EUREKA UNION SCHOOL DISTRICT

Working Together for Excellence

Local Control Accountability Plan (LCAP)
2023-24

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Eureka Union School District
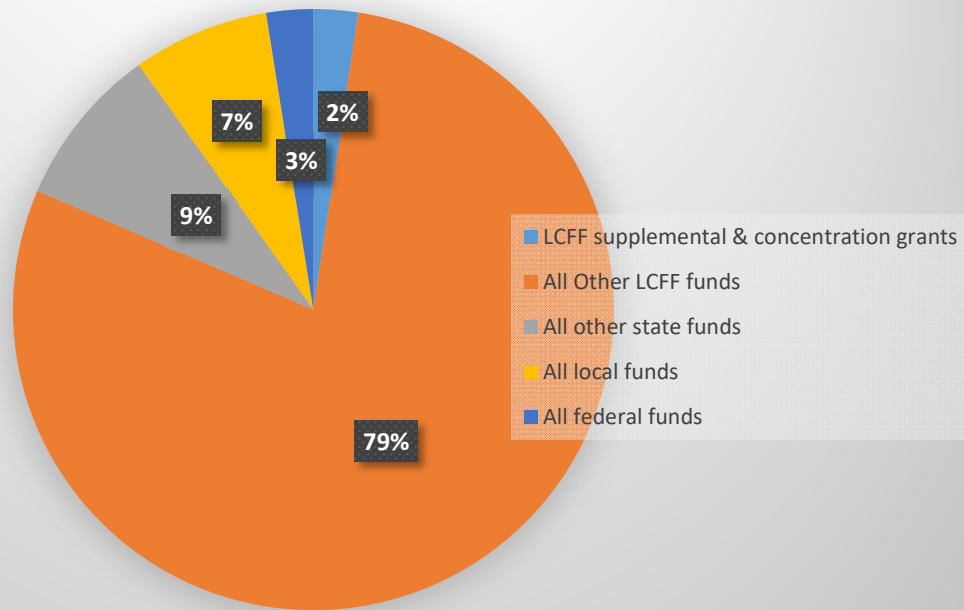
CDS Code: 3166829

School Year: 2023-24

LEA contact information: Melissa Mercadommercado@eurekausd.org

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

## Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

Legend:
- LCFF supplemental & concentration grants
- All Other LCFF funds
- All other state funds
- All local funds
- All federal funds

Pie chart values: 2%, 79%, 9%, 7%, 3%

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

The text description for the above chart is as follows: The total revenue projected for Eureka Union School District is $43,069,054.00, of which $35,088,027.00 is Local Control Funding Formula (LCFF), $3,737,171.00 is other state funds, $3,157,594.00 is local funds, and $1,086,262.00 is federal funds. Of the $35,088,027.00 in LCFF Funds, $1,029,245.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

$44,308,924

$1,494,745

1
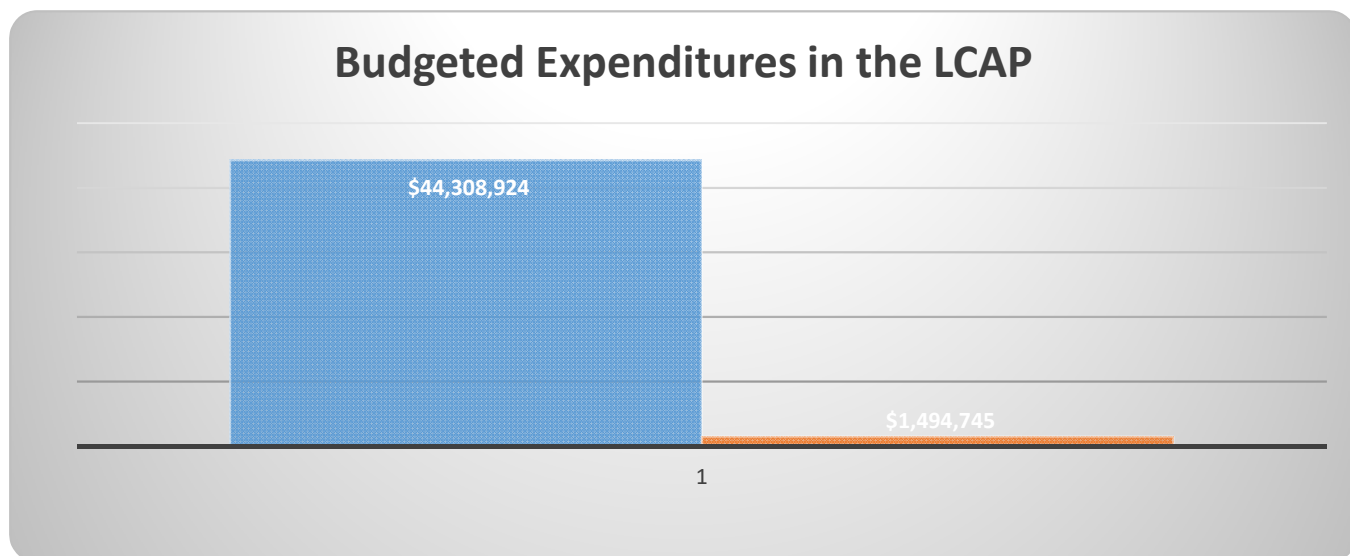
This chart provides a quick summary of how much Eureka Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.
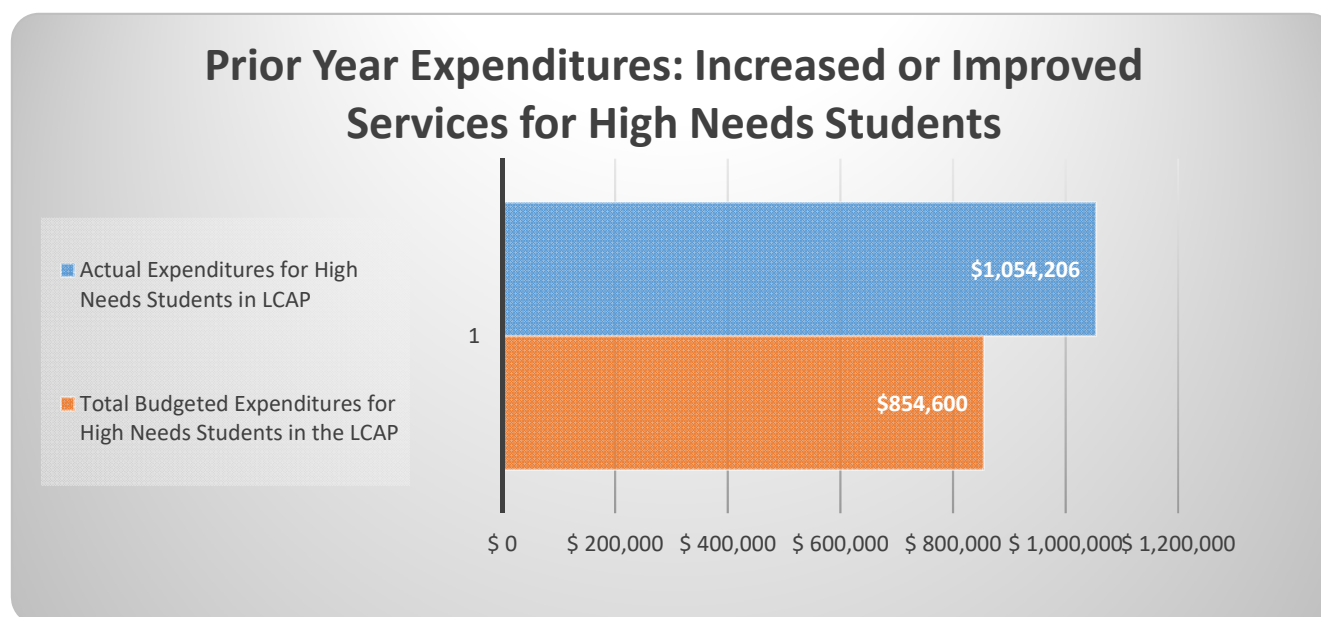
The text description of the above chart is as follows: Eureka Union School District plans to spend $44,308,924.00 for the 2023-24 school year. Of that amount, $1,494,745.00 is tied to actions/services in the LCAP and $42,814,179.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not included in the LCAP are comprised of employee salaries, operational expenses, utilities, books, technology and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Eureka Union School District is projecting it will receive $1,029,245.00 based on the enrollment of foster youth, English learner, and low-income students. Eureka Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Eureka Union School District plans to spend $1,037,745.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23

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

- Actual Expenditures for High Needs Students in LCAP: **$1,054,206**
- Total Budgeted Expenditures for High Needs Students in the LCAP: **$854,600**

Axis: $ 0 — $ 200,000 — $ 400,000 — $ 600,000 — $ 800,000 — $ 1,000,000 — $ 1,200,000

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

The text description of the above chart is as follows: In 2022-23, Eureka Union School District 's LCAP budgeted $854,600.00 for planned actions to increase or improve services for high needs students. Eureka Union School District actually spent $1,054,206.00 for actions to increase or improve services for high needs students in 2022-23.

LCAP Overview

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The components of the LCAP for the 2022–2023 LCAP year must be posted as one document assembled in the following order:

1. LCFF Budget Overview for Parents
2. Plan Summary
3. Engaging Educational Partners
4. Goals and Actions
5. Increased or Improved Services for Foster Youth, English Learners, and Low-income students
6. Action Tables
7. Instructions

Stakeholder Engagement must include:

- **Parent advisory committee** - as used in *EC* sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in *EC* Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

- **English learner parent advisory committee** - as used in *EC* sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in *EC* Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

- **Consult with pupils** - as used in *EC* sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
  From: https://www.cde.ca.gov/re/lc/

Local Control and Accountability Plan – Eureka USD

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 [2023-2024]

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 (December) student enrollment is 3,268 TK-8th grade students. 2022 Dashboard data indicate 15.6%, 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. UPDATE

"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 which reflect alignment to EUSD's LCAP goals: academic performance, socioemotional competencies and prosocial behavior, and school and district safety, culture, and climate.

ACADEMIC

Before the pandemic, 2019 dashboard data displayed academic performance for ELA and Math as Top Tier - Blue, Blue (High Achievement). 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).   EUSD's English Learners' performance is rated VERY HIGH, according to the 2019 dashboard, with

69.8% making progress towards English language proficiency. 2022 EL performance is rated as HIGH, and our goal is to accelerate towards 2019 rates.

CAASPP Results for spring of 2022 indicate that 76% of students from 3rd -8th are meeting proficiency in ELA, while 64% are meeting proficiency in Math. While these rates are still lower than pre-pandemic rates, they are higher than the year before (2021) and higher than surrounding districts in Placer County, both public and charter (see Figures 1-3 in the Appendix). EUSD is optimistically poised to reach its pre-pandemic rates in 2023.

Schools Dashboard data in 2022 indicate high performance in academic areas:

EUSD implements reclassification in the fall. In the fall of 2022, **24 students** were reclassified (~13.4%) and were honored during a well-attended EL Parent Night/ELAC. RFEP students continue to outperform all other subgroups based on the 2022 Dashboard: RFEP students manifested scores 83.5 points above standard in ELA, and 48.2 points above standard in Math. EL Progress indicates a ranking of HIGH, with 58% making progress using ELPI measures on the CA Schools Dashboard. Table 1 (see Appendix) shows the results of the most recent LCAP survey that the district conducted. Perceptions of effectiveness vary significantly across our stakeholder groups. Parent and student perceptions align more closely with CAASPP performance data. Although the data from the table shows rates that are lower than 85%, EUSD considers some of the rates as successes as the year has been challenging (especially at the onset) due to staffing, transportation, substitute availability, student behavior, and absenteeism. EUSD started the year with marked improvements, but these challenges and barriers remained, until after the first semester. At the same time, these are also viewed as great opportunities for growth.

Interestingly, Maidu Elementary experienced two-digit proficiency growth in mathematics and a quite significant growth in ELA in 3rd grade. The only additional intervention that the school implemented was to offer high dosage tutoring after school in small groups (10 or less). These reteaching/relearning opportunities were provided by the 3rd grade teacher team. The effectiveness of this strategy for addressing learning difficulties is codified in scholarly research. It is EUSD's desire to replicate these reports across sites with high SED and EL populations. There are no achievement reports in the schools dashboard for Maidu Elementary's subgroups for the sample size is too small.

