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	TOM JANIS, SUPERINTENDENT	tjanis@eurekausd.org | 916-774-1201

Plan Summary [2022 - 2023]

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 individual. 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 2022 (June) student enrollment is 3,100, consisting of 13% students socioeconomically disadvantaged, 4.6% English Learners, twenty-seven Homeless Students, and currently one Foster Youth. 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: Successes

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

EUSD has enjoyed multiple successes across all whole child outcome domains: academic performance, socio-emotional competencies and pro-social behavior, and school and district safety, culture and climate.

ACADEMIC

Before the pandemic, 2019 dashboard data displayed academic performance for ELA and Math as Blue, Blue. CAST baseline results for our junior high schools manifested strong performance, with Cavitt Junior High ranking in the upper 5% of state district performance (84% proficiencies). The district does not have any school identified for comprehensive school improvement. EUSD's English Learners' performance is rated VERY HIGH, according to the 2019 dashboard, with 69.8% making progress towards English language proficiency. Because of the pandemic, reclassification could not commence for 2019, as the Summative ELPAC administration could not be finished. In the 2021 LCAP/LCP survey, parents in early 2021, 70% of EUSD parents rated as good or excellent the quality of education they have so far received. Focus group data validates this information, with particular positive feedback about the district's academic enrichment programs, GATE, and electives offered at our JHS. 2021 CAASPP results still indicate high performance, but a decline in proficiency rates, similar to

what is noted state wide but at lesser magnitude. Overall CAASPP rates for ELA were 74% of students meeting or exceeding standards and math 64% of students meeting or exceeding standards. These are both approximately 30 percentage points higher than State averages.

In 2021-22, through a two year-process of visioning and reviewing our academic programs, EPIC (Eureka Programs and Initiatives Committee) recommended three program pathways that will be implemented on a three-year pilot program : (1) Brainstorm - a K-8 STEAM Program, (2) Spanish Language and Culture, and (3) Gifted and Talented Program Redesign. EPIC is composed of teachers, staff members, parents, administrators and board members. The STEAM pathway was purposefully designed to be accessible to all students. Spanish Pathway is available in the feeder school network of Maidu, Excelsior and Olympus (schools with the highest rates of EL, SED, and FY/H students in the district). EUSD's GATE program has been redesigned to operate two models for serving gifted students and utilizing a test that is culture-agnostic (and no language barrier) to open doors for ELs, SEDs, FY/H and SWDs.

SOCIO-EMOTIONAL, PHYSICAL AND MENTAL WELLNESS

94.6% of students indicated in the last survey that they love school and love their caring teachers, suggesting meaningful relationships with adults in school. EUSD utilizes ToolBox as its SEL program for TK-3 while Grades 4-8 use InFocus as its Tier 1 SEL curriculum. EUSD currently employs a counselor to student ratio of 1:680. Physical Education continued for EUSD even during the pandemic, with Junior High School (JHS) teachers helping elementary teachers develop lesson plans that can be delivered asynchronously. For 2021-22, all 4-6 sites secured a PE credentialed teacher to deliver physical education for all students. Staff and student surveys indicate huge support for the change. Informal interviews with students indicated happy students who see the value of physical fitness.

Focus group and LCAP survey data indicate that parents, students, and staff recognize the significant contribution of our counselors to promoting student wellness via regular check ins, lessons for students, and other SEL supports. Focus group data also indicated that Toolbox is a program that parents find to be helpful.

SAFETY, CLIMATE AND CULTURE

EUSD prides itself on its high parent engagement and parent participation in school activities and events. In its last (2022) LCAP/LCP survey, 85.5% of parents and 86.2% of staff strongly agree or agree that EUSD schools work hard at promoting positive learning environments. An overwhelming 93% of students stated that they love their school (survey sent during the pandemic year 2020). Students mentioned that their teachers are caring and compassionate and the classroom climate is respectful. Town Hall meetings and parent workshops are at least 200% higher during the 2019-20 year compared to previous years. For 2021-22, EUSD offered at least 6 parent workshops, addressing topics focused on academics and socio-emotional skills. DELAC participation was surprisingly high in February, with more than 20 families (past years were in the single digits) coming to the meeting. The participation rates for EUSD's TK/K Jamboree was also surprisingly high as families braved cold weather and rain to hear about EUSD's programs.
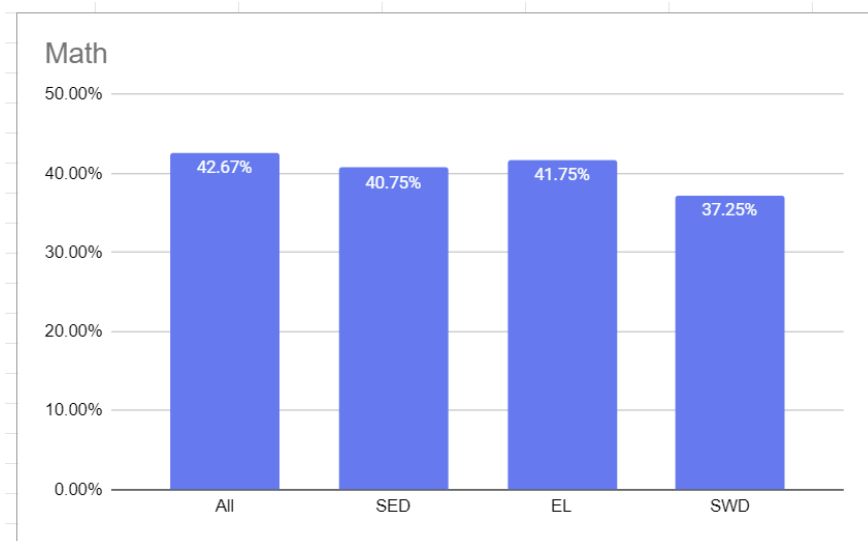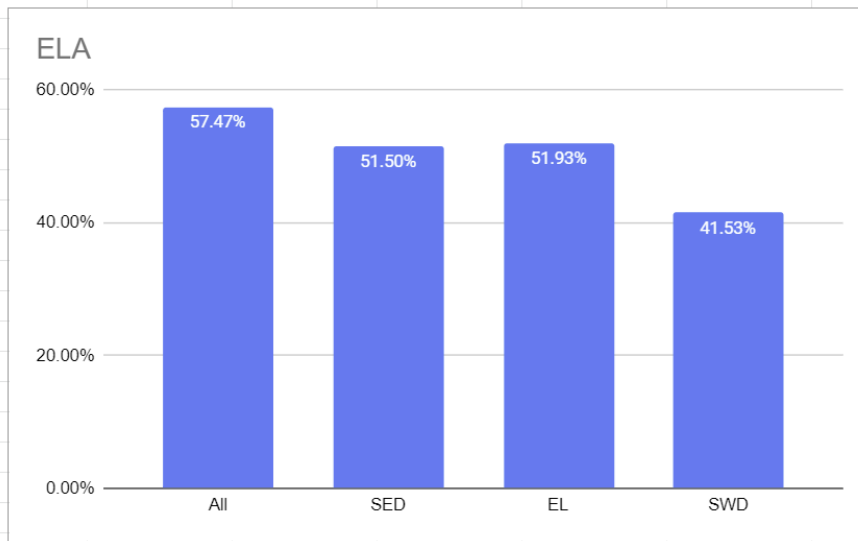
Reflections: Identified Need

