



DRAFT LOCAL CONTROL ACCOUNTABILITY PLAN LCAP 2021-24

NOTE: The templates used in this document is the CDE -released template from <https://www.cde.ca.gov/re/lc/> approved by SBE on January 8, 2020, and revised January 2021 (for the Annual Update) and December 2020 (for the LCAP Template)

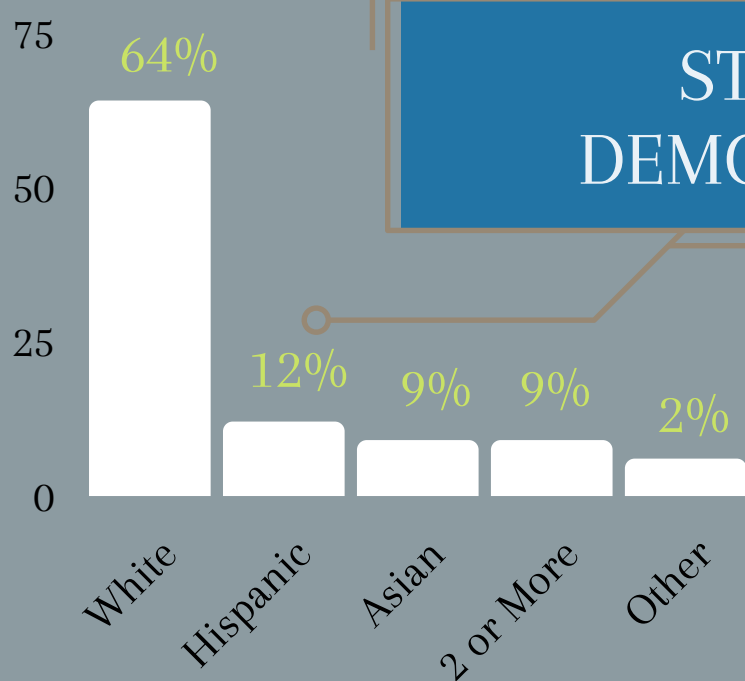
Eureka Union School District

District Profile 2020/2021

Seven Award Winning Schools



3151 Students



STUDENT DEMOGRAPHICS

Subgroups

13% Economically Disadvantaged

6% English Learners

.1% Foster Youth

\$36.2 Million

Annual Budget

District Facts

19 students/ 1 credential teacher

1:1 Student per Technology Device

674 Interdistrict Transfer Students

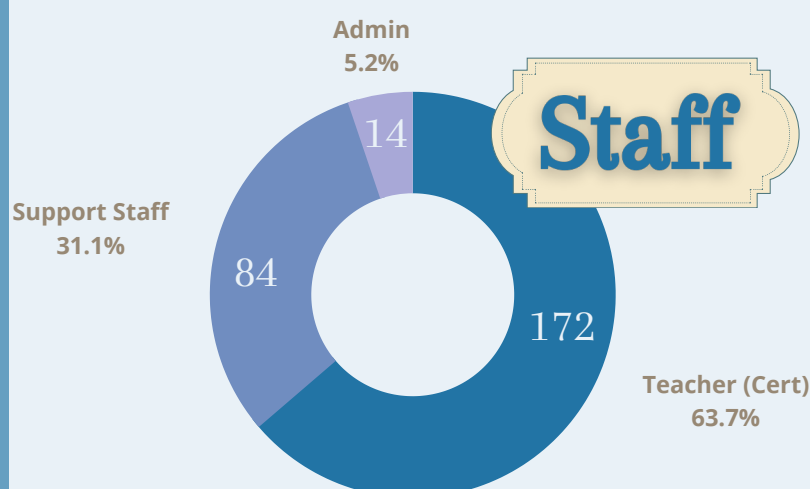
\$8907/Student

LCFF Spent per Student Annually

Bottom in Funding in
Placer County

Nationally California ranks
20/50

Overall Per Pupil Spending



Staff

296 Total Employees

5455 Eureka Road, Granite Bay, CA 95746, (916)791-4939, www.eurekausd.org

Working Together for excellence - Every Student,
Every School, Every Day!