Three years ago, through a process of visioning and reviewing our academic programs, EPIC (Eureka Programs and Initiatives Committee) recommended three program pathways that will be implemented as a three-year pilot, starting in 22-23: (1) Project 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. This year, all TK-3rd grade students were provided access to a STEAM Enrichment Course that is modeled after an exploratory pathway. In a mid-year survey (January 2023) of all TK-3rd grade families, 92% overwhelmingly support the STEAM program, with raw comments including "My Kindergartener comes home EVERY Tuesday and says, "It was STEAM Day!!!!" and "She absolutely loves it." "My third grader also loves it and LOVES the opportunity to pop in and volunteer to help when the younger kids are in STEAM." The other EPIC programs implemented, Spanish and GATE redesign, also manifest significant support from families. These EPIC programs were designed to be equitable from the start by eliminating barriers to students who may not have access or may have challenges accessing the programs.

SOCIO-EMOTIONAL, PHYSICAL AND MENTAL WELLNESS

For 2022-23, EUSD increased the counselor to student ratio to 1:525 (Calpads Enrollment Number). The ideal counselor to student ratio is 1:250 according to the American School Counselor Association. 94.6% of students indicated in the last survey (see Table 2, Appendix, page 50) 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. The Toolbox curriculum builds student's capacity to engage positive coping strategies.

Job-alike meetings with counselors, psychologists, and behaviorists indicate successful implementation of positive behavior strategies that include building emotional regulation skills, social awareness and perspective taking and self-responsibility. Teachers use their core curriculum in ELA and History to emphasize role models across different abilities and ethnicities to teach prosocial behavior. Focus groups conducted by PCOE involving small groups of classified staff and certificated staff indicate strong support for counseling staff and perception of significant value of contribution to student wellness. Focus group data also indicated that Toolbox is a program that parents, and staff find to be helpful. There is overwhelming support for socioemotional programs being implemented at all sites.

Library clerks play a role in providing a safe space for students to decompress and for those introverted students who want some silent options. They also thoughtfully curate books and other resources that showcase positive role models across different abilities and cultures. EUSD provided supplemental dollar allocations to each site library to build a collection that is representative of all students, for example students with disabilities, in the population to build empathy and multiple perspective taking.

Physical wellness is an area of growth for Eureka Union School District. Continuing for 22-23, all 4-6 sites have 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. A novel program utilizing high school students as facilitators and physical fitness coaches for the young learners at Maidu is highly successful. TK-3 certificated staff indicated higher levels of dissatisfaction with the PE program at their sites. The students rated their PE programs with higher degrees of satisfaction (77% on the LCAP Survey Table 2 page 50, Appendix). This year was the second year that EUSD invested in 4-6 certificated PE teachers and feedback from EXC and RV schools have been very positive based on focus group data.

This year EUSD also sent interested teachers to the CAHPERD conference, but there was no attendance from TK-3.

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 (see Appendix, Table 3, page 51), 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). For 2022-23, 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 were also surprisingly high as families braved cold weather and rain to hear about EUSD's programs in January of 2023.
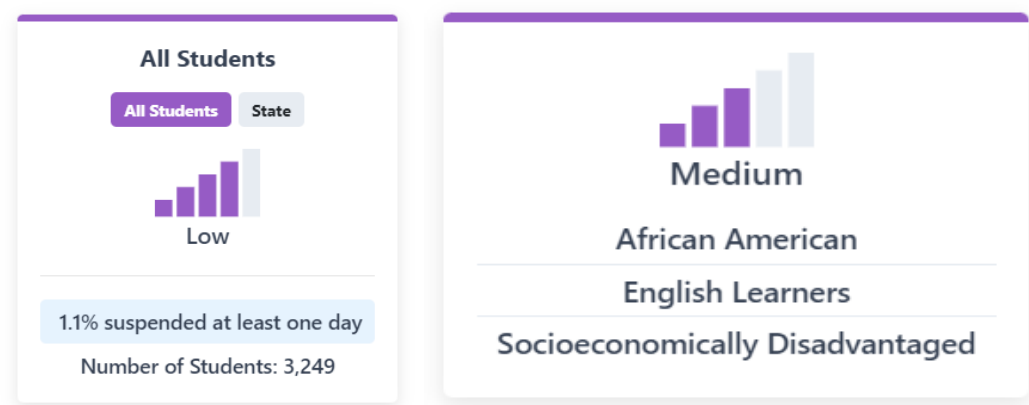
LCAP Surveys conducted in January of 2023 identified perceptions of staff, students, and parents regarding school safety, culture, and family engagement. LCAP survey items aligned with LCAP Goal 3 yielded the results shown in the table below. The survey statements have been rephrased for easier readability for students but still aligned to the construct being evaluated by the item. Although staff, parents and students (on average) agree that our schools strive to create a climate where students feel they belong, there are areas of need (discussed in the following section and referencing the table below) that the district needs to address. Even though parent and student perceptions may manifest differently, EUSD has offered many and multiple opportunities for parent engagement, including coffee chats, meetings, and surveys. Table 3 (please see Appendix Section, page 47) will be referenced as well in later sections.

EUSD enjoys low suspension rates (California Schools Dashboard, 2022) and the equity report does not identify any subgroup in the Very High or High range.

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 performed strongly in 2022 CAASPP- ELA, Math, and Science when compared with surrounding districts, both public and charter, as well as compared with the state and Placer County (see Figures 1-4, Appendix). However, despite what may be considered as stellar performance, EUSD still has not met its MTSS goal of 85% proficiency in ELA, Math and Science, and the rates of achievement are still not on par with pre-pandemic/2019 rates. Despite a strong performance in CAASPP after two years of COVID-19 pandemic and all the attendant challenges it presented (hiring challenges, transportation shortage, absenteeism due to sickness, etc.), EUSD still manifests troubling achievement gaps with its subgroups, as shown in Figure 4. These achievement gaps remain persistent across pre and post pandemic years even though each subgroup represents a small fraction of the population of EUSD. The equity reports shown in Figure 5 highlights this achievement gap.

Socioeconomically disadvantaged students are performing at rates of 20-23% lower than the entire testing population. Our SWD are performing at rates that are 32-37% lower. Females continue to outperform males in ELA and our RFEP students outperform by a larger margin than the overall testing population. Grade by grade comparisons still show lower than expected performance in fifth grade in Math – a trend that is consistent across years.

Equity reports as shown below reveal African American students lag behind in performance compared to grade level peers.
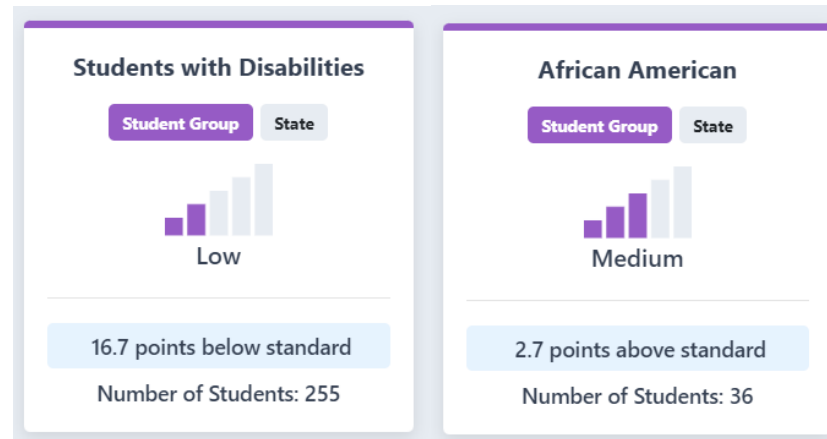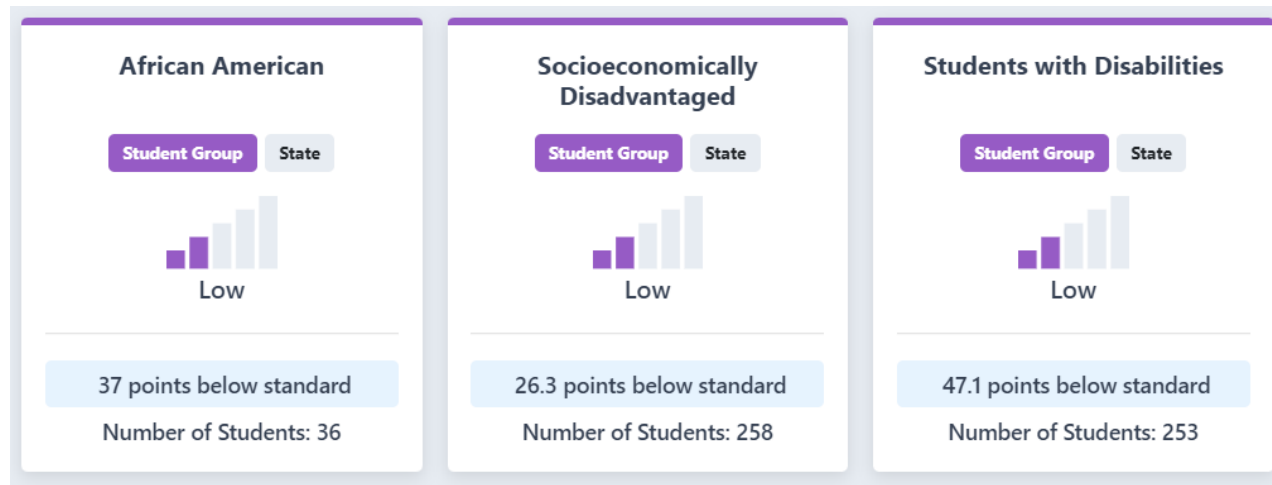
Figure 5. Equity Report for ELA

Students with Disabilities

Student Group | State

Low

16.7 points below standard

Number of Students: 255

African American

Student Group | State

Medium

2.7 points above standard

Number of Students: 36

Figure 6. Equity Report for Math

African American

Student Group | State

Low

37 points below standard

Number of Students: 36

Socioeconomically Disadvantaged

Student Group | State

Low

26.3 points below standard

Number of Students: 258

Students with Disabilities

Student Group | State

Low

47.1 points below standard

Number of Students: 253

From deeper analysis of CAASPP performance data, disaggregated in various ways (status and historical), CA Dashboard Equity reports, surveys and focus group reports, and district benchmarks, the following academic challenges:

1. ELA, Math and Science performance are still below pre-pandemic levels and MTSS benchmark of 85%.

2. Math performance still lags behind ELA performance, with definite challenges in Grades 4 and 5 (as evidenced by historical dips during this grade level).

3. Literacy achievement of males lag behind that of females. This gap is historical and more prominent at the lower grades.

4. SWD performance in both ELA and Math are in the Low category, with DFM (distance from met ranging from 16.7 points below standard for ELA and 47.1 points below standard for Math).

5. African American performance in ELA and Math are in the Low category, with DFM ranging from 2.7 points below standard in ELA and 37 points below standard in Math.

6. EL progress based on ELPI regressed from 2021 to 2022.

7. SED students are underperforming in Math, with an average DFM of 26.3 points below standard.

EUSD will address these academic challenges by a variety of approaches. Please reference Table 3 in the Appendix and the Goal Analysis and Actions and Services Sections. It is envisioned that EUSD's PLC (Professional Learning Community) would address the critical question of what educators should do when students do not learn at the moment that formative assessments indicate non-mastery. This initiative will start with unpacking the standards, so educators have a thorough and more accurate understanding of the breadth and depth of standards identified to be critical for each grade level for academic success.

**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 2022-23 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. This same trend was noted the previous year. 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.

For Goal 2, LCAP surveys addressing socio-emotional wellbeing, behavioral support programs, and physical fitness/wellness indicate the following degrees of approval, see Table 2 (Appendix). (Note: Aligned statements were phrased differently for students). These misaligned perceptions are indicative of areas where EUSD can improve program communication with parents and intensify awareness. Focus groups with staff and parents for the following year will need to target finding causes for misalignment regarding the statements below. For example, whereas staff has consistently rated our counseling services as exceptional, our parents and students do not appear to agree. It

could be a lack of clarity about counselor roles and a lack of awareness about what our counselors do. For 2022-23, EUSD contracted with Care Solace to provide a more streamlined and comprehensive approach to addressing health care needs of staff and students. EL parents in particular, during ELAC/DELAC indicated that Care Solace was a great resource for them. However, EUSD has welcomed many newcomers/immigrants and support systems are stretched very thin, especially for trauma care.