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

Goal 1 - Academic Needs of Students

EUSD was one among many districts in the county electing to utilize the CAASPP testing option in 2021. The district feels that this test, with its proven psychometric properties, will provide the district with the most valid outcomes and allow for longitudinal analysis. Results indicate a 3-8% decrease in proficiency rates. This is not the regular trend for Eureka across 7 years (scores have not "dipped" for either Math or ELA). It can be assumed that the pandemic and associated school closures and chaos with quarantining requirements is the significant factor that can account for decreased performance as this trend is also seen in surrounding districts and statewide.

For ELA and Math, achievement gaps exist for Students with Disabilities and certain subgroups (African Americans and Socio-Economically Disadvantaged). The Dashboard Data for 2019 call out these groups in the equity reports for academic achievement, chronic absenteeism, and suspension rates. A in 2019 gender gap for ELA CAASPP existed, with 84.33% of female students meeting or exceeding standards compared to 73.73% of male students. There was no significant gender gap in Math performance. 2021 Data is not utilized here because of pandemic-related factors that significantly impacted performance. The same trends in achievement gap were noted though and local data correlates with these findings(as shown in Goal 1 measurable outcomes table).

In analyzing data from district benchmarks for Grades 3-8 (ELA and Math, and aligned to the SBAC IAB Blueprints), the average % correct at the end of trimester II indicated expected gaps in performance:

ELA

	Percent
All	57.47%
SED	51.50%
EL	51.93%
SWD	41.53%

Math

	Percent
All	42.67%
SED	40.75%
EL	41.75%
SWD	37.25%

The average percent correct can simulate proficiency over a year's worth of standards as measured at the end of Trimester 2.

As a step to address these inequalities in performance, the district provided professional development in the following areas:

1. A renewed focus on UDL (Universal Design for Learning), Differentiated Instruction, and Research-Based Approaches (Hattie's Meta-Analysis, Structured Literacy, etc.)
2. Opening Doors (Promoting cultural competence skills via Dr. Trudy Arriaga's Opening Doors series)
3. Expansion of GLAD (Guided Language Acquisition Design) training for all teachers through increasing certification training for a team of teachers (establishing a 'critical' mass) to address the needs of EUSD's English Learner population
4. Teaching for Deeper Conceptual Understanding in Mathematics

EUSD will continue to address the identified needs with additional areas of focus: trauma-informed practices, effective writing instruction, and teaching strategies for advanced and gifted learners.

Goal 2 - Socio-Emotional/Behavioral Competencies of Students

For EUSD, return to a new normal involves new challenges in the areas of socio-emotional/behavioral competencies. Reports from teachers through various committee and stakeholder groups indicated that 21-22 students *generally* came back to the new academic year manifesting

the following (1) reduced ability to re-"function" in a school environment, (2) deficiencies and challenges in prosocial skills (e.g., ability to work with a team, ability to wait for his/her turn, ability to share resources for learning), (3) reduced self-regulation skills (controlling impulses, managing emotions), and reduction in other "soft" skills constituting "habits of success" in the classroom (e.g. resilience, patience, kindness, compassion). Generally, students returned for in-person instruction less prepared to learn and follow rules that are in place to promote learning. Using one time funding, EUSD made the commitment to increase student access to counseling services via expanded FTEs for counselors, particularly at sites with higher rates of SED, SWD, EL and FY/H students. EUSD also adopted the SEL screener from Aperture to start progress monitoring on SEL competencies.

Initial data from Aperture for 2nd/5th Graders (baseline) indicates strengths and weaknesses in the following CASEL domains:
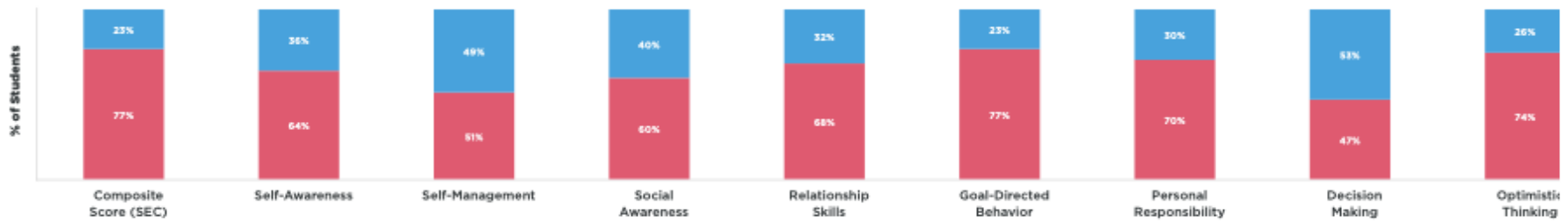
Goal-directed behavior and optimistic thinking manifested lowest rates among the domains. It can be hypothesized that these are areas that are most significantly impacted by COVID and also domains that encompass skills most needed in getting through the trauma of the pandemic.

To address these needs, the student services department offered/implemented:

1. Parent Workshops to build awareness among parents and families about needs/concerns in this LCAP Goal area and empower families with strategies to help address such problems at home. This partnership is envisioned to ensure there is tight alignment between parents/guardians and district/school expectations.
2. Counselors met consistently to brainstorm/share best practices in addressing socio-emotional and behavioral problems observed in the classrooms, as well as provide help for teachers. Counselors and teachers worked collaboratively at schools by sharing effective strategies.
3. Aperture was purchased by the district to collect data on students' socio-emotional needs and was piloted on a limited capacity to obtain baseline data on CASEL domains that are areas of strengths and challenges.
4. Counselors (with Gen Ed teachers) attended the Learning and the Brain conference in San Francisco, to build greater expertise in trauma-informed practices supported by neuroscience and psychological research.