LCFF Budget Overview for Parents

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

CDS Code: 31 66829 0000000

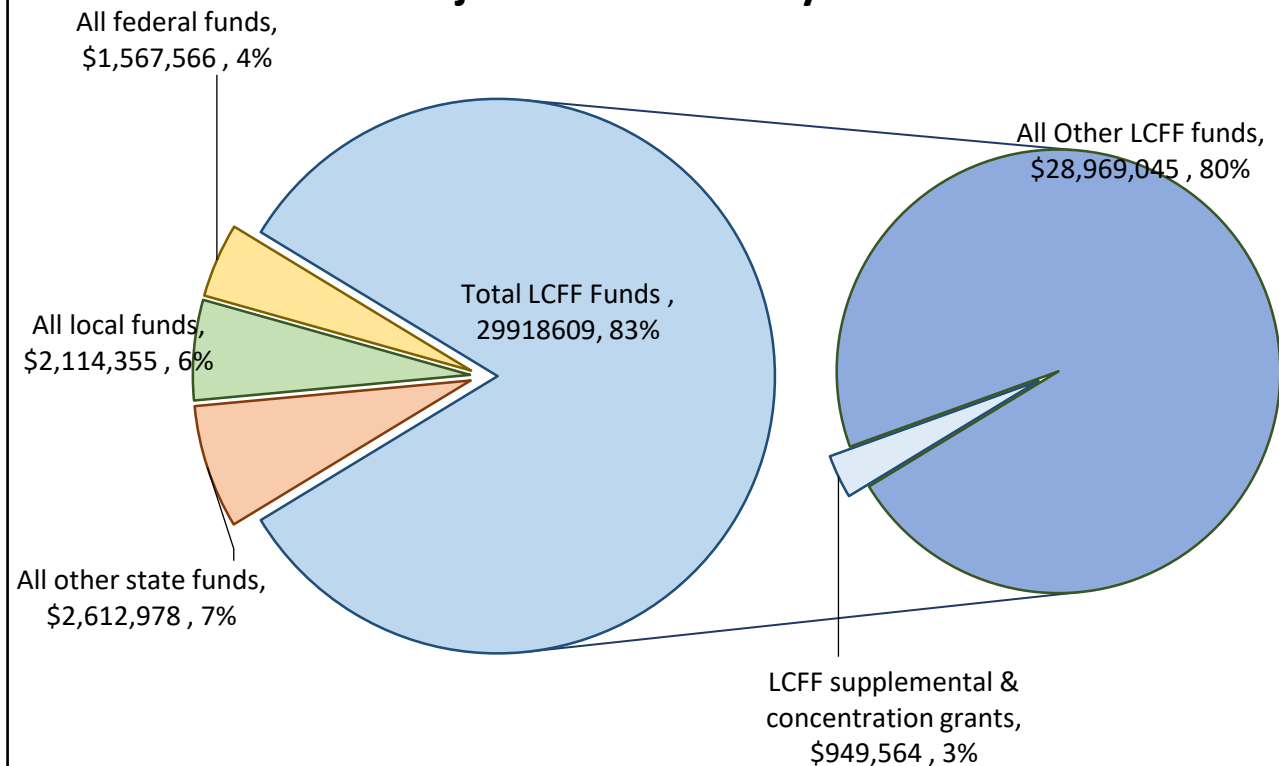
School Year: 2021 – 22

LEA contact information: mmercado@euerekausd.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 2021 – 22 School Year

