilized in the formulation of action items under Goal 4. Examples of items directly influenced by such feedback are:
   a. Continuation of Toolbox and Naviance – these programs/applications have been determined of significant value to the students, as reported by staff and students.
   b. Extension of counseling hours – feedback from students, staff and parents through LCAP surveys have indicated the tremendous value counselors bring to the sites. Additionally, job-alike meetings with teachers, counselors and direct

feedback from principals drive the actions and services related to this action item, in particular how counselor roles have evolved to support the changing district student demographics (e.g. welcoming newcomers/immigrants).

   c. Physical Education Professional Development – PE teachers have provided positive support for continued partnership with US Games for professional development.

   d. PD on Tier 1 and 2 Behavior Challenges - Teachers have voiced significant concerns about the chronic behavior challenges in their classrooms that influence their ability to teach. PD for both teachers and parents will be offered as Part of Goal 2.

4. <u>Diagnostic/Formative Assessments</u> - EUSD leadership unanimously recommended the purchase of the iReady Diagnostic suite for progress monitoring and diagnostic purposes. It is included as one of the action items under Goal 1. Teachers were also involved in the piloting of the product and provided recommendations to the district via a survey and a deliberation meeting. Consultations with other districts that have used this platform also informed the decision of the team.

EUSD has found that feedback from educational partners have provided creative solutions to some of the district's challenges in a fiscally challenging landscape.

Goals and Actions

Goal 1

Goal #	Description: ACADEMIC GOAL	Type of Goal
1	All students will acquire and/or exceed grade level proficiencies in literacy, math, and science with high quality first instruction and evidence-based interventions. Subgoals: 1A: EUSD will narrow the achievement gap for all underperforming subgroups, including SWD, males in literacy, and SED. 1B: All English Learners will manifest progress in English Language Development and academic achievement across disciplines.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 3, 4, & 7 (Descriptions of these state priorities are found <u>here</u>).

An explanation of why the LEA has developed this goal.

Subgoal 1A

EUSD's performance data indicates steady increases in Math performance for the past 3 years, whereby for 2023, pre-pandemic rates have been exceeded. However, literacy performance rates have remained alarmingly stagnant. One EUSD school has performance rates less than 50% in 2023, a significant double-digit drop from previous year. Additionally, analysis of equity reports in ELA performance indicates wide achievement gaps for the following subgroups: students with disabilities and English Learners. Longitudinal data reveals persistent gender-driven achievement gaps in reading and writing that need to be effectively addressed, with male students not achieving at par with female students. Claims-level analysis in state assessment data reveal that the speaking and listening domain remain an area of challenge for most students. This is a goal that is timely as EUSD prepares for adoption and implementation of new curriculum and as the evidence-based Science of Reading/Structured Literacy approach gains support in California, in lieu of the Balanced Literacy framework. Figures 1-2 display the achievement gaps via bubble graphs in ELA and Math that framed this goal, including Goal # 2 for English Learners.
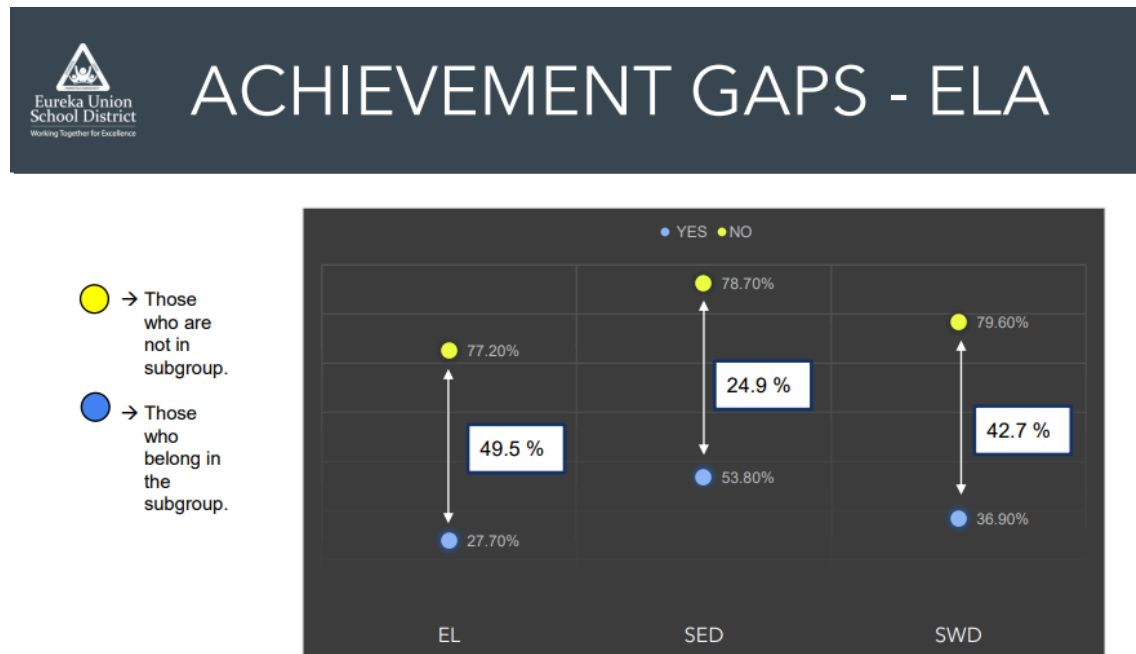

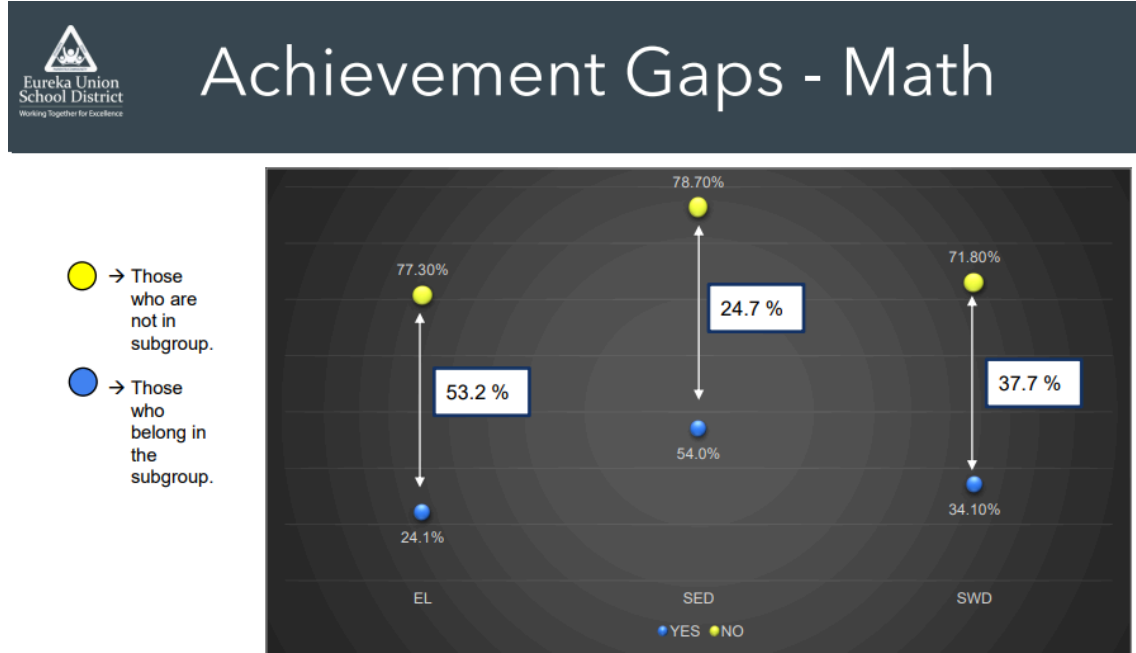Figure 4. ELA Proficiency Rates within the EL, SED, and SWD Subgroups

Figure 5. Math Proficiency Rates within the EL, SED, and SWD Subgroups

Despite the majority of EUSD schools achieving high performance rates and landing in the top tier for Math, and Science, the following subgroups lag behind their counterparts: English Learners (EL) and students with disabilities (SWD) within the district. Gaps in proficiency rates and average DFM persist across years of high performance.