Goal 3 - Safe, Welcoming, and Inclusive Climates

EUSD, like the majority of California districts, opened schools for in-person instruction with emotionally and physically exhausted teachers, staff members, and administrators. Board meetings were tough for administrators as the community manifested polarized views on masking and vaccination mandates. The work for site administrators were dramatically increased as the district navigated through shifting quarantine and contact tracing protocols. The 'end' of the pandemic yielded exhausted and demoralized staff, unable to reclaim joy once associated with the regular functions of teaching and learning and supporting students. In addition to this, EUSD is also facing declining enrollment challenges.
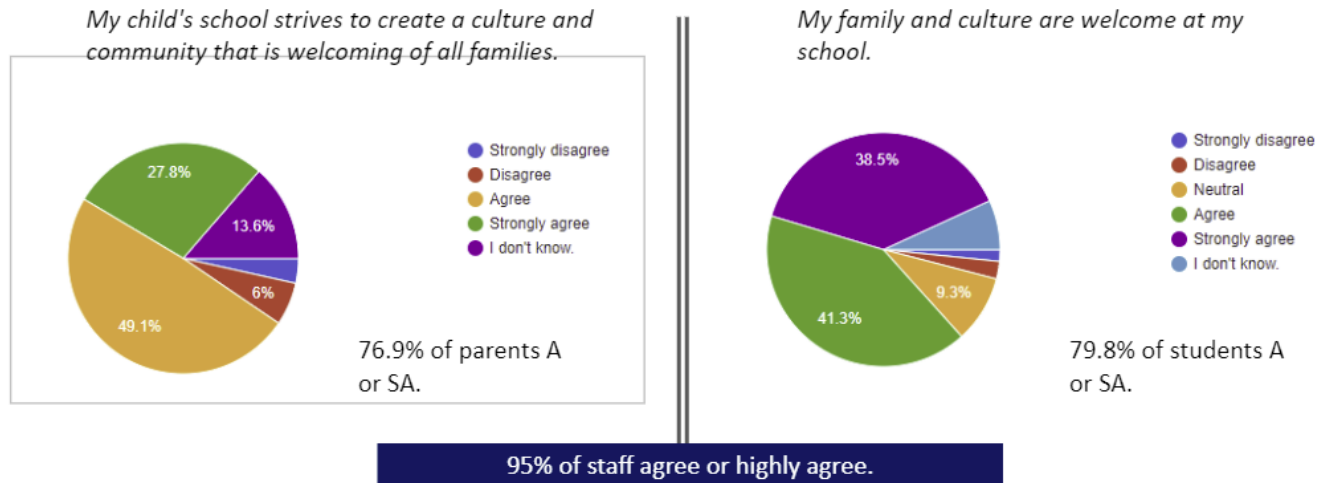
When asked about "feeling safe at school," discrepancies between our stakeholders are noted:

PARENTS	STAFF	STUDENTS
60.3.1 %	93.1 %	69.3 %

Feelings of belonging ("*I feel included*" "*I feel that I belong…*")

PARENTS	STAFF	STUDENTS
79.4 %	91.4 %	66.3 %

And lastly, when asked about feelings of being welcome:

My child's school strives to create a culture and community that is welcoming of all families.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- I don't know.

27.8%
13.6%
6%
49.1%

76.9% of parents A or SA.

My family and culture are welcome at my school.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- I don't know.

38.5%
9.3%
41.3%

79.8% of students A or SA.

95% of staff agree or highly agree.

This data was validated/triangulated with focus group data and found to correlate. To address these needs or challenges, EUSD leadership plans to:

1. Continue professional development opportunities focused on building awareness and competencies around effective stress management skills and positive psychology competencies for teachers and staff. These will also include workshops on how teachers and staff can help address student needs in the area of mental wellness.
2. Reorganize and reinvigorate the equity and inclusion committee, focused on making our schools more welcoming and inclusive spaces for teaching and learning for staff, families, and students, as well as positioning our schools and district as community hubs for our families.
3. Address administrators' and all staff's mental wellbeing through relationship-building activities, leadership retreats and increasing 'connection' opportunities for learning together and leveraging post-traumatic growth.
4. Continue partnership with EQ Schools and plan to host the Fall 2022 EQ conference at Olympus JHS.
5. Implement a robust staff wellness program that addresses both mental and physical wellbeing through partnerships with Grokker Fitness and SIG (School Insurance Group).

LCAP Highlights

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

EUSD continues its focus on a "whole child" approach, utilizing the MTSS framework, by addressing three areas in teaching, learning and thriving: (1) socio-emotional/behavioral competencies, (2) academic performance and (3) school safety, culture and climate. EUSD's LCAP

has three goals that align to each of these areas. For 2021-24, EUSD is streamlining its LCAP to address the specific needs of its LCFF subgroups, with awareness that some of these actions and services will also serve the needs of its diverse student population, 60-80% of whom meet or exceed academic standards. Some actions and services are anticipated to have broad positive outcomes, but these actions and services were strategically designed to benefit and address the needs of our subgroups (which are comparatively low in numbers).

As a summary, these are some key features of EUSD's LCAP for 2021-24:

1.   Actions and services aligned to goals that reflect the three domains of whole child outcomes, *for our LCFF subgroups.* These may include actions and services that may yield broad (schoolwide) impacts.

2.   Updated or additional actions and services designed to facilitate a return to the "new" normal after the novel challenges brought about by the pandemic.

3.   Measurable outcomes that are both quantitative and qualitative to capture a more comprehensive evaluation of progress.

4.   A comprehensive approach to stakeholder engagement that includes focus groups with parents, staff (classified and certificated) and students.

Because multiple one-time funding sources were made available for at least the next two years, some actions and services may not be reflected on this LCAP but are being planned for implementation. These are always designed to align with our district's LCAP goals.

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 and how this engagement was considered before finalizing the LCAP.

EUSD used and continues to use a wide variety of strategies for soliciting stakeholder feedback for LCAP development. As early as March 2020, when schools closed and virtual teaching and learning was engaged, EUSD capitalized on improving access for working parents by utilizing zooms for town hall meetings, committee meetings (where parents are members), and parent workshops (EL and GATE parent nights). During these meetings, parents and guardians were encouraged to reach out to the district via email as well as phone calls for information on how the district can best support their student needs. Some of these meetings were utilized to seek input after the first draft of LCAP was developed.