Data from Aperture for 2nd/5th Graders indicates strengths and weaknesses in the following CASEL domains (see Figure 7 on the next page). Based on K-6 student data, there is focused instruction on 3 school readiness competencies across all schools in Eureka USD. School counselors will support teachers in implementing instruction to address each competency, with a focus on one competency each trimester.

1. Social Awareness 54%
2. Goal Directed Behavior 71%
3. Personal Responsibility 62%
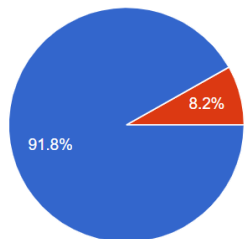
Student behavior remains an area of greatest challenge. In the survey conducted in March 2023 (see pie chart on the left), teachers report disruptive behavior and impulsivity as most significant and challenging. Apathy and lack of motivation was also identified as a serious problem. To address behavior needs, a potential partnership with ThinkKids (Massachusetts General Hospital/Harvard University) to implement a research-based program called Collaborative Problem Solving is being explored. This program is based on cognitive and psychological sciences and operates from the philosophy of changing staff/educator mindsets ("If kids can, they will!").

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.

Self-Awareness: 53% / 46%
Self-Management: 47% / 52%
Social Awareness: 46% / 54%
Relationship Skills: 55% / 45%
Goal-Directed Behavior: 29% / 71%
Personal Responsibility: 38% / 62%
Decision Making: 58% / 41%
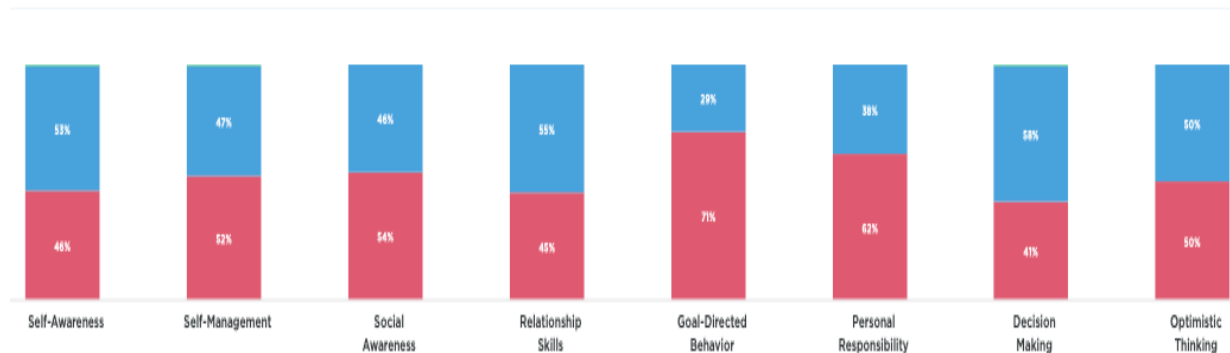Optimistic Thinking: 50% / 50%

Figure 7. Aperture Screener Results (Fall of 2022)

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.

Teachers and site leadership also identified student behavior as having a significant impact in teaching and learning. Referral rates due to antisocial behavior have increased at least two-fold as shared by principals and 93% of teachers report that behavior infractions have risen dramatically compared to last year. EUSD's plan to address post-pandemic behavior challenges are explained in the Goal Analysis and Actions and Services Section.
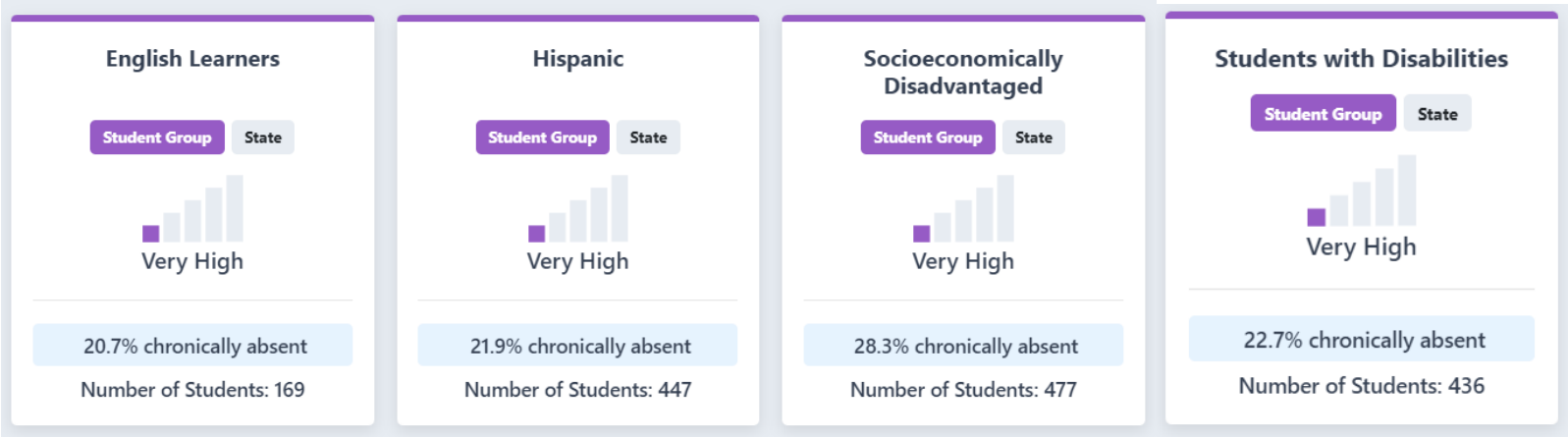
Goal 3 - Safe, Welcoming, and Inclusive Climates

EUSD started the year with staffing challenges for classroom and school aides, as well as transportation. Efforts were intensified through targeted marketing and these efforts paid off during the second half of the year. In addition, a Family STEAM night was held as a response to

feedback from parents from a focus group we had organized at the end of the 2021-2022 school year. This was a success with over 200 individuals in attendance.

EUSD, like the majority of districts across the state, manifested high chronic absenteeism rates. The rate for 2019 (pre-pandemic) was 5.1%. As seen from the equity dashboard snapshot below, this increased to 14%.

All Students

All Students   State

High

14% chronically absent

Number of Students: 3,211
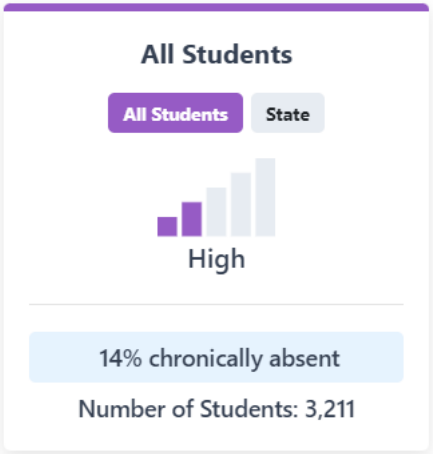
The absenteeism rates were particularly high for our vulnerable subgroups as shown in the Figure below.

English Learners	**Hispanic**	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Student Group State	Student Group State	Student Group State	Student Group State
Very High	Very High	Very High	Very High
20.7% chronically absent	21.9% chronically absent	28.3% chronically absent	22.7% chronically absent
Number of Students: 169	Number of Students: 447	Number of Students: 477	Number of Students: 436

It is postulated that EUSD's inability to provide robust bus transportation support to and from school may have played a significant factor behind these rates. Disenchantment with schools, sicknesses, incomplete independent study packets, and an inclination to go on vacations and reclaim joy were postulated to be causes for such a dramatic increase in absenteeism.

For the coming school year, EUSD will undertake major tasks in addressing chronic absenteeism, including:

1. Implementing a robust attendance campaign to educate families on the importance of attendance. Subgroups with high absenteeism rates will be targeted in a more intensive manner with phone calls and home visits engaged when necessary.
2. Calibration of site-to-site and classroom-to-classroom protocols for defining and determining tardiness and attendance. An attendance handbook that calibrates protocols for a tiered approach will be developed.
3. Implementation of more effective strategies for increasing student engagement by building stronger family partnerships, improving relationships between staff and students, and students-students.
4. Tightening procedures for independent studies and instituting supports for independent study completion.
5. Reviewing bus routes and transportation needs of SED and EL families.

This year, EUSD launched its first Family STEAM Night to increase family engagement. Geared towards TK-6 families, the event was very well attended, with over 200 families participating in Mad Science Shows and Mobile Planetarium Adventures. Feedback from focus groups indicated a desire for EUSD to host more events that bring all families together, suggesting that families see EUSD schools as community hubs. A Family Multicultural Night has been requested or proposed.

For teachers, this three-year initiative is envisioned to put a focus on understanding the learning expectations, identifying mastery gaps accurately and timely with effective and consistent formative assessments, and addressing these gaps masterfully within the Tier 1 classroom.

LCAP Highlights 2023-24

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). The performance of these subgroups is summarized in the table below (data from CA Schools Dashboard, 2022):

Table X. *Priority Subgroups in LCAP: Performance Profile*

	Students with Disabilities	African Americans	Socioeconomically Disadvantaged	English Learners	Hispanics
Number of Students	255	36	258	146	246
ELA Performance	Low	Medium	High	High	High
Math Performance	Low	Low	Low	High	Medium
Chronic Absenteeism	Very High (22.7%)	High (15.1%)	Very High (28.3%)	Very High (20.7%)	Very High (28.3%)
Suspensions	Low (1.4%)	Medium (1.9%)	Medium (2.5%)	Medium (2.5%)	Low (1.3%)
LCAP Action Item	YES	YES (Math)	YES (Math)	YES (EL Progress)	NO

To address these challenges, EUSD will continue providing a comprehensive professional development opportunity for teachers and classified staff in the focus areas of UDL, Differentiated Instruction, EL/Newcomer Academic Supports, Science of Reading/Structured Literacy, Strengths/Assets-Based Teaching, Writing, and Research-Based Math Instructional Practices that deepen conceptual understanding. EUSD has also started implementation of a district-wide initiative to review and redesign its Professional Learning Communities. With its PLC initiative, EUSD will include embark in a self-reflective journey addressing the four essential questions of PLC:

1. What do we want all students to know and be able to do?
2. ***How will we know if they learn it?***
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

A key component of EUSD's PLC model involves also incorporating job-alike groups of classified staff in PLC (not just teachers). This initiative has started with a partnership with Boost Academy and PLC work commenced with the custodial and maintenance staff. For 2023-24, other job-like groups will be involved in PLC: school clerks and secretaries, library clerks and librarians, district office staff, etc.

Another key highlight of EUSD's LCAP for 23-24 are action items related to the following:

● Addressing chronic absenteeism challenges as described in the previous section. This includes an action plan that creates a tiered menu of supports for addressing absenteeism as well as targeted attendance awareness campaigns.
● Implementing an ELL/Newcomer/Immigrant support program that provides a more comprehensive web of support for students (Academic and Socioemotional support) and families. This includes professional development for teachers and instructional support

staff specifically addressing the needs of EL/Immigrants, mobilizing family support systems with partnerships with community organizations, and leveraging counselor expertise for trauma-informed supports.

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.

There is no EUSD school under ATSI.

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

Monitoring and Evaluating Effectiveness

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

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 Advisory Group for the LCAP (April 2023) - includes representatives from subgroups
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. EL Parent Night/ELAC (Fall)
12. DELAC/EL Parent Night Meeting (Spring)
13. Home visits, phone calls (translation services available when necessary)
14. SELPA Consultation with EUSD
15. Coffee and Conversations with Parents, with sessions in February and late April
16. Focus Groups with Classified Staff, with PCOE facilitating, one in the Fall and one in the Spring
17. Focus Groups with Certificated Staff, with PCOE facilitating, one in the Fall and one in the Spring
18. Student Behavior Dialogue – open to all staff, conducted in May

The draft LCAP (new goals and actions and services) were presented to parents (LCAP Advisory Group), staff, and at ELAC/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, expanded, and varied 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 for all students who are not struggling.
3. Increase access to books that honor and celebrate diverse cultures, abilities, interests, and perspectives, offer 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, and support for Newcomers/Immigrants.
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.
4. Coffee Chat Hours – for families to have opportunities to share concerns in a timely manner at each site.

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 22-23. Some of the feedback and suggestions were addressed using different funding sources (For Example: Title III is used to provide ELL Training for teachers and other instructional staff, 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.