EUSD's goal 1 is an academic goal and will focus on increasing proficiency rates for all and closing the gaps for ELA, Math and Science achievement.

Subgoal 1B

EUSD has experienced a significant surge in its EL population, from 4.8-4.9% from 2020-2022 to 5.8% in 2023, to currently 7.5% (as of March 20, 2024. Maidu Elementary School currently has 20.5% of its population EL, while Excelsior Elementary School has 11% EL. This sudden shift in demographics has brought about challenges but also excellent opportunities for growth.

An analysis of dashboard data reveals EL progress in the ORANGE category, with 53.3% of EUSD's ELs making progress, a decline of 4.6% compared to last year. As discussed under Goal 1, ELs constitute a subgroup that is lower performing (YELLOW category) in ELA and Math, compared to other subgroups. In 2023, ELs performed, on average, 46.7 DFM points below

standards. The % of ELs who decreased at least one ELPI Level on the Summative ELPAC increased from 15.9% to 26.2%. Likewise, the % of ELs who were successful at maintaining ELPI Level 4 decreased from 20.5% to 8.7%. With most of the ELs entering EUSD are newcomers/immigrants from Russia and Ukraine, local assessment data on academic progress reflects the same performance challenges.

Conversations and feedback from teachers and site administrators indicate challenges in self-efficacy and dearth of resources available to meet the wide variety of EL needs. The EL Support and Family Liaison reaffirms this feedback. EUSD needs to institute a cohesive and effective system for tracking progress of all ELs at the different sites. This goal for English Learner progress is made separate as a specific subgoal under Goal 1 to emphasize the district's commitment to serving all English Learners by building capacity and competencies and by leveraging the minimal resources available to the district to support newcomer/immigrant, ELs, LTELs, LTELs-AR, and SLIFEs.

* (LTEL = Long Term English Learner, LTEL-AR = Long Term English Learner – At Risk, SLIFE = Students with Limited or Interrupted Formal Education).

Goal 1 Measuring and Reporting Results

Subgoal 1A						
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1A.1	CAASPP Results for ELA (DFM (Average) -All -EL -SED -SWD -AA -H	2023 CAASPP (Average DFM: Status & Change) -All: +60.2 -EL: +9 -SED: +13.3 -SWD: -21 -AA: +21 -H: +31.8			CA Dashboard (Average DFM) -All: +70 (B) -EL: +20.0 (G) -SED: +45.0 (B) -SWD: -5.0 (G) -AA: +45.0 (B) -H: +45.0 (B)	

			Subgoal 1A			
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1A.2	CAASPP Results Math (Average DFM Status & Change) -All -SED -SWD -AA -H	2023 Dashboard (Average DFM: Status) -All: +38.5 -EL: -0.4 -SED: -9.4 -SWD: -45.3 -AA: -17.7 -H: +5.4			CA Dashboard (Average DFM) -All: +45.0 (B) -EL: +35.0 (B) -SED: +35.0 (B) -SWD: -25.0 (G) -AA: +12.3 (B) -H: +35.0 (B)	
1A.3	iReady Average growth scores -All -EL -SED -SWD	2023 (Pilot Group) First Diagnostic (ELA, Math) Meeting standards -All: 60%, 53% -EL : Not avail. -SED: 48%, 30% -SWD: Not avail.			iReady Average Meeting Standards -All: 80%, 80% -EL: 70%, 70% -SED: 75%, 75% -SWD: 60%, 60%	
1A.4	Access to Standards-Aligned Materials	100%			100%	
1A.5	Appropriately-credentialed teachers Misassignments (1-2 teachers misassigned)	99% 1%			100% 0%	

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			Subgoal 1B			
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline

1B.1	Dashboard EL Progress
	
	    -Color
	    -Status
	    -Growth
		2023 Dashboard
		
		-Orange
		-53.3% making progress
			[Insert outcome here]	[Insert outcome here]	EL Progress Dashboard Color: BLUE Status: 65% making progress	

1B.2	Reclassification Rate	2023 Reclassification Rate: 10.6% (27 out of 253 ELs)	[Insert outcome here]	[Insert outcome here]	20% reclassification rate	
1B.3	LTEL Reclassification Rate	2023-2024: 9.5 % (4 out of 42)	[Insert outcome here]	[Insert outcome here]	50% reclassification rate	
1B.4	EL Growth EL Performance vs. Control Group (non-EL)	Pilot Group, 2023-2024: EL: 60% meeting Reading benchmarks			75% of ELs meeting their Stretch Goal for ELA	

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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. Despite the majority of EUSD schools achieving high performance rates and landing in the top tier for ELA, Math, and Science, significant achievement gaps persist among English Learners, socioeconomically disadvantaged students, and students with disabilities within the district. Gaps in proficiency rates and average DFM persist across years of high performance. This goal will focus on closing the gaps for Math and Science (achievement gaps in ELA are addressed in Goal 1 above).

Goal 1 Actions and Services

Subgoal 1A (Achievement Gap)				
Action #	Title	Description	Total Funds	Contributing
1A.1	Site-Based Interventions & District Level Monitoring/Support	Each site will implement an intervention plan consisting of evidence-based strategies to address the academic needs of its at-risk students. COST: Salaries, Materials, Site Grants	$585,864	Y Supplemental Funds
1A.2	Comprehensive Assessments	EUSD will implement a universal and calibrated system of screeners, diagnostic and progress monitoring assessments. COST: EdCite, iReady	$100,000 (iReady)	Y Supplemental Funds
1A.3	Professional Development	EUSD will provide PD on UDL, Assets-Based Instruction, and Small Group Instruction. COST: Speakers, Hourly Pay	$42,000	N Title II
1A.4	Professional Learning Community	EUSD will revisit and redesign its PLC process, based on the 4 critical questions of PLC. COST: PLC Speakers, PLC Meeting, PLC Conference for 7 teachers	$50,000	N Learning Recovery Grant

Subgoal 1B (English Learner)				
Action #	Title	Description	Total Funds	Contributing
1B.1	MTSS/EL TOSA	EUSD will hire an MTSS/EL TOSA who will be responsible for monitoring EL progress and supporting teachers through PD and modeling instructional opportunities. COST: Salary for TOSA	$190,000	Y