The following avenues were used to solicit feedback before finalizing the LCAP:
1. Parent surveys
2. Student surveys
3. Parent Town Hall Meeting (conducted once at the start of the year) and Parent as Educator Workshops (conducted monthly)
4. Board Meetings - On average, twice a month for 2020-21 meeting
5. Curriculum and Instruction Meetings (ELA and Math)
6. Site Staff Meetings
7. ELT (Eureka Leadership Team) Meetings
8. PTC Presidents' Meeting
9. EUTA and EUCO Consultation Meetings (EUTA and EUCO are our certificated and classified bargaining units)
10. Outreach to community organizations - *NorCal Dyslexia Association, Learning Disabilities Association of America - California Chapter, etc. (NEW)*
11. ELAC at 4 sites (conducted in February)
12. DELAC/EL Parent Night Meeting in November and April
13. Home visits, phone calls (translation services available when necessary)
14. SELPA Consultation with EUSD
15. *Focus Groups with Parents (Division Specific, 3 sessions) conducted in April and May (NEW)*
16. *Focus Groups with Classified Staff, with PCOE facilitating, conducted in May (NEW)*

Qualitative (comments, emails, chat, informal interviews) and quantitative data (survey results, focus group reports) were collected and included in the design of the LCAP in terms of framing the need for the goal, articulating the goals, and subsequently determining actions and services.A challenge in data collection and analysis for the purpose of articulating actions and services concerns the small number of families who represent our subgroups and the difficulty of securing this voice. Hence, we relied on staff input heavily, as well as instituted other ways of collecting data (phone calls, informal chats with students).

The draft LCAP (new goals and actions and services) were presented to parents and DELAC for input. There was minimal additional feedback provided and those are incorporated in this 2022 update.

A summary of the feedback provided by specific educational partners.

Parents/Community Members:

1. Offer more opportunities for support for struggling students in ELA and Math (e.g. expand/continue Math Labs before school)
2. More differentiation in instruction for all kids: struggling, advanced/high-achieving, and gifted. Include such opportunities as the Math Olympiad, Debate Club, Destination Imagination, etc.
3. From DEI (Diversity, Inclusion, and Equity) Committee: Access to books that honor and celebrate diverse cultures and perspectives, multicultural family events.
4. Family Nights focused on content - Family Math Nights, STEAM Night, etc. This includes a recommendation for Family Reading Nights to be more inclusive - i.e., celebrating different cultures and perspectives.
5. Family events to bring the community together, recognizing that the Eureka School District functions as the community hub for the parents.
6. More inclusive practices for engagement from new to the district families and interdistrict families.

Staff:

1. Continue offering before and after school opportunities for struggling students.
2. More PD (professional development) about Designated and Integrated ELD.
3. More PD about Best Practices in Addressing the Needs of ELs (GLAD, Science of Second Language Acquisition, QTEL from WestEd)
4. Transportation and Meals for students who need before-and-after school support/access to classes.
5. PD on Trauma-Informed Practices to address SEL needs of students, as well as address "lost" or "forgotten" socialization skills (e.g. playground behavior).
6. High-quality Supplementary Resources for Reading and Math.
7. Common Scope and Sequence for ELA and Math
8. High-quality Diagnostic, Interim, Progress-Monitoring, and Summative Assessments in ELA and Math.
9. PD on Physical Education and Health to build awareness of standards (articulation) and secure high-quality instructional resources.

EL Parents and EL/Intervention Teachers:

1. Resources (e.g., visual dictionaries, classroom charts, vocabulary supports) for EL cluster classes.
2. English Learners, more afterschool opportunities that foster connection and building peer relationships while enhancing speaking and listening skills. Suggestions from parents: Debate Club, Chess Club, Reading Clubs
2. Website translation into different languages (this will be addressed using a different funding source).
3. Intensified efforts to engage parents of English Language Learners.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The highlights shared above from the input gathered were specifically addressed in the actions and services delineated under each goal, with additional and revised actions and services to address new input collected from 21-22. Some of the feedback and suggestions were addressed using different funding sources (For Example: Title III is used to provide GLAD Training for teachers and Expanded Learning Grant will be utilized for intervention transportation and snack needs). ELT (Eureka Leadership Team) and Budget Committee reviews all recommended actions and services and determines which funding sources are most appropriate to utilize. For example, site staff feedback included a recommendation for additional counselor support at sites with the highest SED population (Goal 2, Action1). In addition, more PD for addressing the needs of English Learners at all sites was a recommendation (Goal 1,Action 5). Further, it should be noted that EUSD's LCAP is focused towards serving the needs of our LCFF subgroups.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal is derived from EUSD's broad goal of providing all students with high-quality, rigorous Tier 1 instruction that promote college and career readiness with academic interventions to eliminate barriers to success.

EUSD enjoys a solid academic reputation in the Placer Region due to its tradition of high-performance in CAASPP. It has been lauded as one of the top-performing districts in Sacramento (Sacramento Bee, 2019) and its last performance on the Dashboard indicates BLUE, BLUE for ELA and Math academic indicators (highest tier). However, achievement gaps have existed across several years:

    1) ELA performance of English Learners and SED (Socio-Economically Disadvantaged) students are lower on the 2019 CAASPP and on 2020 - 21 district benchmarks. Data is provided in the next section.

    2) Math performance of English Learners and SED (Socio-Economically Disadvantaged) students are lower on the 2019 CAASPP and on 2020 - 21 district benchmarks. Data is provided in the next section.

    3) Longitudinal 5-year CAASPP results in Reading and Writing scores shows a persistent gender gap, with female students outperforming male students.

    4) Dashboard Equity Reports manifest lower performance (Orange and Yellow) for African American (AA) students and Students with Disabilities (SWD).

With these results, EUSD wants to focus its supplemental funding resources into eliminating its achievement gap within the next 3 years. Hence, this goal is strategically redesigned to spotlight this vision.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	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) - 55% ELA Performance (SWD) - 34% Math - 64% Met and Exceeded Math Performance (EL) - 29% Math Performance (SED) - 42% Math Performance (SWD) - 10%			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			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 - 29% 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)				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. 83 - LTELs	EL Reclassification Rates vary greatly district wide across sites, from 0% to 22%. EUSD Reclassification Rate for 2021 = 14% district wide 58 - LTELs			0 LTELs ELs Reclassified within 5 years of EL status in our district 20% or higher reclassification rate annually