Projected Revenue by Fund Source

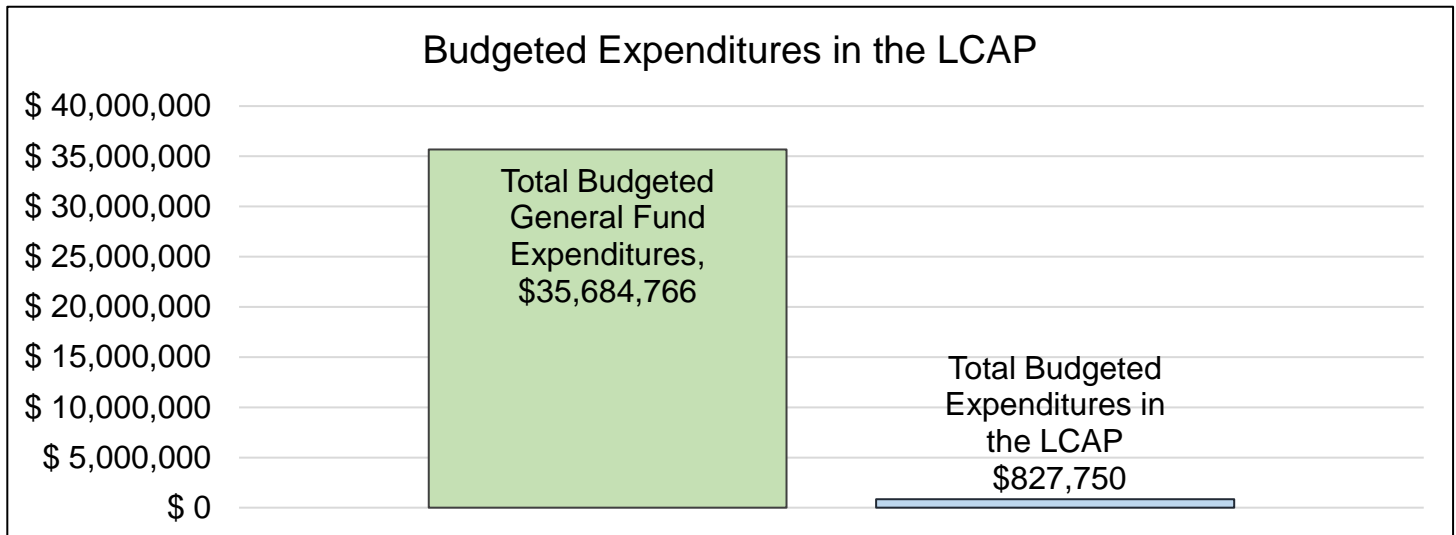


This chart shows the total general purpose revenue Eureka Union School District expects to receive in the coming year from all sources.

The total revenue projected for Eureka Union School District is \$36,213,508.00, of which \$29,918,609.00 is Local Control Funding Formula (LCFF), \$2,612,978.00 is other state funds, \$2,114,355.00 is local funds, and \$1,567,566.00 is federal funds. Of the \$29,918,609.00 in LCFF Funds, \$949,564.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Eureka Union School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Eureka Union School District plans to spend \$35,684,766.00 for the 2021 – 22 school year. Of that amount, \$827,750.00 is tied to actions/services in the LCAP and \$34,857,016.00 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 this plan are salaries for teachers, other than intervention teachers, district office staff, school administrative staff, custodial staff, and other operational expenses including utilities and facility repairs.

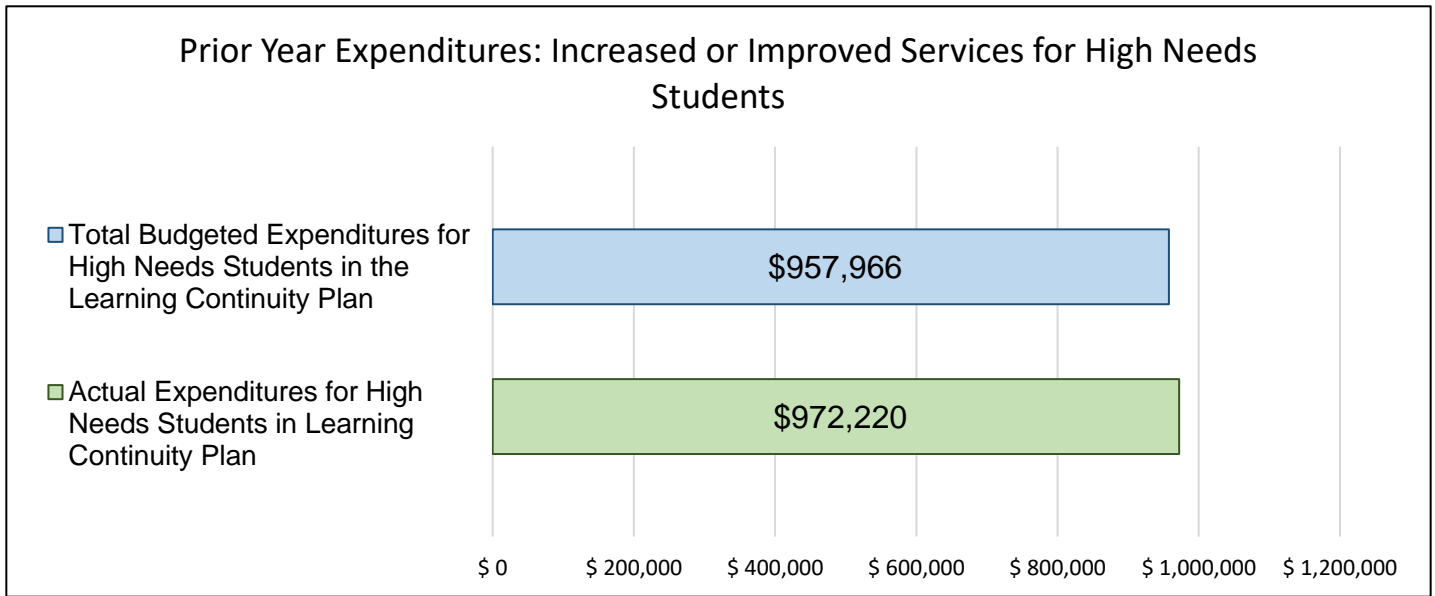
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Eureka Union School District is projecting it will receive \$949,564.00 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 \$871,750.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Additional activities may include increased summer school activities, before and afterschool programs/support, and additional transportation to and from the after school programs.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Eureka Union School District budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Eureka Union School District's Learning Continuity Plan budgeted \$957,966.00 for planned actions to increase or improve services for high needs students. Eureka Union School District actually spent \$972,220.00 for actions to increase or improve services for high needs students in 2020 – 21.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Eureka Union School District
CDS code:	31 66829 0000000
LEA contact information:	mmercado@euerekausd.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	29,918,609
LCFF supplemental & concentration grants	\$	949,564
All other state funds	\$	2,612,978
All local funds	\$	2,114,355
All federal funds	\$	1,567,566
Total Projected Revenue	\$	36,213,508
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	35,684,766
Total Budgeted Expenditures in the LCAP	\$	871,750
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	871,750
Expenditures not in the LCAP	\$	34,857,016
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	957,966
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	972,220