Subgoal 1B (English Learner)				
Action #	Title	Description	Total Funds	Contributing
1B.2	EL/Newcomer Student Support and Family Liaison	EL/Newcomer Student Support and Family Liaison: EUSD will continue providing student support at three sites (EXC, MAI, OLY) focused on newcomer/immigrants, including parent engagement. (NOTE: Also referenced in Goal # 4, Action/Services 4.2) COST: Salary for Classified	$60,000	Y
1B.3	PD for EL	PD for EL: EUSD will continue to provide professional learning opportunities and resources for supporting the needs of ELs (e.g. GLAD, QTEL). PD will also address best practices in designated and integrated ELD instruction. COST: Speakers for EL Workshops	$10,000	N Title III
1B.4	EL/Newcomer: Supplementary Programs	EL/Newcomer Curriculum: Supplementary Programs: To support newcomers and LTELs, supplementary programs addressing phonics (Lalilo, e.g.) and academic vocabulary development will be implemented. COST: Curriculum/Applications for EL and PD for teachers of newcomers/immigrants	$10,000	N Title III Immigrant
1B.5	Long Term English Learner	EUSD will address the needs of LTELs and LTELs-a-Risk via targeted resources (vocabulary programs) and professional development across curriculum. EUSD will review its reclassification criteria and will transition to using the OPTEL. MTSS/EL TOSA will lead review and transition. (NOTE: Action 2.1 above will play a significant role in monitoring LTEL/LTEL-AR support and progress) COST: PD via the MTSS TOSA (Action 2.1) and pay for teachers (for PD attendance, hourly rate)	$5,000	Y

Insert or delete rows, as necessary.

Goal 2

Goal #	Description: Socioemotional/Behavioral Goal	Type of Goal
2	Empower students to thrive emotionally and acquire resilience by ensuring equitable access to comprehensive socio-emotional/behavioral programs and resources.	Broad Goal

State Priorities addressed by this goal.

Priorities 5, 6, 8, and 9(Descriptions of these state priorities are found here).

An explanation of why the LEA has developed this goal.

EUSD reports ever-increasing challenges in behavior and socioemotional competence difficulties for students. To address these challenges, the district conducted a study of reported infractions, but it soon became apparent that calibrating descriptions and logging protocols are necessary first steps before reliable conclusions can be obtained. During the early part of the 2023-24 academic year, school administrators calibrated descriptions and reporting protocols, as well as processes for addressing different categories of behavior.

The CA Schools Dashboard for 2023 indicates a suspension rate of 1.4%. The equity report for suspension rates indicates that following subgroups are in the ORANGE category: African Americans, Hispanics, Students with Disabilities, and Socioeconomically Disadvantaged Students. As of March 10, 2024, the suspension rate at EUSD is 1.58%. Analysis of data shows that ELs constitute 5% of the student sample suspended, while SWD accounts for 25% and SED for 24%. These disproportionalities present a challenge for EUSD that will be addressed through this goal. When SEL competencies are compared using Aperture data (see figures 7 and 8 on the next page), analysis of %T-Scores (a composite measure of acquisition of SEL skills) showed a difference of 8.9 and 7.1% points for SED and non-SED students *and* EL and non-EL students, respectively. Research indicates that SEL deficits among students can lead to behavior challenges, and it is theorized that SED and EL students are at greater risks of engaging in more serious behavioral offenses. Hence, proactive support for students that are aimed at increasing SEL competencies from counselors are necessary as preventive measures. Overall, an increase in more serious behavior infractions are being noted, such as aggression (fighting) and vandalism. Meetings with site leaders and counselors indicate some EL Newcomer/Immigrants being involved early in behavior transgressions, involving fighting. EL Family Liaison/Student Support played a big role in investigating and addressing these challenges. Additionally, data analysis indicates technology misuse as the most common minor offense.

This observed rise in behavior challenges may be correlated to reported deficits in socioemotional competencies among students. Counselors report increased levels of support are required to counsel students in the areas of emotional regulation, self-awareness, social awareness, and impulse control (self-regulation). Feedback from counselors also indicate that English

Learners newcomers/immigrants need support in acculturating to a new system of schooling as unfamiliarity with different behavior expectations are indicated as one of the causes for behavior.

It is noted that staff will also need more culturally responsive educational training. The figure below summarizes trends in needs and support as reported by counseling staff.
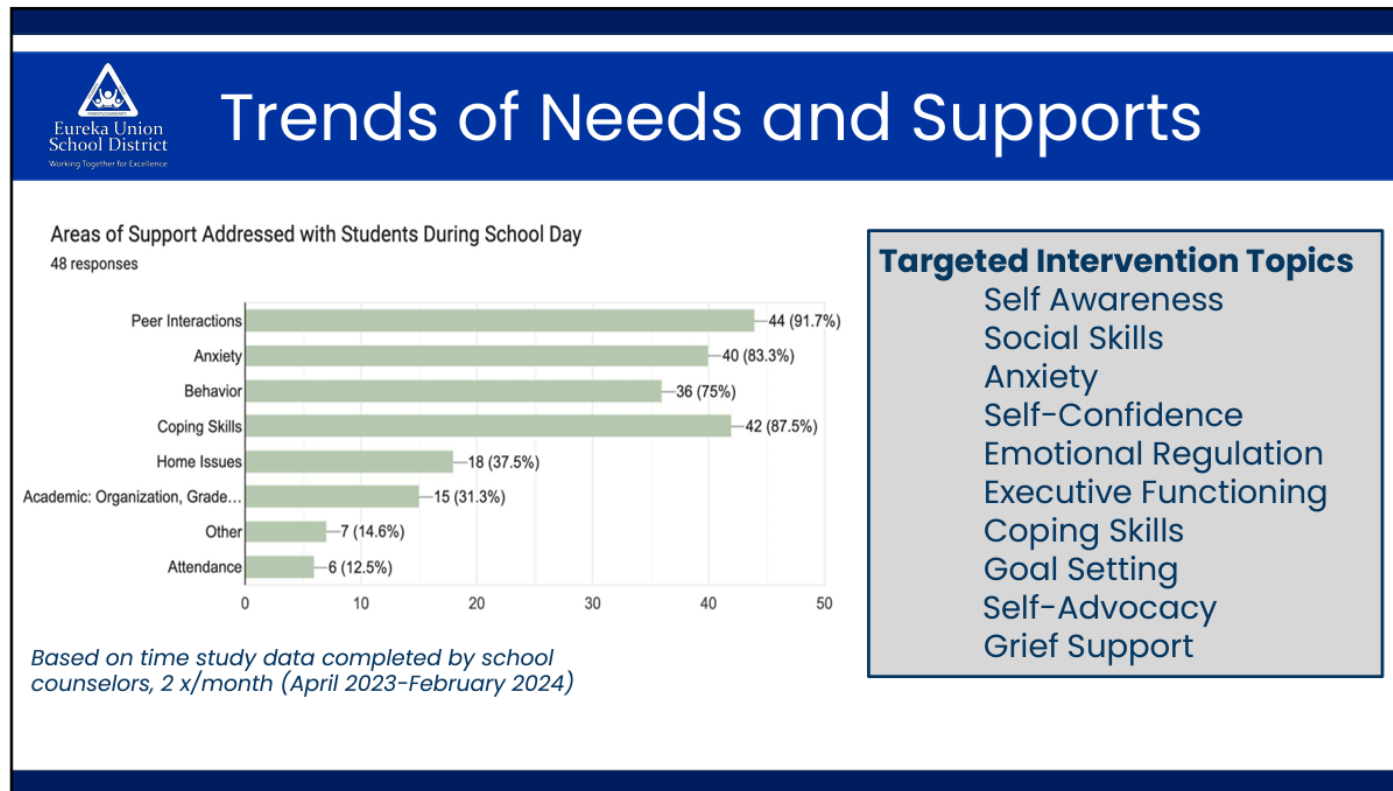

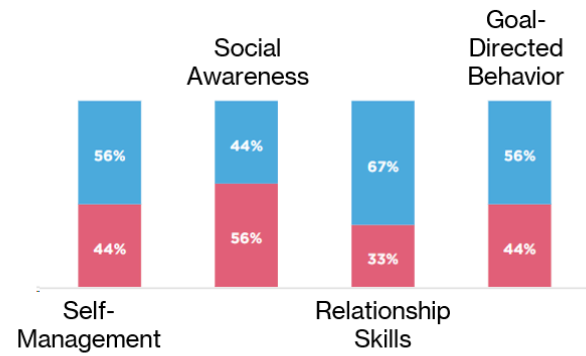Figure 6. Trends in Counseling Needs and Support at EUSD.