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier II Intervention for ELA and Math	A variety of models for supporting struggling and at-risk students (subgroups are prioritized) will be implemented, which includes: 1. Intervention/EL Support Teachers 2. Before and After School Programs 3. Co-Teaching Classes 4. Academic Support Classes 5. Zero Period at JHSs PD for classified instructional staff supporting intervention - add $5,000	$584,000 $200,000 (ELO)	Y
1.2	Multiple Measures for Diagnostic, Progress Monitoring, and Summative Evaluation of Student Performance and Progress	EUSD will develop a robust, and cohesive multiple assessment suite that spans diagnostic, progress monitoring, and summative assessments. These assessments will be based on common scope and sequence across sites.	$32,500	Y
1.3	Professional Development Targeted for Tier II Academic Supports and Instructional Practices	Provide all instructional staff access to high-quality PD, that include addressing the following: 1. UDL (Universal Design for Learning) 2. Trauma-Informed Practices *(Learning and the Brain Conference, expansion of opportunities)* - 3. *Writing and Vocabulary Instruction* 4. Math Effective Practices (Math Fluency, Number Sense) This is to ensure that SED, EL, and FY/H students have access to high-quality first instruction and supports.	$20,000 (Title II) $28,000	Y
1.4	Family Nights (Math, STEAM, Reading/Multicultural)	Each site will be provided an allocation of $1,000 with emphasis on empowering sites to engage strategies that would increase participation of families of diverse cultures (including ELs and immigrants) and SED families.	$7,000	Y

		During these family nights, resources for parents and guardians of ELs will be shared (example: visual dictionaries, digital licenses for promoting language acquisition) will be shared.		
1.5	**EL Action Item (NEW)**	.Expand GLAD training and Sonday training for EL Specialists/Intervention Teachers. 2. Push in and Pull-Out interventions for English Learners (Tier II, as identified, throughout the year) 3. Contract with Excel Translation Services will be continued and utilized for parent meetings and engagement. 4. Extra hours of EL parent contract (as needed) by intervention teachers via phone calls of home visits. 5. EL STEAM Camp will provide focused learning opportunities in the STEAM while building a learning community and language skills.	$5,600 $2,000	

Goal Analysis for [2021-22]

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

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

Family nights were not implemented, because of COVID restrictions. The district was able to hold a very well-attended Kindergarten Jamboree in February and a successful, well-attended STEAM Fair (through our Eureka Schools Foundation) in May 2022.

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 Professional development opportunities were implemented to a lesser extent with exhausted teachers and lack of subs, leading to low participation rates.

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

The difference was caused due to the pandemic. We were unable to acquire the staff to be able to provide all desired services. Some activities had to be put on hold to avoid large groups gathering. Other resources and one time grants for intervention and outreach were also used to fund some of the services.

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

EUSD is making effective progress towards Goal 1, considering the context of pandemic-driven chaos for 2021-22.The past year of transitioning to full in person instruction and implementing an LTIS (Long Term Independent Study) academy brought forth anticipated and

surprising challenges. As EUSD welcomed the opportunity to start the year with in-person teaching and learning, students manifested low levels of school readiness, particularly in socialization skills and prosocial behavior (which impact academic readiness). EUSD students did not manifest significant learning loss (identification rates for intervention remained the same), however, besides a decline in CAASPP proficiency rates < 6%, more challenges were identified in the areas of behavior, motivation, focus and attention and self-regulation that impacted teaching and learning. District-wide PD days became the main conduits for addressing PD needs as specified in the table above. Data collected during the COVID-induced chaos of the 21-22 school year is considered to be a less valid measure to determine effectiveness of actions taken under Goal1; however, we are not dismissing the needs, especially for our targeted subgroups. Interventions continued across all forms (pull out, push in, co-teaching, after school), and diagnostic assessments were administered (1.1 and 1.2). . Some challenges(sub shortages, over-exhausted teachers, staff, and administrators, hiring challenges) made it difficult to implement or expand actions and services as planned. 2021 Reclassification rates increased to 14%, this is attributed to focused attention on needs of our EL students, GLAD training and targeted interventions.

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.

No changes to Goal 1 have been made. A new item under Actions and Services has been added to emphasize EUSD's commitment to addressing EL needs. Also, a new focus area (writing instruction) for professional development, based on teacher feedback and data analysis.

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 of Goal
Goal 2	EUSD will provide its at-risk subgroups access to high-quality physical, mental, and socioemotional wellbeing programs, with targeted Tier 2 and 3 SEL support as needed.

An explanation of why the LEA has developed this goal.

EUSD prides itself on its focus on whole child outcomes, not only academic development. With schools closing and other pandemic-associated trauma, EUSD continues to address the socio-emotional and prosocial behavior needs of students of the district through various programs, including Tier I, II, and III supports. Research suggests that students with disabilities, low-income students and immigrant/EL students may be more vulnerable to trauma risks due to the pandemic. Consequently, EUSD is committed to continuing and expanding its counseling support as well as sustaining its support of site-based programs aimed at increasing/rewarding positive behaviors. Professional development opportunities for staff and administrators will serve to empower all educators to address what is projected to be greater challenges in SEL and behavior as students return to school from the pandemic.

This goal is related to certain actions/services in Goal 3, specifically the ones that align with parent engagement. The district is proud to host and organize (in partnership with ESF and other local organizations) workshops for parents to empower families in addressing SEL concerns of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kid Survey % of students who have strong connections with school	School Connectedness (2019) 5th: 77% 7th: 75%	: School Connectedness 21-22 6th: 79% 7th: 72%			90% of students completing CHKS (both Grades 5 and 7) = strong connections with schools in CHKS
Counselor Logs	No baseline exists yet. Counselors will note participation of SED, EL and FY/H				

	students in counseling sessions (just counts to maintain student privacy).				
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."			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%	[Insert outcome here]	[Insert outcome here]	85% of 5th and 7th grade students will fall in the HFZ

Actions

Action #	Title	Description	Total Funds	Contributing
		NOTE: Justification for these schoolwide services will be discussed/explained in a later section of this LCAP.		
2.1	Supporting Socio-Emotional Wellbeing (modified)	A variety of models for supporting social emotional learning will be implemented, which includes: 1. Increased allocation of school counselor allocations at sites with highest EL and SED populations.	$152,000	Y

		2. Implementation of Tier I social emotional learning programs and curriculum, specific to each division ($WEB Stipends), research-based for addressing EL, Immigrant, SED needs (those most susceptible to mental wellness challenges). 3. Targeted interventions for students based on needs 4. Site grants for implementation of school wide SEL initiatives ($28,000)		
2.2	Professional Development for Staff - Student Mental Wellbeing	Provide professional development for counselors, instructional aides, teachers and other staff members on addressing mental wellbeing of students (specifically those most vulnerable to trauma). Research indicates that SED, EL/Immigrant, Homeless/FY students are most susceptible to trauma.	$20,000	Y
2.3	Provide high-quality health and physical education	Implement Student Wellness committee initiatives (e.g., health curriculum, culturally responsive PE and health resources)	$10,000	Y

Goal Analysis [2021-22]

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

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

All actions and services were implemented as planned.

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

The difference was caused due to the pandemic. We were unable to acquire the staff to be able to provide all desired services. Some activities had to be put on hold to avoid large groups gathering. Other resources and one time grants for intervention and outreach were also used to fund some of the services.