All actions and services for Goals 1, 2, and 3 were influenced by stakeholder feedback, gathered through surveys, focus groups, meetings and targeted consultations (e.g. coffee chats). Examples are found below:

Goal 1:
Action Item 1.5 were recommendations from parents during our EL Parent Night and DELAC Night. In particular, the extra hours of contact from our Intervention Teachers, continuation of translation services, and the continuation of EL STEAM Camps.
Action Item 1.6 was parent, teacher and leadership feedback about lack of consistency in instruction, assessments, and curriculum usage.

Goal 2:
Action Items 2.1 and 2.2 were based on focus group results from certificated and classified staff. Since rates of support and satisfaction are high, these actions/services are being continued.
Action Item 2.4 are based on educator feedback and student feedback from the LCAP survey.

Goal 3:
Action Item 3.1 was based on feedback from parents who are alarmed by news of school shootings and other safety issues confronting schools and districts. During the last coffee chat (May 5), parents reiterated these concerns.
Action Item 3.4 are based on data and educator feedback. The solutions proposed were from focus group meetings with parents (PTC and Coffee Chat).
Action Item 3.5 was based on feedback from students (LCAP Survey) and educators, including leadership. Parents also spoke at two board meetings to inform the district of the need to address bullying.

In addition, EUSD utilized research using Evidence for ESSA and peer-reviewed journals in determining specific actions and services (e.g., research on high dosage tutoring, explicit direct instruction, science of reading practices).

Goals and Actions

Goal

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

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 and 2022 CAASPP and on 2022 district benchmarks.

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

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) - 54% ELA Performance (SWD) - 39% Math - 62% Met and Exceeded Math Performance (EL) - 29% Math Performance (SED) - 42% Math Performance (SWD) - 28%	**2022 Results:** ELA - 76% Met and Exceeded ELA Performance (EL) - 29% ELA Performance (SED) - 55% ELA Performance (SWD) - 39% Math - 64% Met and Exceeded Math Performance (EL) - 27% Math Performance (SED) - 31% Math Performance (SWD) - 32%	[Insert outcome here]	85% Met and Exceeded in ELA and Math
CAASPP Performance - Gender Gap in ELA	11% difference in performance (% M and E- female	8% difference in performance (%M and E - female	8% difference in performance (%M and E - female		3% or less gender gap in ELA CAASPP performance

	advantage) in 2019 CAASPP	advantage) in 2021 CAASPP	advantage) in 2022 CAASPP		
Dashboard - EL Progress	69.8% (VERY HIGH) making progress in EL Progress Report ELA CAASPP - 55% Met and Exceeded Math CAASPP - 50% Met and Exceeded	Not available for 2021. EL Progress - ELA CAASPP - 30% Met and Exceeded Math CAASPP - 30% Met and Exceeded	58.5% of ELs making progress (CA Dashboard 2022) ELA CAASPP - 29% Met and Exceeded Math CAASPP - 9.71% Met and Exceeded	[Insert outcome here]	77% (VERY HIGH) EL progress on Dashboard
Dashboard - Equity Report	ELA and Math: 0 groups in Red 0 groups in Orange 2 groups in Yellow (African Americans and SWDs)	No data available	Status only data: LOW ELA: SWD MEDIUM ELA: AA (African Americans) LOW Math: AA, SED, SWD MEDIUM Math: Hispanic		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	EUSD Reclassification Rate for 2021 = 14% district wide	EUSD EL Reclassification Rate: 13.4% district wide		0 LTELs ELs Reclassified within 5 years of EL status in our district 20% or higher reclassification rate annually

		ELs) were reclassified.			

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, as designed by each site. This 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 6. Summer Mastery Camps PD for classified instructional staff supporting intervention	$584,000 $200,000 (ELOP) $5,000		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. This includes Illuminate (will be replaced by EdCite) and NWEA's MAP Reading Fluency (replaces PALS)	$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 and Assets-Based Approach	$20,000 (Title II) $28,000		Y

		3. *Writing and Vocabulary Instruction* 4. Math Effective Practices (Math Fluency, Number Sense, Model Drawing Approach) This is to ensure that SED, EL, and FY/H students have access to high-quality first instruction and support.		
1.4	Family Nights (Math, STEAM, Reading)	1 Family Night that is focused on academics will be organized. Resources for parents and guardians of ELs will be shared (example: visual dictionaries, digital licenses for promoting language acquisition) will be shared.	$5,000	Y
1.5	*EL Action Item (NEW)*	1.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 $18,000 (EL/Immigrant)	
1.6	*Professional Learning Community (NEW)*	This will be implemented across 3-4 years. The desired outcome would be consistent practices in highly effective self-reflection, formative practices, intervention practices not just for struggling students but also students who have already met or exceeded standards.	$70,000 (LRG & EEF)	

Goal Analysis

An analysis of how this goal was carried out in the previous year (2022-23)

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

All actions identified (except those that are marked as new) have been fully implemented except Items 1.1 and 1.3. Action 1.1 was not fully implemented at the start of the year for some sites as hiring staff took a longer time than expected. This included delayed hiring for classroom aides. Classified intervention positions were completed by the end of Trimester 1. 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 intervention services initially. Once all staffing was completed, interventions continued across all forms (pull out, push in, co-teaching, after school tutoring, ELOP services). Tier II intervention was expanded to include more classified staff support, and diagnostic assessments were administered alongside benchmark assessments (1.1 and 1.2). EL intervention specialists at four sites were quick to administer initial ELPAC to an ongoing arrival of English Learners/Newcomers from Russia and Ukraine.

Action 1.3 concerning PD was not fully implemented as PD on UDL was superseded by needs to provide PD on using technology tools in the classroom. The district made huge investments in both hardware and software, with some software specifically purchased to serve subgroup needs (e.g. ListenWise and Flocabulary) and address data-driven challenges (e.g. Math). One whole PD day was utilized to increase teacher competencies on how to use technology tools for improving teaching and learning. Professional development opportunities after school and during school were implemented to a lesser extent in 2022-23 with exhausted teachers and lack of subs, leading to low participation rates. A big team from EUSD went to Spokane, WA to relearn *PLC Done Right!* as a multi-year initiative to address inconsistencies in curriculum implementation, teaching practices, and expectations/beliefs about student learning.

Family night (1.4) was fully and successfully implemented, along with a continuation of online and in-person parent workshops, which unfortunately was not well attended. 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 2023. DELAC and ELAC/EL Parent Nights were very well attended in 2022 and 2023.

The goal (1.5) for promoting EL academic achievement is marked new even though it was integrated in various action items in past years' LCAP. This new goal makes it more intentional and deliberate. Previous expense for EL was lower than budgeted because anticipated materials cost for supporting ELs was higher. This is a difference of only $5,000.

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 ongoing effects of the pandemic, namely initial challenges with staffing. EUSD was unable to acquire the staff to be able to provide all desired services at once at the start of the year. The availability of subs was also a significant barrier to implementing PD and additional planning and collaboration time. Other resources and one-time grants for intervention and outreach were also

used to fund some of the services. Since EUSD receives limited LCFF supplemental funds, actions and services that can be implemented are limited and thoughtfully planned, resulting in minimal differences between budgeted and actual expenditures.

Expenditures for action item 1.2 (assessments) was lower due to delayed transition to a different portal (from DNA/Illuminate to EdCite), as well as the continued use of PALS (University of Virginia's Phonological Awareness Literacy Screener) – which we anticipated will retire, but ended up being continued for 1 more year.

Professional development (1.3) costs were lower as the district utilized more site expertise than external speakers/presenters.

The expenditures for EL (1.5) were lower than expected due to materials cost turning out to be lower than anticipated as explained above.

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

EUSD is making effective albeit slow progress towards Goal 1. Achievement data shows EUSD still performing higher than the state and county in ELA (76% proficiency) and Math (64% proficiency).   This shows a modest improvement from previous years rates, 74% in ELA and 62% in Math. Proficiency rates remain the same for SED and EL students, while SWD proficiency rates manifested a 3% growth for ELA from 2021 to 2022, and a 4% increase for Math. Achievement gaps still exist. Figures 1, 2, and 3 (see Appendix Section) compares EUSD's performance with surrounding districts, which remain strong, but still below 2019 rates.

With the expansion of intervention services to incorporate additional intervention aides, the number of students served in intervention increased dramatically by almost 50% more students. This did not include the regularly scheduled push in support at all TK-6 sites that allow teachers to provide small group instruction during the school day. Maidu Elementary's model of high dosage tutoring, delivered by the classroom teachers themselves with shared accountability for students, yielded dramatic results: ELA 2022 - 73% and Math 2022 - 77%, compared to 2021 results - 52% (ELA) and 62% (Math). This is a huge success story as the number of English Learners at this school also increased significantly. Maidu also utilized its LCFF funds to provide additional academic support to its Ukrainian and Russian newcomers, by utilizing a Russian-speaking aide for after school classes designed to support English Language Development.

Other sites with saved (unspent) LCFF supplemental funds used the funds to provide support to an influx of newcomer/immigrant students. Olympus funded an additional intervention period at 0.2 FTE for small group instruction on English Language Development (in addition to designated ELD). Excelsior Elementary also expanded its services by adding support hours from its intervention aides. All these efforts were applauded by parents during DELAC, where parents, via interpreters, from Ukraine and Russia specifically expressed their gratitude for the academic (and other supports) that each site provided. At the April 2023 meeting of LCAP-PAC, the DELAC president expressed his happiness (and surprise) at the tremendous amount of growth in English Language Development that his own kids manifested this year. In addition, he (and other EL parents) expressed gratitude for the swift response that the district took when placing students in afterschool opportunities via ELOP. Through a combination of ELOP, LCFF, and GATE funding, EUSD is offering a variety of summer camps for English Learners (including newcomers/immigrants), struggling students, and high achieving/GATE students. The latter camps are open to SED students and ELs who may not qualify for the Summer Mastery Camps for struggling students. So far, approximately 186 students have enrolled in all camps. Approximately 20 students are enrolled (as of early May) in a targeted EL Newcomer Camp.

Through EPIC (Eureka Programs and Initiatives Committee), a pathway for STEAM ensured all students have access to STEAM enrichments at all sites. For 22-23, all TK-3 students received access to a STEAM Enrichment/Elective via a certificated teacher. Coffee chats (focus groups) with parents indicate widespread enthusiasm about the program. In a separate survey of parents from all TK-3 sites, 96% indicated high levels of support for program continuation. By ensuring that STEAM is offered during the school day, EUSD hopes to guarantee that typically underserved students have opportunities for enrichment.

Another successful initiative implemented 5 years ago is continued - zero period at the JHSs - to allow all students access to electives that may otherwise not be available to them if an intervention period is required in their schedule. An analysis of access to the most rigorous and desirable (by number of requests) elective classes at Olympus reveals that PLTW Classes in Coding, Robotics/Automation, and Design Modeling has 17% SED enrollment and 7% EL enrollment, reflecting the school's demographic profile of 16% SED and 6% EL. When all electives offered at JHSs are considered, 2023 data indicates that 100% of all ELs are participating in 1 or more elective classes, while 74% of SED students are enrolled in these classes. The rest of SED students are enrolled in academic intervention opportunities during the day.

Another successful outcome for 2022 is subgroup representation in EUSD's GATE Program (3rd to 8th). A GATE (Gifted and Talented Education Program) redesign was one of the initiatives launched under EPIC. In 2022, EUSD improved access to testing opportunities, particularly for our subgroups populations, by offering testing at all TK-3 sites (vs. at one site during a weekend). This approach resulted in a 40% increase in testing participation. There are 227 identified GATE students at EUSD (approximately 11% of the population which also reflects EUSD SpEd population). Of this, 11 are students with special needs (SWD), 15 English Learners, 7 RFEP students, and 23 IFEP students. In 2016, 0 students from these subgroups were represented.

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.

Additional action items concerning PLC (Professional Learning Community) tasks are included in the 2023-2024 LCAP. This is driven by performance data that indicated wide variability in achievement. Walkthroughs and student and parent feedback also indicated inconsistencies in instruction and assessment practices.

Additionally, an action item related to the influx of Newcomer/EL/Immigrant is added to address needs including professional development, resources, and a more comprehensive family outreach approach.