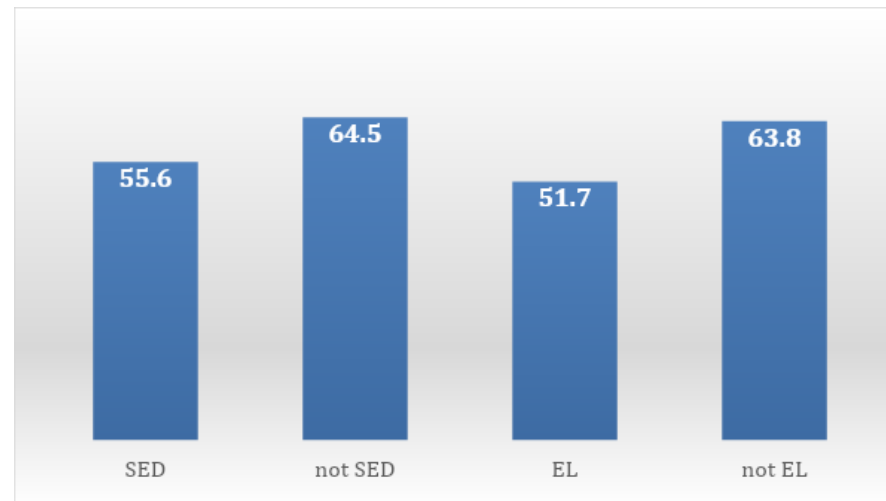Figure 7. Top 4 Areas of Needs: SEL Competencies

Figure 8. Differences in SEL T-Scores (Average %) for Subgroups (SED and EL)

Goal 2 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	CA Dashboard Suspension Rate ALL SWD EL SED AA H	CA Dashboard 2023 Suspension Rate ALL: 1.4% (Yellow) Orange Groups SWD: 2.9% EL: 1.7% SED: 3.4%) AA: 4% H: 2.4%			CA Dashboard 2023 Suspension Rate ALL: 0.5%, SWD: 0.5% EL: 0.5% SED: 0.5% AA: 0.5% H: 0.5%	
2	Major Behavior Infractions (Total, end of March)	57 major behavior infractions (as of 31 March)			30 (as of 31 March)	
3	Average % T-Score from Aperture (Difference for EL and SED students)	2024 Average % T-Score: -not SED: 64.5% -SED: 55.6% -not EL: 63.8% -EL: 51.7%			Desired Outcome: 75% average T-Score % for all subgroups, with difference within 5 % points	
3	LCAP Survey (SEL program): -Student (% who agree and highly agree that classrooms are orderly and classmates are respectful)	-60% state that fellow students are respectful. -69% state that classrooms are orderly.			-80% state that fellow students are respectful. -80% state that classrooms are orderly.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
4	LCAP Survey (SEL and positive behavioral programs) = % Agree + Highly Agree -Parents -Staff	*"high-quality SEL program"* *(%Agree or Highly Agree)* -Parents: 70% -Staff: 70% *"promote effective behavioral skills"* *(%Agree or Highly Agree)* -Parents: 68% -Staff: 55%			*"high-quality SEL program"* *(%Agree or Highly Agree)* -Parents: 85% -Staff: 85% *"promote effective behavioral skills"* *(%Agree or Highly Agree)* -Parents: 85% -Staff: 85%	
5	LCAP Survey (quality of counseling support)	*"effective counseling support"* -Parents: 58% -Staff: 78% -Students: 61%			*"effective counseling support"* -Parents: 80% -Staff: 80% -Students: 80%	
6	Drop Out Rates	0%			0%	

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

Goal 2 Actions and Services

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Support	Expanded counseling support via increased hours at all school sites. Increases library hours during recess for ??? COST: Extra FTEs for counselors and library clerks	215,000	Y

Action #	Title	Description	Total Funds	Contributing
2.2	SEL Screener and Program	Implementation of Aperture Screener, Naviance, and support for already purchased SEL programs (new Reading Wonders curriculum has an SEL component). Identify students from subgroups ---> targeted lessons on SEL deficits COST: Aperture Screener (already paid for), Naviance, SEL programs (PD support for planning & collaboration)	$6,000	Y
2.3	Professional Development on SEL and Behavioral Skills	Professional development for educators on culturally responsive and inclusive practices, classroom management, and promoting SEL competencies. COST: Speakers (Grace Dearborn, CPI, PCOE, etc.)	$5,000 Title IV	N
2.4	SEL Site Grants	Each site may utilize the grant to support SEL and behavioral efforts at site with evidence-based practices. In addition Base Program will be used to provide lesson to students on behavior Address disproportionality in suspensions COST: $5,000 per site for assemblies, resources to promote SEL competencies, etc. $15,000 for behavior intervention program.	$50,000	Y

Insert or delete rows, as necessary.

GOAL 3

Goal #	Description: Safety, Culture & Climate Goal	Type of Goal
3	All sites and offices at EUSD will be safe spaces with positive and welcoming culture and climates for all students and staff.	Broad Goal

State Priorities addressed by this goal.

Priorities 6, 8, 9 (Descriptions of these state priorities are found here).

An explanation of why the LEA has developed this goal.

EUSD prides itself on high parent involvement at schools - manifested through sustained high levels of parent volunteerism, PTC activities that are well-coordinated year-round, and memberships and participation at meetings and other opportunities. DELAC and ELAC/EL Parent Night Attendance has steadily increased from 2-3 parents attending in 2015 to over 25 parents in attendance at the last DELAC in February 2024. The district has also made significant investments of resources in promoting safe and welcoming spaces for all students.

Absenteeism rates, however, remain a challenge for the district. Student absenteeism rates have landed 3 sites at EUSD in ATSI status in 2022-2023. These rates have improved for 2023-24 but are still considerably higher than pre-pandemic or 2019 rates. Further, absenteeism rates are different for each subgroup, with Filipino students in the ORANGE category and African American, Asian, English Learners, Hispanic, 2 or more Races, SED, SWD, and White students in the YELLOW category. Every single significant subgroup at EUSD manifest high absenteeism rates.

Staff absenteeism rates are also an area of growth with major causes cited as sick, personal necessity, and school business. Emotional and physical exhaustion has been shared as a main reason for the rates observed which could be attributed to significant challenges in student behavior and multiple new curricula being piloted and implemented.