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

Note that data collection under conditions of staffing and sub shortages could be less valid; nevertheless, EUSD is making progress toward Goal 2 but continues to face challenges of students coming back for in-person instruction seemingly less prepared with requisite SEL skills that impact school performance. There was a decrease in the percent of 7th graders feeling connected to school.   This may be attributed to the changes in routines, safety guidelines and increased student and staff absences. Counselor hours were expanded at EUSD to mitigate the effects of school closures and increased mental health/counseling needs at all sites, with more significant expansions at sites with higher SED, SWD, EL and FY/H populations (already in place before 2022). Home visits were conducted more frequently, especially for LTIS students with challenges in school engagement. In order to get more up to date data for more students in this area, Aperture baseline data was collected via a trial to determine areas of SEL challenges and growth opportunities.

Physical education credentialed teachers were hired for 4-6 schools and staff and parents indicate a higher degree of satisfaction (via survey data and focus group data) with the PE (Physical Education) program at Excelsior and Ridgeview. A significant proportion of PD days were utilized to address teacher-expressed concerns about behavior challenges that are unique for this year. Topics ranged from how to support ADHD students and other students with attention and impulsivity issues, as well as deescalation strategies. A parent workshop was offered for helping parents/guardians help their students with positive coping strategies for the top 5 mental health challenges counselors and teachers observed for 21-22.

More Parent Workshops were provided with a mixture of online and in-person workshops. Additional workshops were added to address SEL challenges this year. Incidentally, EUSD was provided the opportunity to present its novel approach to parent education at the CSBA Conference.

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.

Action 2.1 increased staffing ratio for counselors and created the pilot or trial of Aperture, a universal SEL screener.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3

Goal 3	
Goal 3	EUSD will ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, with targeted programs for the district's subgroups.

An explanation of why the LEA has developed this goal.

EUSD understands the importance of the school and community environment on child development. Consequently, EUSD will continue to ensure that all students feel and are physically and emotionally safe in schools where the climate is welcoming and inclusive to everyone. Input from our DEI (Diversity, Equity and Inclusion) committee, LCAP parent and student surveys, and staff surveys validate the need for this goal. EUSD is a school district that serves a comparatively affluent area and hence, English Learners, Immigrants, and Low Income students may have additional challenges with feeling included.

Through Goal 3, EUSD wants to sustain and expand its programs on continuously improving school climate and culture, so that our schools are welcoming and inclusive, particularly for our LCFF subgroups, acting in particular, on the recommendations received from the DEI committee. As students and staff begin their journey back to "normal" (in-person) schooling, it is anticipated that challenges in socialization skills may require teacher training (revisiting) best practices for building relevant/meaningful relationships at school and in the classroom. Connections with Goal 2 can easily be noted as socio-emotional competencies and prosocial behavior influence school climate and culture, and students' feelings of belonging.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023–24
LCAP Survey (Students, Parents, Staff) on School Climate and Culture -Disaggregated for Subgroups (Parent	a) 73.4% of parents rated school climate as Good or Excellent -EL Parents: 100% indicated school	a) 79.4% of parents rated school climate as Good or Excellent			a) 95% of SED and EL parents will rate school climate as Good or Excellent b) 95% of students will rate school and

Survey) if numerically significant	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	-EL Parents: Not numerically significant -SED Parents: 55%of parents indicated that school climate is Good or Excellent -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 are satisfied with EUSD's			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

		communication efforts -Focus group data from classified staff indicate a need for a more inclusive environment when it comes to classified staff.			
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	[Insert outcome here]	[Insert outcome here]	90% of staff will rate PDs as meaningful, relevant and actionable
Parent Workshops Participation Rates	Rates range from 35 - ~200	Very low rates for inperson parent workshops (<10) but high turnout at STEAM Fair and K/TK Jamboree	[Insert outcome here]	[Insert outcome here]	Average of 50 or more per workshop session
Anonymous Reports	Utilized at all sites	Utilized at all sites			All sites are utilizing the AR
Attendance, Chronic Absenteeism	ORANGE on the 2019 Dashboard -Orange for EL, SED, African Americans, SWD and Hispanic subgroups ≥98 attendance rates 2 SARB Referrals	No dashboard data available.			Blue for Chronic Absenteeism on the Dashboard -Subgroups will attain the Blue or Green Level on the Dashboard for Chronic Absenteeism

	-Parent Survey on Attendance Issues -EL Parents: 20% indicated attendance issues -SED Parents: .02% indicated attendance issues	-Low EL survey participation rate (n = 2) -0% (however, LTIS engagement records show a challenge for a handful of students)			Attendance rates maintained at 98% 0 SARB Referrals - 0% of EL and SED parents will indicate no attendance issues on the LCAP survey

Actions

Action #	Title	Description	Total Funds	Contributing
		NOTE: Justification for these schoolwide services will be discussed/explained in a later section of this LCAP.		
3.1	Healthy and Safe Environment	-Safety training for staff that includes disaster preparedness. -Workshops on Trauma-Informed Practices (Health Issues) for Staff -Anonymous Reporting System and Monitoring/Reports and Actions -Robust Staff Wellness Program -Healthy snacks (available at sites)	$7,000 (Wellness) $3,500	Y
3.2	Positive School Culture and Climate	-Best Practices (PD) on Building Healthy/Meaningful Relationships in the Classroom (Title II)	$10,000 Title II	Y
3.3	Parent Engagement/Workshops and Family Events	-Parent/Guardian empowerment workshops that leverage parents as education partners to help their students thrive. These workshops may include topics on: Prosocial behavior, managing conflicts, increasing socio-emotional competencies, etc.	$10,000	Y

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.

For 2021-22, the school district continued offering the actions and services identified above to the extent possible, as COVID mitigation strategies allowed. Action 3.2 was tabled for 2022-23 as it is better implemented as an in-person professional development opportunity. Our partnership with SCOE, however, provided all of our teachers access to all Grace Dearborn workshops that the county offered. These workshops, focused on classroom management and relationship building topics, were sent to all staff. Parent workshops were offered mostly only virtually.

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

The difference was caused due to the pandemic. We were unable to acquire the staff to be able to provide all desired services. Some activities had to be put on hold to avoid large groups gathering. Other resources and one time grants for intervention and outreach were also used to fund some of the services.

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

Considering the chaos of 21-22 when it came to addressing staff and student sicknesses, sub shortages, and hiring challenges, EUSD was able to make progress towards its goals to the greatest extent possible. EUSD was not able to provide some PDs because of sub shortages, as PD Days were focused on providing time for teachers to address independent contract writing needs, and sub planning needs.