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 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 that still manifested in the 2022-23 AY, 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 (a paper released by the University of Melbourne explains the heightened risks for vulnerable populations) 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	School Connectedness (2019) 5th: 77% 7th: 75%	2021-22 CHKS Data: 6th: 79%	This is replaced with Aperture SEL Screener data: Kristi Marinus	This is replaced by Aperture SEL Screener data:	90% of students completing CHKS (both Grades 5 and 7) = strong

		7th: 72%			connections with schools in CHKS
Aperture (SEL Screener) Data	No Aperture data	No Aperture data	Social Awareness - 54% Goal Directed Behavior: 71% Personal Responsibility: 2%		Increase by 2-3% every year.
LCAP Student Survey	94% indicate they like school. Top reasons: caring teachers, respectful classrooms	LCAP Survey 21-22: 70% - "School is a great place to be." 66.3% - "I feel included (that I belong) in my school."	LCAP Survey (students) 2022: 68.1% - "Feel safe at school." 70.8% -"I feel I belong at school."		95% of students will indicate they like their schools.
Physical Fitness Testing (5th and 7th grade)	No data available as PFT was suspended for 2020. 2019 data: Grade 5 - 79% in the HFZ (Healthy Fitness Zone) Grade 7 - 82% in the HFZ (Healthy Fitness Zone)93	Only participation rates are available for 2021-22: ● EXC - 96% ● RV - 91% ● CAV - 98% ● OLY - 91%	Only participation rates are available for 2022-23: ● EXC -TBD ● RV - TBD ● CAV - 100% ● OLY - TBD	[Insert outcome here]	85% of 5th and 7th grade students will fall in the HFZ

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supporting Socio-Emotional Wellbeing	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. 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. Purchase of CareSolace 5. Additional hours for library clerks	$152,000	Y
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
2.4	Strengthen Tier 1 behavior management approaches	Adopt proactive approaches implemented at Tier 1 to prevent antisocial (e.g., bullying, aggression) student behavior. For example, PD, Parent Workshops	$28,000	

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.

All actions planned for 2022-23 were implemented, except for the new action item (Action 2.4). Socioemotional programs included all services specified in EUSD's LCAP - increasing counselor allocations to support increased student needs, implementation of the ToolBox curriculum and InFocus curriculum, continued implementation of WEB (Where Everyone Belongs) programs at Cavitt and Olympus Junior High Schools, and the utilization of a new SEL screener, Aperture. Counselors provided targeted interventions for students who are needing additional support, including increased counseling opportunities and home visits. Counselors also provided invaluable support to English Learners/Newcomers as they provided families support in acclimating to a different culture and very different school system.

EUSD provided counselor and teachers professional development opportunities (Action 2.2) by supporting attendance to the Learning and the Brain Conference in San Francisco (Teaching Behaved Brains). Two counselors and five teachers attended and shared key insights about behavior, socio-emotional development, and mental wellbeing concerns including depression, emotional balance and regulation, and depression. These insights were shared at staff meetings with fellow teachers.

Physical education credentialed teachers taught PE for the second year at EUSD's 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 (Action Item 2.3). Three teachers attended the CAHPERD Conference in 2023 and this team will be sharing key learning during a PD Day in 2023-24. CAHPERD feedback from teachers was excellent. TK-3 teachers were invited to participate, but interest was lacking. A separate PD will be planned for K-3 teachers during a PD day in the Fall of 2023 and an open-source curriculum OpenPhysEd) will be explored.

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

Expenditures for Action item 2.1 were much higher than expected, which necessitated reallocation of funds from 2.2 and 2.3. There was a greater need for increasing counselor hours at all sites, particularly at TK-3 as behaviors and postulated pandemic-related mental concerns proved to be high.

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

Focus group feedback from staff (classified and certificated) indicated that this is an area where EUSD manifests laudable strengths. In LCAP surveys, staff expressed strong and widespread support for counseling staff and socio-emotional curriculum used, specifically ToolBox, at the TK-3 level. Site leaders' feedback expressed how integral the services provided by counselors are to the success of students. Interestingly, LCAP surveys indicate that parents and students do not seem to be aware of the services and programs offered. When asked to rate the quality of EUSD's socioemotional programs, 77% of staff rated the programs as effective/highly effective, compared to 56% of students and 62.3% of parents. This indicates a need for sites and the district to build awareness about the district's SEL initiatives and curriculum, including the invaluable work of counselors and student support services staff. However, at the April DELAC meeting, parents expressed appreciation to counselors for their support in helping EL newcomers acculturate to a new school environment.

LCFF funds were also used to add extra hours for library clerks at some sites, so the libraries can be opened during lunch and after school, providing a safe space for students. Feedback from library clerks indicates that many students utilize this opportunity.

The first PD day of the 22-23 school year was devoted to addressing socioemotional needs of students, with various workshops offered to all educators on these topics such as restorative justice practices, culturally-affirming classrooms, routines and procedures, de-escalation strategies. Roni Habib, from EQ schools, delivered the keynote (focused on educator mental wellbeing and self-care) that was very well received, with 92% of teachers and staff rating the presentation as relevant and inspiring. The ratings for each session (effective and highly effective) varied from 41% to 87%. EUSD classified staff expressed their appreciation for being included via focus group feedback and through a public comment made during a board meeting.

Disaggregated data indicate that perceptions of EUSD's physical education programs varied by division and by stakeholder feedback. While 77% of students rated the district's physical education program highly, whereas parents and staff rated it comparatively lower, at 58% and 56% respectively. This might stem from staff and parent unfamiliarity with the program. A highlight in this area is Maidu Elementary's partnership with Granite Bay High School's (GBHS) PE department. Students from GBHS's PE Recreation class provide lessons and instructional support for Maidu Physical Education. Parent and Staff feedback are positive for the program.

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.

There are no changes to the planned actions and services under Goal 2. A new task under 2.1 for this year is the pilot or trial of Aperture, a universal SEL screener. Aperture is a strengths-based screener that provides actionable data, it is a well-researched and nationally normed SEL universal screener and assessment. It is CASEL-aligned and provides educators with reports that can be generated at the classroom, school, and district level. Counselors and teachers co-administer the screener in the Fall and Spring to determine areas of strengths as well as areas for improvement. In Fall of 2022, self-management skills and optimistic thinking were identified as areas of growth; these two remain as opportunities for improvement based on Spring 2023 data.

A survey in March 2023 indicated that student behavior challenges have risen significantly and 98% of teachers indicated significant impacts on their ability to teach. A new action item is being proposed to address Tier 1, proactive, behavior management approaches for educators.

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	a) 73.4% of parents rated school climate as Good or Excellent	a) 79.4% of all parents	a) 82.9% of all parents		a) 95% of SED and EL parents will rate school

-Disaggregated for Subgroups (Parent Survey)	-EL Parents: 100% indicated school climate as Good or Excellent -SED Parents: 92% of parents indicated that school climate is Good or Excellent b) 82.3% of students in Grades 3-8 rated their school/classroom environment as Good or Excellent c) 67% parents rated as Good or Excellent - EUSD's communication (timeliness & effectiveness) -EL Parents: 100% are satisfied with EUSD's communication efforts -SED Parents: 97% are satisfied with EUSD's	-EL Parents: 50% -SED Parents: 55% -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	-EL Parents: 79% -SED Parents: 95% b)68.6% of students agree/highly agree with the statement "*I feel included (I belong) in my school.*" -LCAP parent survey data -62% indicate that "*Our district and school provide multiple opportunities for families to have a voice.*" (69% of SED Families, 71% of EL Families) -61% indicate that "Our district and school promote		climate as Good or Excellent b) 95% of students will rate school and classroom environment as Good or Excellent c) 95% of parents will rate communication efforts as Good or Excellent d) 95% or higher of EL and SED parents will indicate satisfaction with EUSD's communication efforts

		-56% of SED parents -Focus group data from classified staff indicate a need for a more inclusive environment when it comes to classified staff.	*transparency and seek input from the community." (64% of EL, 75% of SED Families)*		
Staff PD Feedback Form	For all PD Days, average of 80% rating PD as meaningful, relevant, and actionable	For district-wide PD Days, 58% agree/highly agree	For Sept and Nov PD, 81.4-90.7% rated agree/highly agree. Teachers love PM time for planning/collab	[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 in-person parent workshops (<10) but high turnout at STEAM Fair and K/TK Jamboree	Very low rates of participation in both in-person and virtual meetings	[Insert outcome here]	Average of 50 or more per workshop session
Anonymous Reports	Utilized at all sites	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	No dashboard data available.	Chronic absenteeism rate is HIGH (14%).		Blue for Chronic Absenteeism on the Dashboard -Subgroups will attain the Blue or

	and Hispanic subgroups ≥98 attendance rates 2 SARB Referrals -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)	Very High for EL, SWD, SED, and Hispanic students. High for Filipinos, African Americans, Two or More Races and White		Green Level on the Dashboard for Chronic Absenteeism 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
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	$7,000 (Wellness) $3,500	Y

		-Robust Staff Wellness Program -Healthy snacks (available at sites)		
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
3.4	Address chronic absenteeism	-Attendance Awareness Campaigns -Targeted Attendance Services and Supports	$1,000	
3.5	Anti Bullying/Aggression Programs	-Identify, calibrate effective Tier 2 and Tier 3 practices to mitigate bullying and aggression (consistent, calibrated)	$5,000	

Goal Analysis

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

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

Actions 3.1 and 3.2 were fully implemented for Academic Year 2022-23, with wellness workshops and opportunities for staff delivered through free opportunities via a SIG (School Insurance Group) grant. SIG continues to offer EUSD employees access to online wellness apps and programs. September 1 and November 1 PD Days included workshops designed to promote positive district and school climate. Afternoons during these PD Days were reserved for site-based activities, such as department or grade level collaboration. Regarding action service 3.1,

although not utilizing LCFF funds, security cameras were purchased to supplement school safety initiatives. Continued planning and collaboration for safety were implemented via a school safety committee that meets multiple times a year.

Based on focus group feedback, classified staff communicated feeling undervalued compared to certificated staff. EUSD made strides towards creating a more inclusive and positive work environment for all classified staff. For 2022-23, all Classified staff were invited to participate during PD days (if sessions are applicable for them) and a PLC workshop was offered for all maintenance and facilities staff via a partnership with Boost Academy. Classified subgroups were engaged in various PD and collaboration opportunities throughout the year. For example, all secretaries and clerks met twice a year via check-ins and PowerSchool training, and all library clerks had regular meetings to discuss job-alike concerns. Feedback was positive about the thoughtful inclusion of classified staff in 2022-23. Certificated staff met for two focus group sessions where the first session indicated low staff morale. Spring focus group was not as well attended as the first one in the fall.

Action 3.3 was successfully implemented with not just one well attended family engagement event, but two - Family STEAM Night and TK/K Jamboree. The first workshop was for TK-6 families who came for a Mad Science Show and a Planetarium Show. Approximately 200 individuals showed up to participate. Feedback from families was overwhelmingly positive. The TK/K Jamboree in January was also very well attended and various classified and certificated staff came to help run various booths as well as manned tables. Despite perceptions of parents and community, EUSD engaged various approaches to solicit feedback from parents. There were many committees where parents were included (EPIC, Safety, Chronic Absenteeism Task Force, etc.) and Coffee and Conversations were held to provide a space where parents can engage in discussions with leadership on any topic or issue that concerns them. EUSD also conducted many surveys to monitor program effectiveness (including LCAP surveys).

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

EUSD has material differences in Action Item 3.3 (Parent Workshops, Family Engagement) as we were not able to offer the planned number of workshops due to lack of speakers/presenters. The ones EUSD offered were actually free due to partnerships (e.g., PCOE's Anti-Vaping Workshop, ST Math, etc.). This explains why the budgeted funding is lower than what actually expended.

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

Actions 3.1 and 3.2 regarding school safety and positive school climate were fully implemented. Survey data indicates 95.5% of staff, 82.9% of parents, and 70.8% of students agree and highly agree to the statement "Our students/I feel that they/I belong at school." Values are lower for feelings of safety, but 86% of students indicate that they do feel safe at school. Parents do not agree (35.4%) and at the last coffee and conversations meeting indicated concerns about school safety (news about stabbing and school shooting events have just been broadcasted). The Superintendent and CBO explained the many ways that EUSD is addressing school safety including the requirement that all classroom doors remain locked and also implementing districtwide the schoolwide campaign of "See something, say something". Parents also determined that they could volunteer to be safety monitors. More work is needed in raising awareness about how EUSD approaches safety which includes holding town hall meetings and also communicating via district website and email.