It is well-documented in scholarly literature that perceptions of school climate/culture influence school engagement and absenteeism rates (Keller, 2021; Hamlin, 2020; Patnode, A. H., Gibbons, K., & Edmunds, R., 2018). A positive school climate, characterized by strong relationships between students and teachers, a sense of belonging, safety, and support, tends to reduce absenteeism rates as students are more likely to feel motivated and engaged in their learning. Conversely, a negative or hostile school climate marked by bullying, inadequate support systems, or a lack of inclusivity can contribute to heightened levels of absenteeism as students may feel unwelcome or unsafe, leading to disengagement from academic activities. It can also be argued that staff absenteeism rate within an organization is closely intertwined with the prevailing workplace culture (Kelly, 2006; Kocakulah, M. C., Kelley, A. G., Mitchell, K. M., & Ruggieri, M. P., 2016). A positive workplace culture characterized by open

communication, mutual respect, recognition of achievements, increasing staff wellness, and opportunities for growth is postulated to foster higher levels of employee satisfaction and commitment, thereby reducing staff absenteeism.

This goal is developed to address absenteeism rates by continuing district work on building safe, positive and welcoming learning and work environments at EUSD.

Goal 3 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	LCAP Survey (% Agree + Highly Agree) *("Welcoming environment…")* -Students -Parents -Staff	% Agree and Highly Agree *("Welcoming environment…")* -Students: 76% -Parents: 90% -Staff: 80%			% Agree and Highly Agree *("Welcoming environment…")* -Students: 90% -Parents: 90% -Staff: 90%	
2	LCAP Survey *("Safe spaces…")*	% Agree and High Agree ("Safe spaces…") -Students: 77% -Parents: 87% -Staff: 90%			% Agree and High Agree ("Safe spaces…") -Students: 90% -Parents: 90% -Staff: 90%	
3	LCAP Survey *("Bullying is a problem…"*	% Agree and Highly Agree *("Bullying is a problem…"* -Students: 25% -Parents: 40% -Staff: 33%			% Agree and Highly Agree *("Bullying is a problem…"* -Students: 5% -Parents: 5% -Staff: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
4	LCAP Survey -"…multiple opportunities for parents to provide input…"	LCAP Survey *% of parents who agree and highly agree - 72%*			LCAP Survey *% of parents who agree and highly agree - 90%*	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
5	Chronic Absenteeism Rates (as of end of March)	EUSD: All Students: 11.6% Filipino: Orange, 15.6% Yellow: AA (14%), Asians (5.7%), ELs (14.4%), Hispanic (15.1%), 2 or more races (13%), SED (21.2%), SWD (18.9%), W (11.5%) Student Subgroups in RED Category (school) SED, SWD, White (@ Oakhills): RED, 35.4%, 23.5%, 15.3% White (@ Olympus): RED, 14.3%			EUSD: All Students: 2.6% Filipino: Blue, 2.5% Student Subgroups in RED Category (school) All other student subgroups in GREEN. SED, SWD, White (@ OH): GREEN 10%, 10%, 10% White (@ OLY): GREEN, 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
6	Attendance Rates by School (April 24)	GH: 95.84% MAI: 96.51% OH: 95.66% EXC: 96.92% RV: 96.52% OLY: 94.82% CAV: 96.49%			All schools attain pre-pandemic attendance rates of 98%.	
7	Parent Volunteerism Rates (as of end of March)	Ridgeview - 1,324 Excelsior - 781 Oakhills - 1,652 Greenhills - 168 (Haven't used Raptor since early October) Maidu - 113 (Haven't used Raptor since October) Olympus - 530 Cavitt - 316			Maintain current levels of volunteerism rates, with no drop greater than 10% from baseline.	
8	Facilities Maintenance Goal	FAIR			GOOD	

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

Goal 3 Actions and Services

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Community Engagement	EUSD will provide multiple opportunities for parents to engage with district/school staff ranging from parent workshops, family events, surveys, focus groups, meetings, etc.	$4,000	Y
3.2	Attendance Rates	EUSD will address chronic absenteeism (CA) rates at the district and school level by targeting subgroups with high levels of CA (RED and ORANGE). Targeting support for families (including transportation) → barriers for students in subgroups identified as RED and ORANGE which includes expanded counselor check in/out times, additional nursing supports, expanded transportation, leveraging any outside resources	$40,000	Y
3.3	Family Wellness	Care Solace Support for Families	$11,000	Y
3.4	Staff Wellness	EUSD will provide opportunities for all staff to engage in mental wellness activities, including learning opportunities. COST: Staff wellness events (yoga, nutrition/self care workshops, etc) = $200/month	$2,000 (SIG Grant)	N
3.5	Raptor Technology	Raptor provides an efficient and streamlined process for tracking and verifying volunteers and visitors at sites.	$2,800	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2024-2025]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,266,864	N/A

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
3.681%	0.62%	$7,283	3.681%

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 #(s)	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
1A.1	Achievement gaps exist for subgroups (SED, SWD) in ELA and Math as evidenced by comparatively lower average DFM and growth rates. (See metrics 1A.1 - 1A.3 in Goal1).	Sites are provided with resources and the flexibility to address the needs of academically at-risk students in a comprehensive and targeted manner, with student demographics and site-level achievement data in mind. Although intervention services are provided schoolwide for all students, SED students (and EL) who are academically struggling are prioritized. Small group instruction via push in and pull out opportunities incorporate direct, explicit instruction and teaching of study skills. Intervention Central's checklist for effective academic interventions is utilized. Sites at EUSD must implement evidence-based strategies that are most effective at serving the needs of SED students, such as high-dosage tutoring (Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. E., 2021; Schuler, 2022), explicit direct instruction (Carlisle et al., 2013; Stockard, 2010; Marin & Halpern, 2011; Piper et al., 2010), direct teaching of study skills (Nikos-Rose, 2020; Wilmore, 2020;), use of trained staff (instructional aides trained by teachers in pedagogy and content, Webster & Blatchford, 2019), etc. in their intervention plans. Sites are also provided funding to equip libraries with high interest books to support growth in content knowledge and vocabulary, specifically targeting known, and research-validated, low-income student deficits.	- iReady progress monitoring tools by student group. - CAASPP performance rates (DFM status and growth)

Goal and Action #(s)	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
1A.2	Comprehensive assessments: EUSD does not currently utilize a comprehensive assessment suite consisting of screeners, diagnostic, progress monitoring and summative assessments. There is a need to institute an assessment system with robust psychometric properties, consistent and standardized across sites and classrooms.	Growth comparisons (though iReady to be purchased beginning 2024-25) throughout the year must be acquired for all subgroups to determine if intervention efforts are effective. A calibrated and consistent system will enable the district to compare results across subgroups. Additionally, it can help predict CAASPP performance so timely intervention can be provided. For subgroups, achievement gaps can be monitored when data is compared to non-UPP students. Diagnostic assessment measures will be used as additional measures to inform EL Reclassification (besides CAASPP) and SpEd referrals. Likewise, these results will be used for more timely and reliable tracking of LTEL (and LTEL-ARs) progress.	- Usage rates of iReady Assessment Suite - Diagnostic Reports - Benchmark Reports