EUSD was able to continue providing parent workshops and also organized a highly successful DELAC and Kindergarten Jamboree. EUSD anticipates offering more Love and Logic workshops for teachers in 2022-23, along with partnerships with EQ Schools for addressing Goal 3 items.

Parent workshops will begin transitioning to more in-person offerings but with some remote options for working families.

The challenges brought about by the COVID pandemic in 2021-22 caused serious self-reflection on EUSD's part. These challenges include sub shortages, staff sickness, transportation problems, and hiring challenges, resulting in overwhelming administrator and staff (certificated and classified) exhaustion (physical and emotional). Some of these are reflected in the survey data regarding climate and communication. A renewed focus on healing and rebuilding positive connections/relationships that builds positive staff morale is of top priority for the district for 2022-23. Additionally, heated and polarized discussions about masking and vaccinations have also caused community rifts that need to be additionally addressed.

EUSD is committed to providing more opportunities for team building, addressing physical and emotional exhaustion and staff wellness concerns, and creating spaces for our community to gather and celebrate successes. More community events are planned that include hosting Family Math and Reading nights and multicultural events.

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.

No changes were made to the goals, actions or metrics.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$880,829	

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
3.18%	1.94%	$536,021	4.19%

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

Required Descriptions

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

For 2022-23, EUSD looks forward to implementing all planned actions and services under each goal, framed under the context of lessons learned from the pandemic. EUSD faces new challenges for the coming school year. These challenges are perceived to be exacerbated when manifested among our unduplicated subgroups and include the following:

1. **School Readiness Skills** - Most students (based on teacher and staff feedback) were noted to come with deficient school readiness skills (prosocial behavior, self-regulation, self-efficacy, etc.). Observations seem to indicate an apparent retrogression in skills, more noticeable among English Learners, Low Income Students, etc. Trauma-informed practices will be a focus area for professional development for the next year.
2. **Emotional and Physical Exhaustion among Staff** - Our teachers, administrators, and classified staff all indicated emotional and physical exhaustion. Those who are in direct support of our students from unduplicated subgroups are perceived to be carrying a heavier load as our EL and LI students have more focused needs.
3. **Hiring Challenges** - Our transportation department faces the biggest challenge of inability to hire school bus drivers despite intensified efforts to attract and retain (increased sign on bonus, free training and certification, additional work hours). Our LI, EL, and FY/H students require transportation support to access not only within-school instruction, but before and after school opportunities for expanded learning. Hiring challenges also impact our ability to provide classified staff support for intervention in ELA and Math.

EUSD adopts the "Understanding by Design" (or backwards design) framework to ensure that actions and services that are delivered on a schoolwide basis using supplemental and Title I/III funds are principally directed towards and effective at meeting the LEA goals for unduplicated pupils. Here are the ways in which EUSD accomplish this goal:

1. When exploring an action or program, the effectiveness of these is explored from the lens of research on the target population. For example, PD onGuided Language Acquisition Design (GLAD), recognized as a model reform program by the California Department of Education, is provided to address the needs of ELs, but all students are anticipated to benefit from utilization of these strategies. All intervention teachers and 3 administrators received training. For 21-24 LCAP, GLAD training will be expanded to ensure that many of the teachers are aware of these strategies and can implement them in their classrooms. Another example is the implementation of content-based Family Nights which will be designed to increase participation of our LCFF subgroups as well as provide sites the opportunity to share learning resources (e.g., multicultural books, visual dictionaries, digital language supports) to our EL and SED families. Parent Workshops will be provided with targeted engagement efforts implemented to attract participation from our subgroups, for example translated flyers and letters of invitation. The topics

for the parent workshops will be parenting strategies for addressing problems that are most often seen in low-income households, example coping strategies for stress, as well as best practices for addressing family conflicts. **(Action/Service 1.3, 1.4 and 3.3)**

2. The academic needs of the subgroups are studied, using disaggregated data, and actions and services are designed to address these specific needs. For example, local and state assessment data (and significant amounts of research: Bandini et al., 2017, Neuman & Keifer, 2018; Goldstein et al, 2017) indicate that our EL and SED students lag behind in language acquisition and vocabulary use. Therefore, a focus on building our district capacity for best teaching and learning practices that promote vocabulary and language acquisition may serve all, however, this was principally designed to target our SED (and EL) subgroups. This same strategy applies for EUSDs focus on early numeracy skills and math fluency skills. **(Action/Service 1.3)**

3.Using the same data research related to developing a system of assessments that is cohesive and psychometrically sound, this action intended to analyze our assessment system for bias against subgroups and ensure that the assessments that we implement are valid and reliable for evaluating performance and for accurate diagnosis for intervention purposes for our subgroups. Although this is implemented on a district-wide basis, to enable us to compare performances and determine achievement gaps, assessments have to be developed, administered and analyzed on a schoolwide basis. **(Action/Service 1.2)**

4. Because of the achievement gap for English Learners and Socioeconomically disadvantaged students, Intervention teachers at SED sites are deployed and utilized full time at sites with the largest EL and SED populations. These teachers receive targeted PD on small group practices, GLAD strategies, language and vocabulary instruction, etc. In addition, though these teachers may serve other students, their tasks include monitoring the progress of all SED and EL students at their sites, as well as establishing frequent communication with parents. Weekly meetings at the district level are conducted to determine if adjustments in levels of support are needed. As a small district, these meetings also afford educators the opportunity to examine and analyze real-time data of EL and SED students, and consequently, to intensify action/service if needed. These meetings are also opportunities to share best practices, discuss barriers to learning and thriving for our subgroups, and to plan and collaborate on how to continue to address unique needs of our SED and EL population. Intervention teachers are asked to keep logs and track services provided to students from our subgroups. This is aligned to the MTSS framework and with the research that demonstrates school improvement. **(Action/Service 1.1)**

5. Increased counseling support at sites with high EL and SED populations. When exploring research about trauma-associated with the pandemic, findings indicate that the population most impacted are socio-economically disadvantaged families and those who are immigrants. Psychological distress and other emotional trauma are anticipated to be magnified at these sites. Hence, for 2021-24 LCAP, extra hours of counseling support are proposed with the intent of serving the increased needs of subgroups most vulnerable to the effects of trauma. Additionally, universal instruction in SEL and Mental Wellbeing will be instituted to promote the learning of these skills and effective coping strategies. Under goal 3, EUSD will provide PD for teachers and staff to promote best practices on how to build meaningful and relevant relationships in the classroom. Although this is a school-wide service, the PD will strategically incorporate those research-based practices that work with English Learners and Low-Income Students/Families. This includes a focus on culturally responsive practices that lead to high-quality school climate and culture. **(Action/Services 2.1, 2.2, and 3.2).**