LCAP surveys (reference Table 3, page 50 in the Appendix) indicate that staff understands the many ways EUSD secures feedback and input from our community (78.4% and 95.5% highly agree and agree that EUSD offers multiple opportunities for families to provide feedback and also promote transparency), however only 62% and 61% of parents agreed/highly agreed. This is another area where multiple means of communication (emails, social media, website, flyers, etc) should be utilized to reach all parents, including translated copies will be prioritized to specifically target these students.

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

Two new actions and services are being proposed for Goal 3 for next year, 2023-24.

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 23-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,029,245	

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
3.17%	.07%	$22,554	3.24%

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.

The following explanation is for newly proposed actions and services for 2023-24:

Goal 1: 1.5 EL Action Services

The following services are being proposed to increase EL progress and student achievement: Expand training and professional development opportunities for teachers. EUSD plans to expand opportunities for more EUSD teachers to acquire GLAD training. Guided Language Acquisition Design is a research-based, multidimensional approach to build English language proficiency and improve access to grade level content. A study conducted by Deussen et al. (2015) indicated benefits in reading comprehension and writing skills. Although it can be argued that all strategies that work with ELs will benefit all students, EUSD plans PD at the onset with the needs of English learners in mind, as well as the strengths they bring to the classroom. EUSD has invested in providing PDs for teachers on EL/Newcomer Needs and Supports (culturally responsive instruction, utilizing an assets-based approach, in partnership with PCOE (Jessica Miller). EUSD has also provided multiple PD opportunities that emphasize the importance of teaching language skills across curriculum, and building background knowledge (as a pillar of Structured Literacy, a PD Focus Area for the last 3 years). All other approaches under this action/service were adopted from previous years and targeted to serve ELs directly: (a) translation services, (b) office hours for EL families, and (c) EL Summer STEAM Camp. The latter camp contextualizes literacy and language skills development in a multidisciplinary course, so that both background knowledge and academic language skills can be addressed, albeit in a high-interest, highly engaging approach.

Goal 1: 1.6 Professional Learning Community

EUSD, leveraging research (Goddard et al., 2000, Tschannen-Moran & Barr, 2010, Donohoo, 2018, on collective teacher efficacy, an initiative to revisit and redesign PLC across the district was proposed, and implemented by sending a team of cabinet leaders, site administrators, counselors and teachers to a PLC Summit in Fall of 2022. Although PLC will serve to benefit all students, prioritizing and calibrating understanding of the standards and employing effective formative assessment strategies will benefit students who are *most at-risk* for not mastering the standards and "being left behind." These vulnerable students include English Learners, Students with Special Needs, and Socioeconomically Disadvantaged Students and achievement gap data indicated that there is a need for timely monitoring and effective intervention that is "right on time." Research (Hughes and Kritsonis, 2007, Vescio, Ross & Adams, 2008, Siguoardottir, 2010, Burns et al., 2018) indicates positive correlation between PLC practices, teacher mindsets, and student achievement. Although the PLC framework was not designed to be a targeted intervention approach for academically at-risk students, the four essential questions that grounds the PLC process addresses the challenges of improving achievement through careful examination or analysis of the standards, aligning formative assessments and calibrating on effective practices for teaching and learning.

Goal 2: 2.4 Strengthening Tier 1 Behavior Management Approaches

Our teachers and site leaders have communicated via surveys, meetings, and emails (supported by behavior log entry data) significant challenges concerning student behavior that impact their ability to teach. Feedback indicated problems with defiance, respect, self-control, and maladaptive behaviors. 98% of teachers categorized these behaviors as serious, impacting their ability to teach and other students' capacity to learn. EUSD proposes to determine the root causes for such significant behavior challenges, calibrate on a menu of infractions, categories of severity, and appropriate consequences. Although suspension rates and behavior log entries do not indicate certain subgroups are being identified for behavioral infractions, research indicates that the most vulnerable subgroups are often subject to higher rates of misbehavior identification with attendant negative consequences (Mendez and Knoff, 2003, Shollenberger, 2013, Welsh, 2021,). According to the CAschoolsdashboard (2022), even though EUSD's suspension rates are low, the three subgroups identified under the 'medium' category are: African Americans, English Learners, and socioeconomically disadvantaged students. Although the planned approach towards calibrating mindsets and beliefs of educators about behavior and skills are broad in nature, the principal desired effect is targeted: to ensure students from subgroups are not disproportionately targeted for maladaptive behaviors and punished for lack of skills and not necessarily lack of will. A calibration of core beliefs about behavior, evaluation of severity, and appropriate consequences with a teaching and learning approach (teaching positive, adaptive thinking skills at behavior problem solving) will be implemented for next year, in potential collaboration with ThinkKids.

Goal 3: 3.4 Addressing Chronic Absenteeism

EUSD, like many districts in California, manifests high chronic absenteeism rates at 14% district wide (CASchoolsDashboard, 2022). English Learners, Hispanics, Socioeconomically Disadvantaged Students, and Students with Disabilities were the subgroups displaying very high chronic absenteeism rates. Almost no subgroup performed at the Very Low and Low levels of absenteeism, suggesting that this problem is widespread. Root causes identified from a cursory review of data revealed lack of transportation options (due to bus driver shortage) and a totally different mindset brought about by the pandemic - the phenomenon of "quiet quitting." Parents, during a PTC meeting, revealed that taking family vacations and traveling has become a priority as families realized the value of such events over school attendance ("The kids can catch up!"). Independent studies became extremely popular as more families utilized these contracts for various reasons. To address this problem, EUSD commits to implementing attendance awareness campaigns, in various forms and parent/family education workshops, targeting subgroup representation. At the Tier 1 level, student and family engagement efforts will be broadened and intensified and families should be encouraged to reach out to the district if there are barriers to school attendance. A review of transportation bus routes will be conducted to determine if participation by unduplicated pupils in free transportation is supported by the most efficient bus routes and these students can easily get to the pickup areas. Attendance Works provides a wide variety of resources, research and approaches for educators and EUSD will be utilizing this free resource. Counselor check-ins will be conducted with a focus on our vulnerable, at-risk groups including English Learners, SWDs, SEDs and FY/H students.

Goal 3: 3.5 Addressing Bullying, Aggression in Schools

EUSD, based on parent, educator, and student feedback, indicated problems with Tier 3 behavior infractions such as bullying and antisocial behavior such as aggression. LCAP surveys indicated 35% of parents, 32% of students, and 45% of staff agree and highly agree that bullying and other antisocial behavior is a problem. This was supported by a few parents speaking at our April and May board meetings. EUSD plans to establish a committee or task force to help calibrate definitions (*What constitutes bullying? aggression?*) and also consequences that reflect restorative justice principles. A PD to calibrate understanding of the latter is also a plan for 23-24, based on Focus Group feedback by certificated staff. StopBullying.gov provides multiple research-based resources that educators can use to prevent antisocial behaviors. EUSD has also heard from families about bullying incidents with racial elements and the district plans to address these incidents through education efforts for students and staff.

For other actions plans and services retained for 23-24, the following explanation and justification are provided:

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 on research GLAD (Guided Language Acquisition Design, research is referenced above) 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. In terms of the action and service related to developing a system of assessments that is cohesive and psychometrically sound, this action is being proposed with the intention of analyzing our assessment system for bias against subgroups and ensuring 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). An assessment system is needed to facilitate quick and accurate disaggregation of data by subgroup, item analysis, longitudinal data collection and monitoring of progress by subgroups to assess impact of intervention efforts.

4. Intervention teachers at SED sites are deployed and utilized full time at sites with the largest EL and SED populations to specifically target these students. 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 (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, teamwork, 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).

9. Family Night - During the last focus group for parents, it was indicated that our schools function as community hubs in our district. Hence, the expectation is that our schools will promote connections between families via events that bring the community together. DELAC/ELAC parents also expressed desire to be more connected to the community via academic and/or multicultural events. Research (Coleman, 2019, Flores et al., 2019, Hall, 2020, Youth.gov, 2023)supports the connection between student success and family engagement.

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.

The following rationale is still applicable for all actions and services planned for 2023-24, including new actions and services added. Other sources of funding (one-time funds, ELOP grant) have allowed EUSD to expand or continue services for ELs, SEDs, and FY/H despite a 50% decrease in Title 1 funds and disappearance of Title III/Immigrant funding.

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. Further, our EL/Intervention teachers receive focused training and support, allowing EUSD to target very limited resources for a wider impact.

-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. Classified intervention staff are also utilized for additional

small group support and for 2022-23, and moving onwards to 2023-24, intervention aides are content focused per grade level: pushing in for support so teachers can deliver explicit direct reteaching in small groups for English Learners and struggling students (SED, SWD). 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. With EUSD transitioning to a different system in 2023-24, teachers will be trained in monitoring the progress of their own English Learners, SEDs and SWDs, including other struggling students. The new system will also allow intervention teachers and district/site leaders to monitor progress of students receiving intervention Tier II.

-Professional Development on UDL, GLAD, Vocabulary/Language Use and Effective Math Teaching Practices - These are expanded 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). In 2022, the district provided PD to teachers and classified intervention aides on EL/Newcomers' unique academic and SEL needs. This strength-based PD focused on supporting newcomer/immigrants by utilizing already available resources within our reading programs. For 2023-24, these PD opportunities will be offered throughout the year and during PD Days.

The PDs are increased in quantity by number of offerings (during district PD Days, summer institutes, and afternoon workshops) to "capture" all teachers and included instructional aides 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 are being implemented to address the needs of our SED and EL populations. For 2022, Dr. Patricia Dickenson provided a very well-received PD on model drawing approaches to problem solving (a domain where scores are comparatively lower). She will continue to provide PD for 2023-24.

-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. LCAP survey data and focus group data reveal a desire from parents to provide more opportunities. Our Family STEAM Night was very well received.

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 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). Parent workshops on this topic will continue to be offered in-person and virtually, as well as recorded to make it more accessible for working families.

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.

-RAPTOR Technology was secured for 22-23 as a visitor management system for enhanced school safety. Additionally, camera systems were also installed, beginning at sites where vandalism/theft have occurred. These will be expanded for 2023-24. Parent involvement via volunteers will be utilized for monitoring campus safety.

-Parent Engagement Workshops are offered to all families, but topics are targeted (emotional coping skills, building resilience, managing conflicts). Hence, this is an action or service that constitutes an increase in quantity. These workshops will include awareness campaigns for attendance and workshops on what the district is implementing to increase safety on campus.

-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.

-ELOP (Expanded Learning Grant) was purposefully designed to devote 45-60 minutes for academic intervention (if needed) as well as for enrichment opportunities for ELOP-eligible students (ELs, SEDs) which is an expansion of services. District facilitated connection between our ELOP partner (STAR Academy) and site leaders and intervention teachers/EL specialists to ensure our subgroups' individual needs are addressed.