2.1	Expanded counseling hours: School counselors encourage and support all students' academic, career and social/emotional development through school counseling programs. EUSD counselors have identified increased needs among new ELs through teacher referrals and family contacts, many of whom are immigrants or newcomers showing signs of trauma. These students and their families face challenges in acculturating to a new school environment with different academic and behavioral expectations. Counselors collaborate with the EL Support/Family Liaison to bridge the gap between home culture and US school culture, ensuring this understanding permeates throughout the faculty and staff. Aperture data will be disaggregated by subgroups.	Mulhern (Rand Education, 2022, p. 1) stated: "Counselor effectiveness is most important for low-income and low-achieving students, so improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education." The author concluded that counselor effects on student success can be equal to that of teacher effects. The expanded hours of counselors are meant to address the more intense needs of students seen across the district. Although all schools (by grade level ranges) are allocated equal hours of counselor time, the team is flexible in helping with increased needs at any given time at other sites as needed. With the influx of EL newcomers and SLIFES with some showing manifestations of trauma and challenges with acculturation, counselors across all schools are allocated additional time to address these increased challenges. Counselors collaboratively plan events that are designed to address the unique challenges our UPP and ethnic groups may present. For example, at Excelsior Elementary, the 4-6 counselors collaborated on providing "social hours" for newcomer English Learners to connect with other students who are speaking their language in a more open, relaxed environment. The goal is to foster belonging and address any difficulties in socialization and acculturation via interactions with their peers in a non-academic setting. Counselors also collaboratively create SEL-focused videos, primarily designed to address subgroup challenges as indicated by the screening tool Aperture, as learning tools for all students.	• LCAP survey data from parents, students, and staff • Focus group sessions with families • LCAP PAC discussions/feedback

Goal and Action #(s)	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
		Another example is the collaboration between the counselors at the two JHS. As demand is great at Olympus with about 18% of the population SED and diverse ethnic groups represented, the two counselors take turns in connecting one to one with students from these subgroups who are at risk, academically, socio-emotionally as identified via Aperture, and behaviorally. These services drop in "office" hours for parents of this subgroup (this feedback was shared from EL Parent Night/ELAC).	

2.2	SEL Screener	EUSD utilizes the Aperture System, which consists of a screener for SEL strengths and areas of improvement as well as lessons/activities to support instruction of the specific SEL deficits identified. Although all students have access to Aperture, it is LEA-wide so that comparative data for subgroup and non-UPP populations can be compared and monitored. Counselors utilize data from Aperture to serve SED, EL and all students categorized as "at-risk." Instructional resources (lessons/activities) within Aperture allow counselors and teachers to target specific SEL competencies. Strengthening socio-emotional skills is particularly beneficial and effective for students who are low income and English Learners due to its potential to mitigate the numerous challenges these students face. Research indicates that students from low-income backgrounds often encounter heightened levels of stress, trauma, and adverse childhood experiences, which can significantly impede their academic success (García-Coll et al., 1996). Similarly, English Learners frequently navigate linguistic and cultural barriers that may hinder their social and emotional development (Abedi, 2002). By prioritizing socio-emotional skill development, educators can provide these students with crucial tools to manage stress, regulate emotions, and build resilience in the face of adversity (Durlak et al., 2011). These skills not only foster a positive school climate but also contribute to improved academic outcomes by enhancing students' ability to engage in learning and persist in the face of challenges (Jones et al., 2013).	- Aperture results for subgroups vs. non-UPP - LCAP Survey Feedback from students - Feedback from counselors

Goal and Action #(s)	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
		Moreover, socio-emotional skills serve as a foundation for effective communication and collaboration, which are essential for English Learners to navigate diverse social contexts and academic settings (Lee & Bowen, 2006). By fostering empathy, self-awareness, and social competence, educators can create inclusive learning environments where students feel valued and supported, irrespective of their linguistic or socioeconomic background (Jones & Bouffard, 2012). Additionally, prioritizing socio-emotional development aligns with a holistic approach to education that recognizes the interconnectedness of academic, social, and emotional learning (Elias et al., 1997). By addressing the socio-emotional needs of low-income and English Learner students, educators not only promote their well-being but also equip them with the essential skills to thrive academically and beyond. Addressing socio-emotional skills deficits is projected to influence decision-making skills and consequently, behavior. Hence, direct and targeted SEL instruction is envisioned to address the challenge of disproportionalities in discipline referrals, in particular suspension incidences.	

Goal and Action #(s)	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
2.4	SEL Site Grants- As indicated in Aperture Data SEL Competencies that students need are: Goal Setting, Social Awareness, Relationship Skills, Self-Management	Each site is allocated a $5,000 grant to utilize for building SEL competencies among students (with Aperture data showing lower levels of competencies among SED) and improve behavior outcomes. Sites must apply for the grant and must articulate an evidence-based rationale before approval of grant. Why is this a school wide action/service? Even though Aperture Data suggests that SED and EL students are lower in the manifestation of these SEL Skills, these competencies are best learned within a social context. Discussions with peers are an integral part of learning and practicing SEL competencies. Further, all students can benefit from SEL learning opportunities. This was also a staff recommendation. Examples of what these grants fund may include: 1. Anti Bullying and/or Kindness assemblies 2. Guest speakers for SEL competencies 3. Positive behavior awards and incentives 4. Creating unique spaces within schools and classrooms for students to practice SEL skills 5. SEL materials, resources 6. Professional development to address unique needs of school	● LCAP Surveys from students, parents, and staff ● PAC Feedback ● Student Advisory Group Feedback ● Aperture data - this is used to track SEL competencies at sites. ● Counselor Log Data - used at each site

Goal and Action #(s)	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
3.1	Parent/community engagement: EUSD prides itself in its multifaceted approach to engage parents and community members through workshops, family events, and formal and informal meetings. However, engagement can be improved by adopting a more focused approach in ensuring SED, SWD, and EL families are represented in these events.	According to Topor et al. (2010), parent involvement in a child's education has been consistently found to be positively correlated to student academic performance. Parent/community engagement events are open to all EUSD families. However, efforts will be intensified to target traditionally underrepresented families of SED and EL students. This is envisioned to include phone calls to parents and translations and/or use of interpreters. To build a community, and to ensure meaningful relationships are built among subgroup families and others, these actions and services are offered on a schoolwide basis. For example, EL and SED families need to know and feel they have a seat on the table (and others recognize this) and have a voice within the broader EUSD family community. For this cycle of LCAP, EUSD will offer two parent workshops specifically for EL Newcomer/Immigrants. Translations and translator and childcare availability, as well as phone calls home will be utilized to ensure that families of subgroups are able and feel welcome to participate.	LCAP Surveys from students, parents, and staff PAC Feedback Student Advisory Group Feedback Volunteerism rates at school

Goal and Action #(s)	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	Attendance Rates - California School Dashboard indicate that attendance rates vary across reported subgroups. For example, Filipinos are in ORANGE, and all other subgroups (Asian, SED, EL, etc) are in YELLOW.	As indicated in CA Schools Dashboard, all subgroups are in the YELLOW and ORANGE categories. Hence, a more global approach to improving attendance rates is most effective to address this need. For Oakhills, as explained in the previous section, a more targeted approach will be used for subgroups in the RED. Improving attendance rates for all students within a school district requires a multifaceted approach that addresses underlying factors contributing to absenteeism. Firstly, fostering a positive and engaging learning environment is essential, where students feel motivated and connected to their school community. Implementing personalized support systems, such as mentorship programs or counseling services, can assist students in overcoming individual challenges that may hinder their attendance. Additionally, establishing clear communication channels between schools, families, and community organizations ensures that any barriers to attendance, whether they be transportation issues, health concerns, or socio-economic challenges, are promptly identified and addressed collaboratively. By implementing proactive strategies to promote attendance, such as incentive programs or targeted interventions for at-risk students, school districts can cultivate a culture of regular attendance, facilitating academic success and holistic development for all students. EUSD is continuing with its attendance awareness campaigns, positive reward system, attendance assemblies and providing support for families with attendance issues.	- Monthly attendance rates - Parent workshops - SARB meetings