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in this plan are salaries for teachers, other than intervention teachers, district office staff, school administrative staff, custodial staff, and other operational expenses including utilities, and facility repairs.
The amount budgeted to increase or improve services for high needs students in the 2021 – 22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021 – 22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	Additional activities may include increased summer school activities, before and afterschool programs/support, and additional transportation to and from the after school programs.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are five tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', and 'Template'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and stakeholders. To start, ensure that you are on the 'Data Input' worksheet by clicking the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

For the 2021–22 Budget Overview for Parents, the dates for the Coming School Year (2021–22) and Current School Year (2020–21) have been prepopulated.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental and concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low-income, foster youth, and English learner students as determined pursuant to California *Code of Regulations Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA es will receive.

- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Bu Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow government fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenditures as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures planned actions to meet the goals included in the LCAP for the coming school year.

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the Learning Continuity and Attendance (Learning Continuity Plan) (row 22):** This amount is the total of the budgeted expenditures, from all fund sources, for the planned actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

- **Actual Expenditures for High Needs Students in the Learning Continuity Plan (row 23):** This is the total of the estimated actual expenditures, from all fund sources, for the actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the Learning Continuity Plan.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Expenditures for the current school year that are not included in the Local Control and Accountability

- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

- **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or decreased services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan (LCAP)

CDE Template (not DTS, adopted by the SBE on January 8, 2020, revised January 2021)

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

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

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

Goal 1

EUSD will provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 – Basic, Priority 2 – Conditions of Learning, Priority 3 – Parental Involvement, Priority 4 – Pupil Achievement, Priority 5 = Pupil Engagement, Priority 7 – Course Access, Priority 8: Other Pupil Outcomes

Local Priorities: Positive whole child outcomes

Annual Measurable Outcomes

Expected	Actual
<p>Achievement metrics based on CAASPP Replacement: Local Benchmarks, Classroom Based, Formative Assessments</p> <ol style="list-style-type: none">1. ELA, 2019 CAASPP at 80% Met and Exceeded - 5% growth expected2. Math, 2019 CAASPP at 70% Met and Exceeded - 5% growth expected	<p>CAASPP 2020 was suspended, and no current statewide performance data is available. EUSD did not engage in formal diagnostic assessments at the start of A.Y. (academic year) 2020, but instead allowed teachers to focus on classroom-based formative assessments to determine learning loss. This is in line with research on disaster-related learning loss (NWEA, 2020; Hill, 2020).</p> <ul style="list-style-type: none">• Qualitative Assessment of Learning Loss:<ul style="list-style-type: none">○ 69% of Grades 3-8 students indicated feeling ready for the next grade level in reading and writing.○ 63.4% of 69% of Grades 3-8 students indicated feeling ready for the next grade level in Math.• Trimester II Benchmarks indicate results that are lower than CAASPP/SBAC. The assessments used are SBAC Interim Mirrors from Illuminate/IO (built according to the IAB Blueprints). Since this is the first year these assessments have been used - these are baseline scores. Correlation to CAASPP/SBAC is assumed.