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

2023/24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Personnel	Non-Personnel
Totals	$ 1,029,245	$ 130,000	$ 7,000	$ 320,000	1,494,745	1,121,059	373,686

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Tier II Intervention for ELA and Math		$ 720,418	$ -	$ -	$ 260,000	$ 980,418
1	1.2	Multiple Measures for Diagnostic, Progress Monitoring, and Summative Evaluation of Student Performance and Progress		$ 5,000	$ 30,000	$ -	$ -	$ 35,000
1	1.3	Professional Development Targeted for Tier II Academic Supports and Instructional Support. Academic Intervention for English learners – focused on vocabulary acquisition and phonemic awareness.		$ 2,500	$ -	$ -	$ 20,000	$ 22,500
1	1.4	Family Nights (Math, STEAM, Reading/Multicultural)		$ 5,000	$ -	$ -	$ -	$ 5,000
1	1.5	Develop a comprehensive support program for English Learners that include academic support for newcomers/immigrants.		$ 7,600	$ -	$ -	$ 20,000	$ 27,600
1	1.6	Professional Learning Communities		$ 10,000	$ 100,000	$ -	$ -	$ 110,000
2	2.1	Supporting Socio-Emotional Wellbeing		$ 202,227	$ -	$ -	$ -	$ 202,227
2	2.2	Professional Development for Staff - Student Mental Wellbeing		$ 20,000	$ -	$ -	$ -	$ 20,000
2	2.3	Provide high-quality health and physical education		$ 10,000	$ -	$ -	$ -	$ 10,000
2	2.4	Strengthen Tier 1 behavior management approach		$ 28,000	$ -	$ -	$ 10,000	$ 38,000
3	3.1	Healthy and Safe Environment		$ 1,000	$ -	$ 7,000	$ -	$ 8,000
3	3.2	Positive School Culture and Climate		$ 1,000	$ -	$ -	$ 10,000	$ 11,000
3	3.3	Parent Engagement/Workshops and Family Events		$ 10,000	$ -	$ -	$ -	$ 10,000
1	3.4	Engage effective approaches to address chronic absenteeism including districtwide attendance awareness campaign		$ 10,000	$ -	$ -	$ -	$ 10,000
3	3.5	Identify root causes and address bullying and aggressive behaviors (Tier 2 and 3); define and calibrate across sites consequences for serious behavior infractions		$ 5,000	$ -	$ -	$ -	$ 5,000

2023/24 Contributing Action Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus	Totals by Type	Total LCFF Funds
$ 32,427,377	$ 1,029,245	3.17%	0.07%	3.24%	$ 1,037,745	0.00%	3.20%	Total:	$1,037,745
								LEA-wide	$ 1,037,745
								Limited Total:	$ -
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Tier II Intervention for ELA and Math	Yes	LEA-wide	All	All	$ 720,418	0.00%
1	1.2	Multiple Measures for Diagnostic, Progress Monitoring, and Summative Evaluation of Student Performance and Progress	Yes	LEA-wide	All	All	$ 5,000	0.00%
1	1.3	Professional Development Targeted for Tier II Academic Supports and Instructional Support. Academic Intervention for English learners – focused on vocabulary acquisition and phonemic awareness.	Yes	LEA-wide	All	All	$ 2,500	0.00%
1	1.4	Family Nights (Math, STEAM, Reading/Multicultural)	Yes	LEA-wide	All	All	$ 5,000	0.00%
1	1.5	Develop a comprehensive support program for English Learners that include academic support for newcomers/immigrants.	Yes	LEA-wide	All	All	$ 7,600	0.00%
1	1.6	Professional Learning Communities	Yes	LEA-wide	All	All	$ 10,000	0.00%
2	2.1	Supporting Socio-Emotional Wellbeing	Yes	LEA-wide	All	All	$ 202,227	0.00%
2	2.2	Professional Development for Staff - Student Mental Wellbeing	Yes	LEA-wide	All	All	$ 20,000	0.00%
2	2.3	Provide high-quality health and physical education	Yes	LEA-wide	All	All	$ 10,000	0.00%
2	2.4	Strengthen Tier 1 behavior management approach	Yes	LEA-wide	All	All	$ 28,000	0.00%
3	3.1	Healthy and Safe Environment	Yes	LEA-wide	All	All	$ 1,000	0.00%
3	3.2	Positive School Culture and Climate	Yes	LEA-wide	All	All	$ 1,000	0.00%
3	3.3	Parent Engagement/Workshops and Family Events	Yes	LEA-wide	All	All	$ 10,000	0.00%
1	3.4	Engage effective approaches to address chronic absenteeism including districtwide attendance awareness campaign	Yes	LEA-wide	All	All	$ 10,000	0.00%
3	3.5	Identify root causes and address bullying and aggressive behaviors (Tier 2 and 3); define and calibrate across sites consequences for serious behavior infractions	Yes	LEA-wide	All	All	$ 5,000	0.00%

2022/23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,091,600	$ 1,190,475

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Tier II Intervention for ELA and Math	Yes	$ 784,000	$ 803,577
1	1.2	Multiple Measures for Diagnostic, Progress Monitoring, and Summative Evaluation of Student Performance and Progress	Yes	$ 32,500	$ 8,750
1	1.3	Professional Development Targeted for Tier II Academic Supports and Instructional Support. Academic Intervention for English learners – focused on vocabulary acquisition and phonemic awareness.	Yes	$ 48,000	$ 31,000
1	1.4	Family Nights (Math, STEAM, Reading/Multicultural)	Yes	$ 7,000	$ 2,540
1	1.5	Provide focused intervention	Yes	$ 7,600	$ 2,540
2	2.1	Supporting Socio-Emotional Wellbeing	Yes	$ 152,000	$ 274,619
2	2.2	Professional Development for Staff - Student Mental Wellbeing	Yes	$ 20,000	$ 12,146
2	2.3	Provide high-quality health and physical education	Yes	$ 10,000	$ 240
3	3.1	Healthy and Safe Environment	Yes	$ 10,500	$ 13,614
3	3.2	Positive School Culture and Climate	Yes	$ 10,000	$ 40,000
3	3.3	Parent Engagement/Workshops and Family Events	Yes	$ 10,000	$ 1,449

2022/23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services
$ 972,399	$ 854,600	$ 1,054,206	$ (199,606)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tier II Intervention for ELA and Math	Yes	$ 584,000	$ 695,418	0.00%	0.00%
1	1.2	Multiple Measures for Diagnostic, Progress Monitoring, and Summative Evaluation of Student Performance and Progress	Yes	$ 32,500	$ 5,000	0.00%	0.00%
1	1.3	Professional Development Targeted for Tier II Academic Supports and Instructional Support. Academic Intervention for English learners – focused on vocabulary acquisition and phonemic awareness.	Yes	$ 28,000	$ 31,000	0.00%	0.00%
1	1.4	Family Nights (Math, STEAM, Reading/Multicultural)	Yes	$ 7,000	$ 2,540	0.00%	0.00%
1	1.5	Provide Focused Intervention	Yes	$ 7,600	$ 1,472	0.00%	0.00%
2	2.1	Supporting Socio-Emotional Wellbeing	Yes	$ 152,000	$ 274,619	0.00%	0.00%
2	2.2	Professional Development for Staff - Student Mental Wellbeing	Yes	$ 20,000	$ 325	0.00%	0.00%
2	2.3	Provide high-quality health and physical education	Yes	$ 10,000	$ 240	0.00%	0.00%
3	3.1	Healthy and Safe Environment	Yes	$ 3,500	$ 2,143	0.00%	0.00%
3	3.2	Positive School Culture and Climate	Yes		$ 40,000	0.00%	0.00%
3	3.3	Parent Engagement/Workshops and Family Events	Yes	$ 10,000	$ 1,449	0.00%	0.00%

2022/23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 30,694,392	$ 972,399	0.34%	3.51%	$ 1,054,206	0.00%	3.43%	$ 22,554	0.07%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 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.

Statutes 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, school site-level advisory groups, as applicable (e.g., school site 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 substantially 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 to continue 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 support 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 displayed. If actions with a "No" are displayed or if actions that are contributing are not displayed 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 displayed. If actions with a "No" are displayed or if actions that are contributing are not displayed 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 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 support 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 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).

California Department of Education
November 2021

APPENDIX

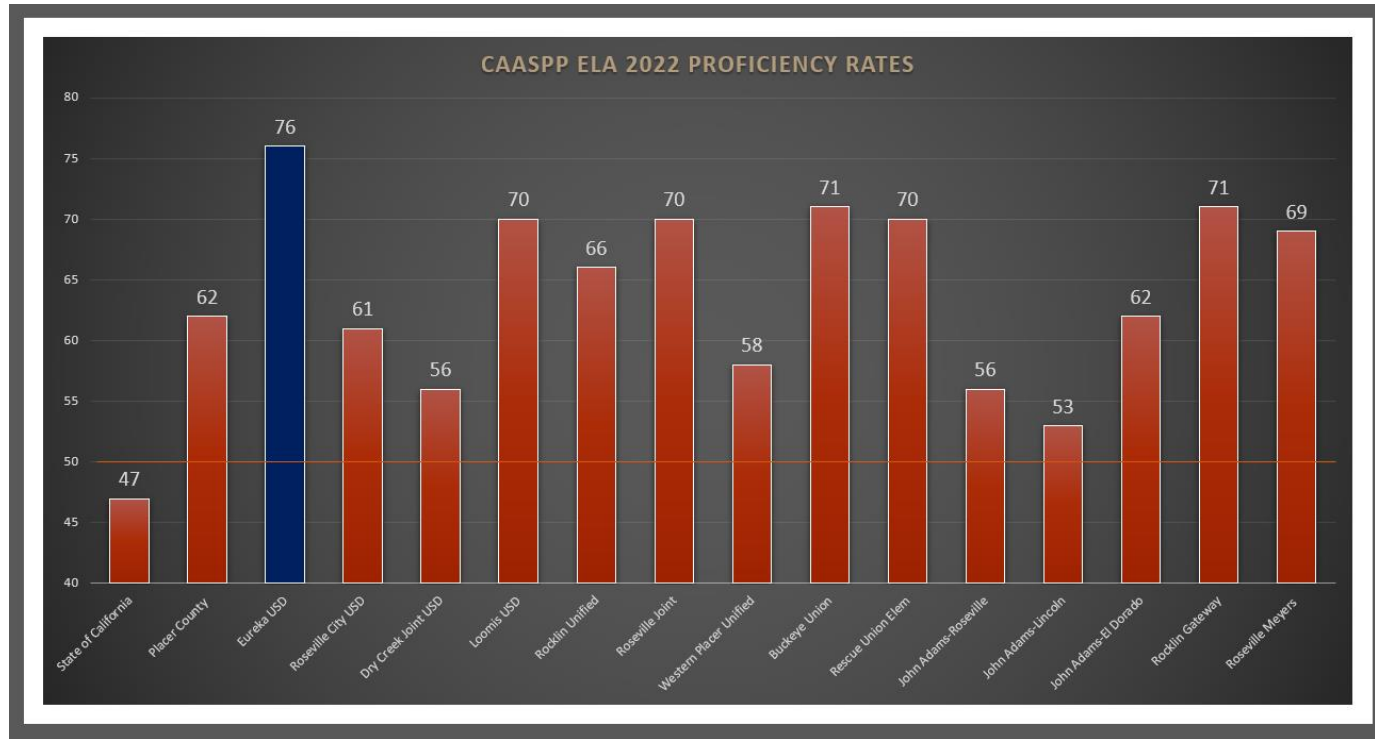Figure 1: ELA Performance - EUSD x Surrounding Districts

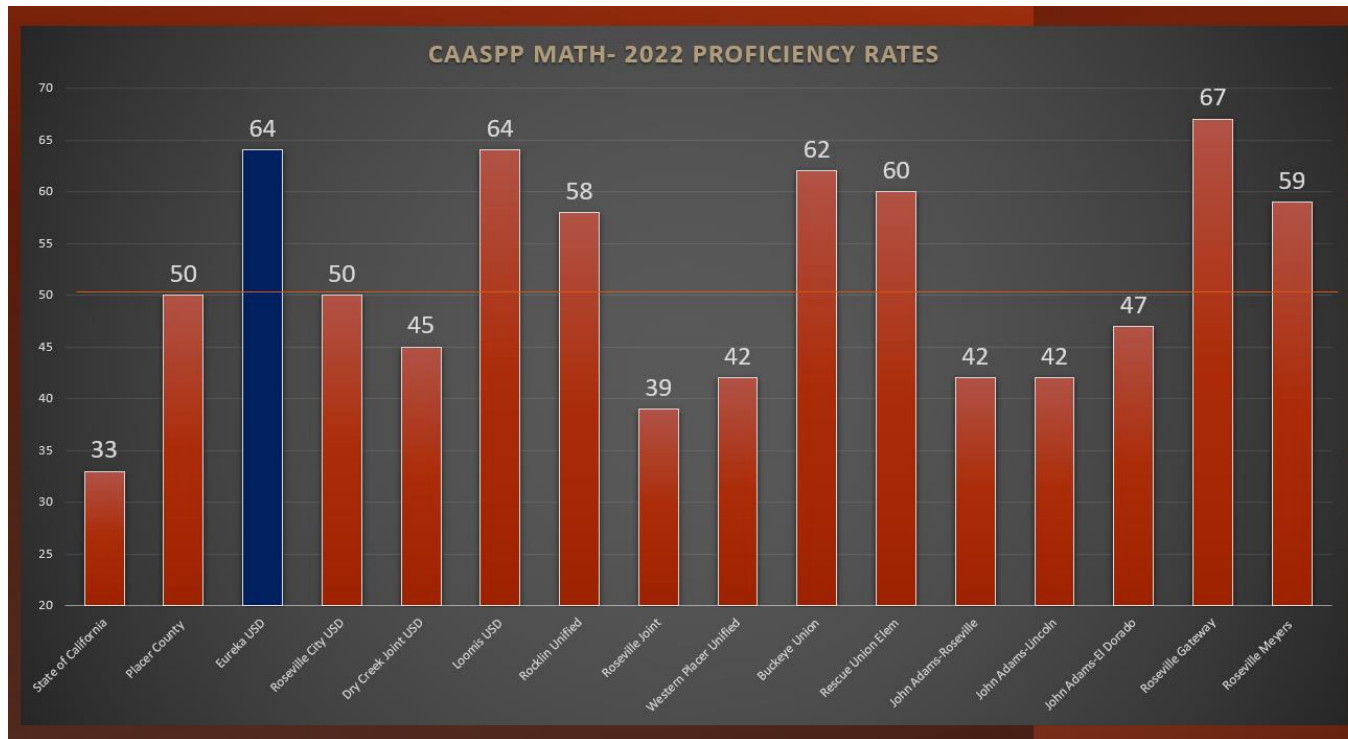Figure 2. Math Performance - EUSD x Surrounding Districts