Goal and Action #(s)	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
3.3	Family Wellness - Parents and staff report challenges in accessing mental health care in the community as evidenced through counselor interviews and needs assessments completed with families. Trends in needs and supports from the counseling department also indicate anxiety and coping skills are areas of challenge among students. (See Figure 6, page 23).	Care Solace is a mental health service provided for all staff and families. It is an LEA-Wide action/service as mental health impacts every individual and the mental wellbeing of any individual has an impact on other individuals through socialization, interactions, and relationships. EUSD prioritizes mental health of subgroup population through the work of our counselors and school psychologists. Prioritizing mental health support for all students within a school setting is especially crucial for low-income students and English Learners, as it directly correlates with improved academic outcomes and holistic development. By addressing mental health needs, schools can mitigate barriers to learning that disproportionately affect these vulnerable populations, such as stress, trauma, and language-related challenges. Investing in mental wellness initiatives fosters a supportive environment where all students feel valued and capable of achieving their full potential, regardless of socioeconomic status or language background. Moreover, by promoting resilience, emotional regulation, and self-esteem, schools empower low-income students and English Learners to navigate academic and social challenges with confidence, ultimately leading to more equitable educational outcomes and brighter futures. Counselor referrals to Care Solace are prioritized for our subgroups : EL, SED, H/FY, and SWD. Counselors connect with these families personally to offer this service.	- Care Solace usage rates - LCAP survey on effectiveness of Care Solace for subgroups - EUSD will pull demographic data and track if a family followed through with the process of being connected to a mental health provider.

Insert or delete rows, as necessary.

Limited Actions

For each action being <u>solely provided to one or more unduplicated student group(s)</u>, 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
1B.1	MTSS/EL TOSA: With its significantly growing EL population (from 4.8% to 5.7%), EUSD is faced with the challenge of properly monitoring the progress of its EL students, addressing accountability requirements, and building internal capacity of our educators to support this subgroup.	The MTSS/EL TOSA will play several critical roles, mainly supporting ELL Progress goal for 2024-2025: 1. Coach and model designated and integrated practices grounded in research evidence. 2. Provide professional development (workshops, training) for teachers to address LTEL and LTEL-AR challenges. 3. Monitor and support academic intervention efforts at the sites. 4. Conduct a study of EUSDs Reclassification Process and implement the use of OPTEL. 5. Lead study of reclassification criteria at EUSD and propose a redesign that includes OPTEL use. 6. Monitor progress of all ELs at each site and address challenges in program delivery effectively and in a timely manner. EUSD's staff have faced challenges supporting the surge of EL/Newcomer enrollments. Unfamiliarity with the ELD standards and how Designated ELD and Integrated ELD instruction is delivered is a current challenge. Additionally, EUSD also has a population of LTELs and LTELs-AR whose needs are different and supporting teacher competencies in these instructional areas is a significant need. Further, there are some instructional misconceptions about second language acquisition that must be revisited and addressed (e.g. "good teaching" will suffice for ELs, "translating all learning resources" must be done").	Reclassification Rate EL Progress by ELPI level Number of PDs and coaching opportunities provided

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1B.2	EL/Newcomer Student Support/Family Liaison: EUSD has seen a staggering increase in Ukrainian/Russian immigrants in the last few years with zero to very limited English proficiencies. Some students and families manifest trauma from war-caused displacement.	EUSD's schools have gained an excellent reputation for serving ELL/Newcomers from Ukraine and Russia. Families congregate at one apartment complex near Maidu, Excelsior, and Olympus. This has resulted in non-stop enrollments at this school. The Student Support/Family Liaison is bilingual in Ukrainian/Russian and offers support both inside and outside the classroom. The schedule of this person is proportionately split across the three sites mentioned. Further, this position plays a role in welcoming all immigrant families and ensuring they have access to supports for basic needs (e.g. Clothing Closet, transportation, adult ESL classes). This position has been tremendously valuable, first and foremost, in promoting understanding between the cultural differences. The position has also provided school staff with important information about school systems and behavior expectations from the students' native countries.	● LCAP Survey of EL Families and EL Teachers ● Focus Group interviews with EL/Newcomers at sites served by position
1B.5	LTEL Supports and Services	EUSD currently has 38 LTELs and more than 20 LTELs-at-Risk (5 years EL). To support reclassification efforts, a study of EUSD's reclassification criteria will be conducted, as well as providing LTEL teachers (all subjects) training on academic language instruction, noted as a significant barrier to the progress of LTELs. This action/service item will constitute pay for PD attendance and planning and collaboration among LTEL teachers. PD will be delivered by MTSS/EL TOSA (inhouse).	LTEL Reclassification Rate LTEL growth on iReady Diagnostic Assessments

Insert or delete rows, as necessary.

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.

N/A

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.

N/A

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 34,414,778	$ 1,266,864	3.681%	0.620%	4.301%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,266,864	$ 50,000	$ 4,800	$ 67,000	$ 1,388,664.00	$ 1,055,864	$ 332,800

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1A.1	Site-Based Interventions & District Level Monitoring/Support	Low Income English Learners Foster Youth	Yes	LEA-wide	All	District-wide	$ 585,864	$ -	$ 585,864	$ -	$ -	$ -	$ 585,864	0.000%
1	1A.2	Comprehensive Assessments	Low Income English Learners Foster Youth	Yes	LEA-wide	All	District-wide	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
1	1A.3	Professional Development	All	No	LEA-wide	All	District-wide	$ -	$ 42,000	$ -	$ -	$ -	$ 42,000	$ 42,000	0.000%
1	1A.4	Professional Learning Community	All	No	LEA-wide	All	District-wide	$ -	$ 50,000	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
1	1B.1	MTSS/EL TOSA	Low Income English Learners Foster Youth	Yes	LEA-wide	All	District-wide	$ 190,000	$ -	$ 190,000	$ -	$ -	$ -	$ 190,000	0.000%
1	1B.2	EL/Newcomer Student Support and Family Liaison	English Learners	Yes	LEA-wide	English Learners	District-wide	$ 60,000	$ -	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
1	1B.3	PD for EL	English Learners	No	LEA-wide	English Learners	District-wide	$ -	$ 10,000	$ -	$ -	$ -	$ -	$ 10,000	$ 10,000	0.000%
1	1B.4	EL/Newcomer: Supplementary Programs	English Learners	No	LEA-wide	English Learners	District-wide		$ 10,000		$ -	$ -	$ 10,000	$ 10,000	0.000%
1	1B.5	Long Term English Learner	English Learners	Yes	LEA-wide	English Learners	District-wide	$ 5,000	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	2.1	Counseling Support	Low Income English Learners Foster Youth	Yes	LEA-wide	All	District-wide	$ 215,000	$ -	$ 215,000	$ -	$ -	$ -	$ 215,000	0.000%
2	2.2	SEL Screener and Program	Low Income English Learners Foster Youth	Yes	LEA-wide	All	District-wide	$ -	$ 6,000	$ 6,000	$ -	$ -	$ -	$ 6,000	0.000%
2	2.3	Professional Development on SEL and Behavioral Skills	All	No	LEA-wide	All	District-wide	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	$ 5,000	0.000%
2	2.4	SEL Site Grants	Low Income English Learners Foster Youth	Yes	LEA-wide	All	District-wide	$ -	$ 50,000	$ 50,000	$ -	$ -		$ 50,000	0.000%
3	3.1	Parent/Community Engagement	Low Income English Learners Foster Youth	Yes	LEA-wide	All	District-wide	$ -	$ 4,000	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%
3	3.2	Attendance Rates	Low Income English Learners Foster Youth	Yes	LEA-wide	All	District-wide	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
3	3.3	Family Wellness	All	Yes	LEA-wide	All	District-wide	$ -	$ 11,000	$ 11,000	$ -	$ -	$ -	$ 11,000	0.000%
3	3.4	Staff Wellness	All	No	LEA-wide	All	District-wide	$ -	$ 2,000	$ -	$ -	$ 2,000	$ -	$ 2,000	0.000%
3	3.5	Raptor Technology	All	No	LEA-wide	All	District-wide	$ -	$ 2,800	$ -	$ -	$ 2,800	$ -	$ 2,800	0.000%