6. Providing high-quality physical education and health education via a robust curriculum and well-trained teachers is a school-wide service. However, research has shown that SED and EL/Immigrant families are the most vulnerable when it comes to physical health. Therefore, this action/service was developed with a focus on how to ensure our most vulnerable populations get high-quality lessons on the value of fitness, food, nutrition, hygiene, anti-substance abuse, etc. Healthy snacks will be provided during after-school and before school intervention sessions for SED and EL students. Physical Education and Health Classes will incorporate instruction on prosocial behavior, team work, etc. to **(Action/Service 2.3, Action Service 3.1)**

7. Zero period at JHS: Zero period is designed to allow SED and EL students the opportunity to participate in study skills courses and academic support courses within the 6-period instructional day without denying them the opportunity to also take advantage of electives such as STEAM (science, technology, arts, engineering, and mathematics). Enrollment in zero period is prioritized for SED, EL and SWD subgroups, although it is open to all if space permits. **(Action/Service 1.1)**

8. Classified Instructional Push-In Support - These are allocated to classes containing struggling, at-risk students and those classes with clusters of ELs. Although the instructional aides may help any student needing help, they are purposefully scheduled to push in on those classes with EL classes and struggling SED students. **(Action/Service 1.1)**

As a summary, EUSD designs actions and services with the explicit goal of what will be most effective at serving our subgroups and/or addressing their specific needs. Research and data from these subgroups are constantly collected and analyzed to adjust level of services. Although actions and services may serve the whole population on a "school/district-wide" level, implementation is purposefully and thoughtfully planned and executed with ELs and SEDs in mind (*eliminating access barriers and opening doors*).

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

Improving actions and services under each of EUSD's goals means increasing services in quality and/or quantity.

GOAL 1

-Intervention teachers' assignments at sites with high levels of ELs and SED students align with the projected (and over the years, realized) increased needs at these sites for intervention services. Indeed, data on achievement (local and state, schools dashboard equity report) indicate achievement gaps for ELs and SED students in ELA and Math.

-Increased quantity of intervention opportunities at sites where higher numbers of EL and SEDs are present include: Zero Period, Intervention Classes, Co-Taught classes, before and after school math intervention classes. Supplemental funds have been allocated proportionately to each site per unduplicated pupil counts. This, in turn, allowed each site to design Tier II intervention programs for ELA and Math.

-Assessment Systems - A more robust assessment system (although school/district wide in scope) increases the quantity and quality of assessments we can utilize to identify students from our subgroups in a valid, reliable, and timely manner for supports to be immediate and

more aligned to student needs. Illuminate DnA have IAB Block Mirrors that reflect state assessment blueprints, as well as early literacy and numeracy assessments that allow longitudinal data to be collected and analyzed, as well as valid and reliable data comparisons to be made between performance of our subgroups vs. overall student performance.

-Professional Development on UDL, GLAD, Vocabulary/Language Use and Effective Math Teaching Practices - These are grown in quantity and quality. The topics offered are targeted to address what research indicates (as referenced in the previous section) are academic challenges or learning gaps manifested by our subgroups (e.g. vocabulary and language use for ELs and SEDs). The PDs are increased in quantity by number of offerings (during district PD Days, summer institutes, and afternoon workshops) to "capture" all teachers as SEDs are not often clustered in specific classrooms (and some sites do not cluster ELs as well). In particular, GLAD, UDL, and Effective Math Instruction (by Robert Kaplinsky, Graham Fletcher, and Christina Tondevold) are being implemented to address the needs of our SED and EL populations.

-Family Nights are content-focused (reading, math, STEAM), but designed to engage LCFF subgroup families to make connections to school and other families, as well as support struggling students by providing resources. These nights will be designed to be multicultural and inclusive (hence addressing Goal 3 as well). This is an example of an increase in both quantity (frequencies offered at each site) and quality.

GOAL 2

-Research has indicated that immigrants, English Learners, and socio-economically disadvantaged families are most susceptible to COVID-19 induced trauma (Clark et al., 2020, Garcia and Weiss, 2020, OECD, 2020) . As a response the the anticipated effects of the pandemic on our unduplicated pupils and families, we are increasing counselor supports for sites that have high unduplicated student counts (increase in quantity), broadening the use of SEL curriculum (ToolBox, InFocus, etc)- increase in quantity, continuing site grants (with flexibility for each site to design SEL/behavioral programs aligned to their site needs - increase in quantity). Even though each site has a behavioral program supported through supplemental funds, and this is school-wide in scope, it is acknowledged that those who are most vulnerable to deficits in coping skills (due to trauma) as well as most susceptible to bullying and other hostile behaviors (Maynard et al., 2015, UNESCO, 2018) may be immigrants, SEDs and English Learners (those who have non-native accents included). Each site has a responsibility to address collectively the SEL skills and prosocial behavior skills of all students. This also explains the actions and services described under Goal 3 that aims to improve school culture and climate, so they are welcoming and safe spaces for all students, in particular, those students in our LCFF subgroups who are at higher risk for hostile behaviors.

-Professional development will be increased in quality (number of offerings and expanding all staff access) and quantity (offering more PDs on Trauma-Informed Practices). Increases in quantity include thoughtful offerings on Multicultural PE Activities (increase feelings of belonging for other cultures, ELs and Immigrants) and a more robust (increase in quality) Health Education (SED students are more susceptible to adopt health risky behaviors).

GOAL 3

-Training for staff will be increased in quantity and quality (as described above) to align with the goal of ensuring safe and healthy school environments.

-Anonymous Reporting System will allow families to report hostile behaviors in a safe way and for staff to continue to monitor and address reports. This is an increase in quantity as other means of reporting are available. For families who are targeted and feel less empowered to directly report to a school staff member, this option is made available.
-Parent Engagement Workshops are offered to all families, but topics are targeted (emotional coping skills, building resilience, managing conflicts) to help those most vulnerable to trauma from the pandemic. Hence, this is an action or service that constitutes an increase in quantity.

-Healthy snacks are provided to students who need to access curriculum during intervention. This action/service is designed to help low-income students who do not have resources (bagged snacks from home). Each site is allocated an amount proportional to their unduplicated count population.

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	1/90	
Staff-to-student ratio of certificated staff providing direct services to students	1/22.5	

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

● **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 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]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

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, 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 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.

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

superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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 of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs

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:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

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

Action Tables

Complete the Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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.

- **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.

- **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 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 the LEA estimates it will actually receive 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual 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 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 4 from 7)

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

- 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

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

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

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

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

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

● 13. LCFF Carryover — Percentage (12 divided by 9)

o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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