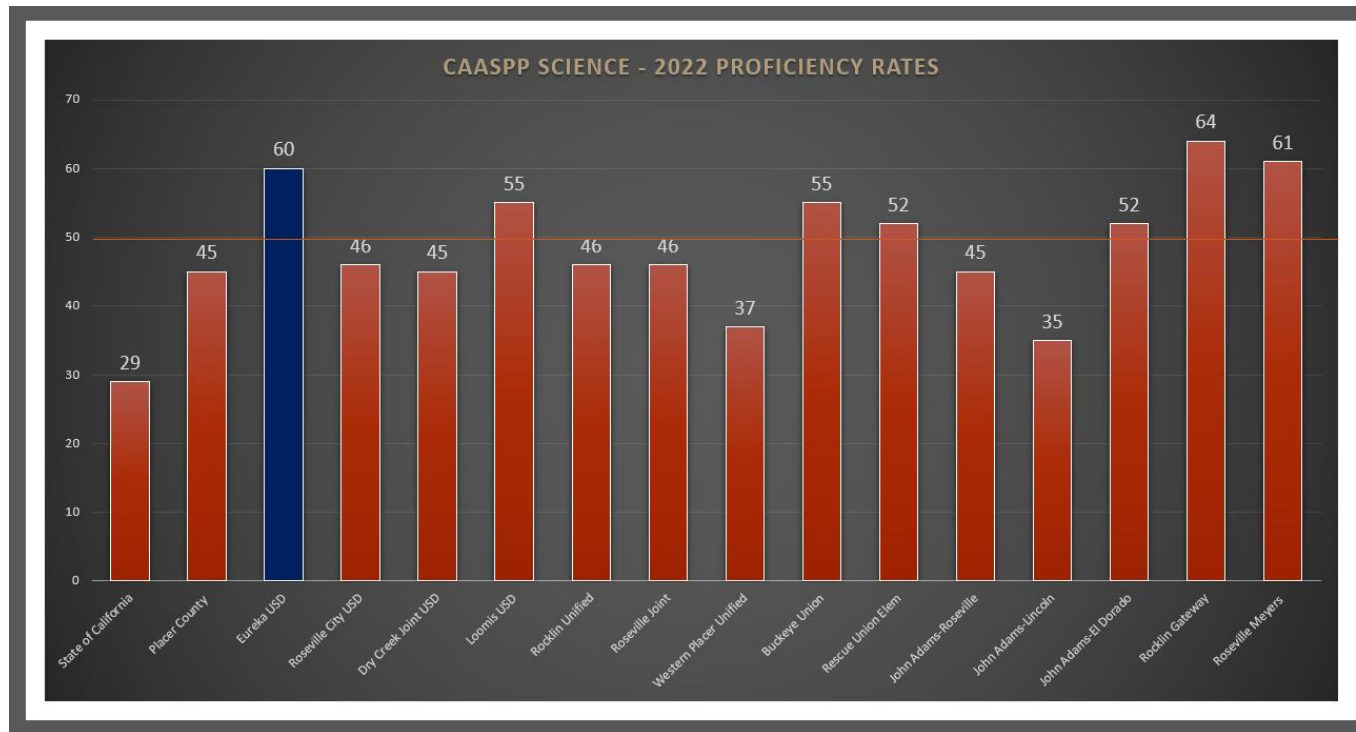Figure 3. Science (CAST) Performance - EUSD x Surrounding Districts

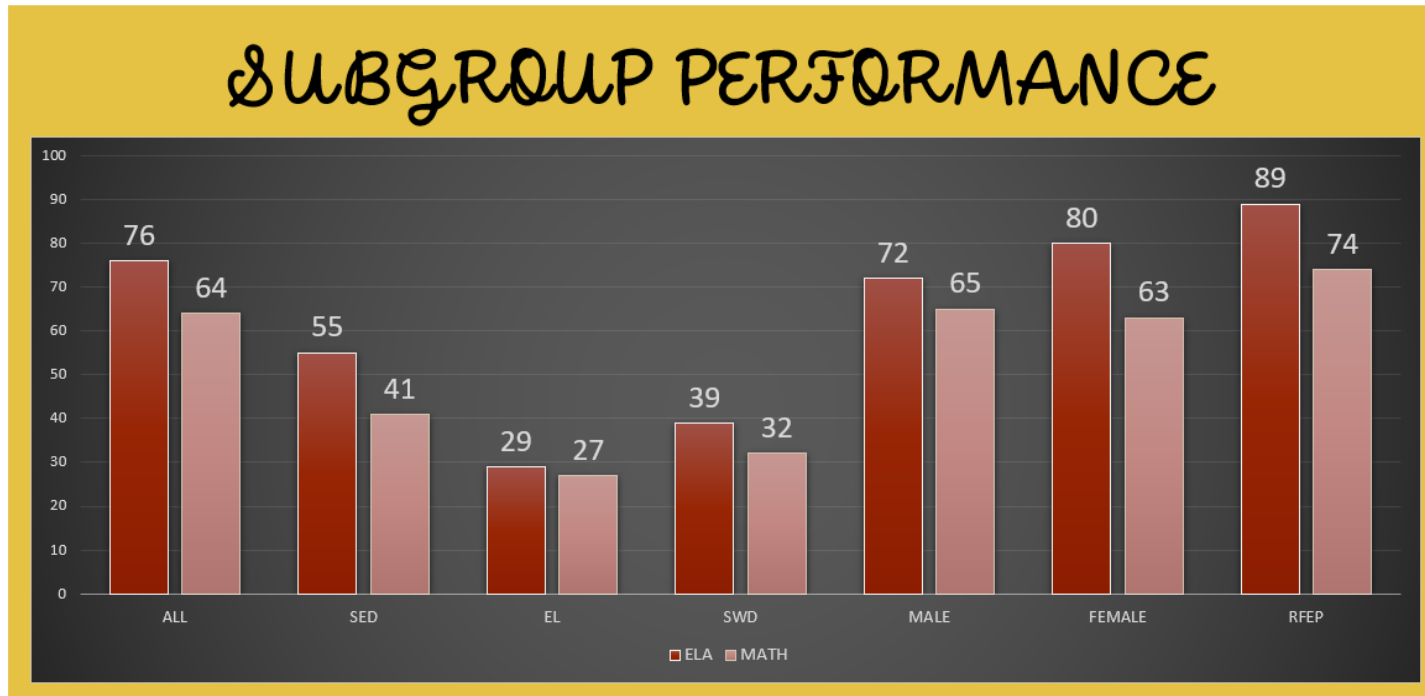Figure 4. CAASPP Performance by Subgroups

Table 1. Goal 1 (Academic) LCAP Survey Results

Table 1. Goal 1 Survey Statements	Parents who highly agreed/Agreed	Students who highly agreed/Agreed	Staff who highly agreed/Agreed
"EUSD offers high-quality instruction in reading and writing."	78.5%	76.1%	90.1%
"EUSD offers high-quality instruction in mathematics."	75.2%	68.9%	84.6%
"For struggling students, classroom help is immediately available."	57.6%	60.6%	61.2%
"EUSD offers effective before and after school intervention."	41.0%	55.9%	37.8%
"There are opportunities for students to broaden or deepen his/her learning if s/he has already mastered the content being addressed."	46.2%	52.2%	66.6%

Table 2. Goal 2 (Physical and Mental Wellbeing) LCAP Survey Results

Table 2. Goal 2 Survey Statements	Parents who Highly Agreed/Agreed	Students who Highly Agreed/Agreed	Staff who Highly Agreed/Agreed
"EUSD offers high-quality instruction in Physical Education that includes emphasis on health and fitness goals."	57.6%	77.0%	56.7%
"EUSD offers a high-quality program that promotes acquisition of effective socio-emotional skills."	62.3%	55.9%	76.5%
"EUSD offers a high-quality program that promotes acquisition of effective behavioral skills."	64.6%	78.2%	63.0%
"Counseling support at our schools promote student success in both academic and SEL goals."	53.1%	47.2%	84.7%

Table 3. Goal 3 (Safe and Inclusive School Climate)

Table 3. Goal 3 Survey Statements	Parents who Highly Agreed/Agreed	Staff who Highly Agreed/Agreed	Students who Highly Agreed/Agreed
"Our students feel that they belong in their classroom and at school."	82.9%	95.5%	70.8%
"Our family feels welcome at school."	85.7%	81.9%	68.6%
"Our schools are safe places for our students."	35.4%	85.5%	68.1%
""Bullying and/or other antisocial behaviors (aggression, vandalism, etc.) are a problem in some of our schools."	35.4%	43.2%	31.7%
"Our district and school provide multiple opportunities for families to have a voice."	62.0%	78.4%	46.4%
"Our district and school promote transparency and seek regular input from the community."	61.1%	95.5%	Not an item in the student survey.

Table 4. Identified Needs in Goal 1 and Aligned Actions and Services

Identified Need	Actions/Services Reflected Under Goals
1. ELA, Math and Science performance are still below pre-pandemic levels and MTSS benchmark of 85%.	1. Through the professional learning community redesign, a more comprehensive understanding of the standards will allow the development of more specific learning targets in ELA, Math and Science. 2. Based on these learning targets, more specific, targeted formative assessments will be developed. 3. Through PLC, collective teacher efficacy can be leveraged to identify, share, and implement best practices. 4. Continued professional development opportunities that promote best instructional practices in ELA, Math and Science, with documented high effect sizes. 5. Comprehensive Tier 2 intervention offered at sites that utilize before and after school opportunities (partnership with STAR through ELOP), grade-level instructional aides for push in and pull out supports, and online supplementary curriculum for intervention.
2. Math performance still lags behind ELA performance, with definite challenges in Grades 4 and 5 (as evidenced by historical dips during this grade level).	Similar to 1-4 above for Identified Need # 1. Additional: 1. Targeted PD on best practices to promote deeper conceptual understanding of fractions based on SBAC analysis and IAB (Interim Assessment Blocks). 2. Transition to a new Math curriculum for K-5, using a more highly rated version of EnVision Math.
3. Literacy achievement of males lag behind that of females. This gap is historical and more prominent at the lower grades.	Similar to 1-4 above for Identified Need # 1. Additional: 1. PD on the science of student motivation. 2. Conscious review and utilization of curriculum materials (novels, library books) that are high interest books for boys.

4. SWD performance in both ELA and Math are in the Low category, with DFM (distance from met ranging from 16.7 points below standard for ELA and 47.1 points below standard for Math).	Similar to 1-4 above for Identified Need # 1. 1. Identify interests and strengths of SWD students. 2. Professional development opportunity that build awareness of SWD strengths (assets-based instructional approaches that include building meaningful relationships) 3. Tighter monitoring of SED performance through common formative assessments.
5. African American performance in ELA and Math are in the Low category, with DFM ranging from 2.7 points below standard in ELA and 37 points below standard in Math.	Similar to Identified Needs #1 and 4.
6. EL progress based on ELPI regressed from 2021 to 2022.	Similar to Identified Needs #1 and 4. Additionally: 1. PD for educators on Culturally Responsive Instruction. 2. Utilization of Science of Reading Resources for newcomer/immigrant English Learners. 3. Expansion of Summer School and Afterschool learning opportunities to address newcomer/immigrant English Learners.
7. SED students are underperforming in Math, with an average DFM of 26.3 points below standard.	Similar to Identified Needs #1 and 4.