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
$ 34,414,778	$ 1,266,864	3.681%	0.620%	4.301%	$ 1,266,864	0.000%	3.681%	Total:	$ 1,266,864
								LEA-wide Total:	$ 1,266,864
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	1A.1	Site-Based Interventions & District Level M	Yes	LEA-wide	All	District-wide	$ 585,864	0.000%
1	1A.2	Comprehensive Assessments	Yes	LEA-wide	All	District-wide	$ 100,000	0.000%
1	1B.1	MTSS/EL TOSA	Yes	LEA-wide	All	District-wide	$ 190,000	0.000%
1	1B.2	EL/Newcomer Student Support and Family	Yes	LEA-wide	English Learners	District-wide	$ 60,000	0.000%
1	1B.5	Long Term English Learner	Yes	LEA-wide	English Learners	District-wide	$ 5,000	0.000%
2	2.1	Counseling Support	Yes	LEA-wide	All	District-wide	$ 215,000	0.000%
2	2.2	SEL Screener and Program	Yes	LEA-wide	All	District-wide	$ 6,000	0.000%
2	2.4	SEL Site Grants	Yes	LEA-wide	All	District-wide	$ 50,000	0.000%
3	3.1	Parent/Community Engagement	Yes	LEA-wide	All	District-wide	$ 4,000	0.000%
3	3.2	Attendance Rates	Yes	LEA-wide	All	District-wide	$ 40,000	0.000%
3	3.3	Family Wellness	Yes	LEA-wide	All	District-wide	$ 11,000	0.000%
3	3.4	Staff Wellness	No	LEA-wide		District-wide	$ -	0.000%
3	3.5	Raptor Technology	No	LEA-wide		District-wide	$ -	0.000%

2023/24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,494,745	$ 1,446,657

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	Tier II Intervention for ELA and Math	Yes	$ 980,418	$ 933,100
1	1.2	Multiple Measures for Diagnostic, Progress Monitoring, and Summative Evaluation of Student Performance and Progress	Yes	$ 35,000	$ -
1	1.3	Professional Development Targeted for Tier II Academic Supports and Instructional Support. Academic Intervention for English learners – focused on vocabulary acquisition and phonemic awareness.	Yes	$ 22,500	$ 38,443
1	1.4	Family Nights (Math, STEAM, Reading/Multicultural)	Yes	$ 5,000	$ 3,241
1	1.5	Develop a comprehensive support program for English Learners that include academic support for newcomers/immigrants.	Yes	$ 27,600	$ 23,920
1	1.6	Professional Learning Communities	Yes	$ 110,000	$ 130,187
2	2.1	Supporting Socio-Emotional Wellbeing	Yes	$ 202,227	$ 200,618
2	2.2	Professional Development for Staff - Student Mental Wellbeing	Yes	$ 20,000	$ 10,850
2	2.3	Provide high-quality health and physical education	Yes	$ 10,000	$ 5,439
2	2.4	Strengthen Tier 1 behavior management approach	Yes	$ 38,000	$ 5,439
3	3.1	Healthy and Safe Environment	Yes	$ 8,000	$ 20,062
3	3.2	Positive School Culture and Climate	Yes	$ 11,000	$ 22,735
3	3.3	Parent Engagement/Workshops and Family Events	Yes	$ 10,000	
3	3.4	Engage effective approaches to address chronic absenteeism including districtwide attendance awareness campaign	Yes	$ 10,000	$ 40,123
3	3.5	Identify root causes and address bullying and aggressive behaviors (Tier 2 and 3); define and calibrate across sites consequences for serious behavior infractions	Yes	$ 5,000	$ 12,500

2023/24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services
$ 1,174,690	$ 1,037,745	$ 1,111,888	$ (74,143)	3.45%	3.17%	-0.28%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Tier II Intervention for ELA and Math	Yes	$ 720,418	$ 822,670	0.00%	0.00%
1	1.2	Multiple Measures for Diagnostic, Progress Monitoring, and Summative Evaluation of Student Performance and Progress	Yes	$ 5,000		0.00%	
1	1.3	Professional Development Targeted for Tier II Academic Supports and Instructional Support. Academic Intervention for English learners – focused on vocabulary acquisition and phonemic awareness.	Yes	$ 2,500	$ 2,400	0.00%	0.00%
1	1.4	Family Nights (Math, STEAM, Reading/Multicultural)	Yes	$ 5,000	$ 3,241	0.00%	0.00%
1	1.5	Develop a comprehensive support program for English Learners that include academic support for newcomers/immigrants.	Yes	$ 7,600		0.00%	
1	1.6	Professional Learning Communities	Yes	$ 10,000		0.00%	
2	2.1	Supporting Socio-Emotional Wellbeing	Yes	$ 202,227	$ 200,618	0.00%	0.00%
2	2.2	Professional Development for Staff - Student Mental Wellbeing	Yes	$ 20,000	$ 10,850	0.00%	0.00%
2	2.3	Provide high-quality health and physical education	Yes	$ 10,000		0.00%	
2	2.4	Strengthen Tier 1 behavior management approach	Yes	$ 28,000	$ 19,486	0.00%	0.00%
3	3.1	Healthy and Safe Environment	Yes	$ 1,000		0.00%	
3	3.2	Positive School Culture and Climate	Yes	$ 1,000		0.00%	
3	3.3	Parent Engagement/Workshops and Family Events	Yes	$ 10,000		0.00%	
3	3.4	Engage effective approaches to address chronic absenteeism including districtwide attendance awareness campaign	Yes	$ 10,000	$ 40,123	0.00%	0.00%
3	3.5	Identify root causes and address bullying and aggressive behaviors (Tier 2 and 3); define and calibrate across sites consequences for serious behavior infractions	Yes	$ 5,000	$ 12,500	0.00%	0.00%

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)
$ 34,050,318	$ 1,174,690	0.34%	3.79%	$ 1,111,888	3.17%	0.00%	$7,283	0.62%

LCAP 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.

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:

  o 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]).

  o 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 county office of education.

- 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)](#) and [52066(g)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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](#)*;

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

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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.

    o 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.

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

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.

    o 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,

    o 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:

    o The school or schools to which the goal applies

    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.

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

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

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

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

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

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

  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.

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.

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 county offices of education 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.

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

- o 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.

- o 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.

  - o 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.

  - o 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 increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

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

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.

Measurement(s) of 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.

Measurement(s) of 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.

- 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 Service for the action.

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.

- 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 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; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

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

  o 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 Service 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 of 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 + 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).

California Department of Education
October 2023

Attachment 5: Proposed 2023-24 Local Control and Accountability Plan Annual Update Template and Instructions

Draft 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
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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.

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)
Goal 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.Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal. "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.

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

    o 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.

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

    o The reasons for the ineffectiveness, and

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