ELA	T1 %M&E	T1 Mean	T2% M&E	T2 Mean
GRADE 3	39%	64.8	18%	48.6
GRADE 4	21%	53.7	0.90%	38.1
GRADE 5	58%	70.5	55%	69.5
GRADE 6	12%	50	38%	62

MATH	% M and E	OAT - T1 Mean	% M and E	NBT - T2 Mean
GRADE 3	22%	52%	24%	45%
GRADE 4	8%	45%	29%	56%
GRADE 5	28%	52%	9%	34%
GRADE 6	58%	72%	47%	68%

ELA	T1 %M&E	T1 Mean	T2% M&E	T2 Mean
GRADE 7	26%	59%	43%	65%
GRADE 8	7%	51%	42%	65%

MATH	T1 %M&E	T1 Mean	T2% M&E	T2 Mean
GRADE 7	26%	59%	X	X
GRADE 8	33%	61%	X	X

OAT - Operations & Algebraic Thinking and **NBT** - Number Systems, Base Ten

Intervention Identification Rates: Expected to be lowered by 50% (~1.5% to 3%)

Intervention Rates in 2019-2020

- Grade 1 - 4/300 = 1%
- Grade 2 - 45/282 = 12%
- Grade 3 - 75/316 = 24%
- Grade 4 - 43/342 = 13%
- Grade 5 - 27/359 = 8%
- Grade 6 - 33/395 = 8%

PALS (Phonological Awareness Screening Tests) were not administered due to school closure) including concerns over validity as PALS was not designed for remote administration. Teachers were asked to focus on classroom-based assessments and addressing student mental wellbeing and social skills. Therefore, Identification was delayed to account for learning loss and social isolation effects. Teacher referrals and classroom-based assessments (BPST-IV, SRI, Reading A-->Z, SIPPS, teacher recommendations) were used for reading intervention referrals:

- Grade 1 - 14% were referred to reading intervention
- Grade 2 - 17% were referred to reading intervention
- Grade 3 - 14% were referred to reading intervention
- Grade 4 - 17% were referred to reading intervention
- Grade 5 - 12% were referred to reading intervention
- Grade 6 - 7% were referred to reading intervention

	<p>These numbers may reflect lower rates compared to 2019-2020 data because intervention for EVA (Eureka Virtual Academy students) were partly done by teachers during their asynchronous time.</p> <p>During Trimester I and Trimester II, Math intervention was classroom-based, where teachers provided intervention in small groups during asynchronous instruction. This also applies for Grades 7-8 students in ELA and Math.</p>
Summer School participation rates	N/A – Summer school was not offered due to COVID-19 pandemic
<p>Subgroup participation in GATE (Desired outcome – Increased participation from EL, SED and SWD subgroups)</p> <ul style="list-style-type: none"> • School population (Grades 4-8) = 1,909 • GATE-identified = 178 • % for 2020-21 – 9.3% <p>Demographic % for Grades 4-8</p> <ul style="list-style-type: none"> • SED – 15% • SWD – 10% • EL – 4% • African American – 3% • Hispanic – 6.5% 	<p>GATE testing was not completed because of school shutdown in mid-March. However, 95% of testing was administered. Subgroup participation in program:</p> <ul style="list-style-type: none"> • SED – 3 or 1.6% (out of 178) • SWD – 3 or 1.6% (out of 178) • EL – 1 or 0.5% (out of 178) • African Americans – 4 or 2.2% (out of 178) • Hispanic – 3 or 1.6% (out of 178) <p>GATE identification shows inequity for all subgroups examined above. When compared to subgroup representation district-wide, GATE identified students from these subgroups do not approximate district-wide data representation.</p>
PLTW/STEM Classes	<p>A limited number of these classes were offered (due to COVID restrictions on materials sharing and group work), and these classes had to be redesigned for remote delivery. Participation rate will not be valid or reliable for comparison. Participation rates were lowered as limited classes were offered. This document breaks down participation rates by ethnicity and subgroup representation: HERE.</p>
Elective Participation (Band, Choir)	<p>A limited number of these classes were offered, and these classes had to be redesigned for remote delivery. Participation rate will not be valid or reliable for comparison. The link shared above also documents participation rates by subgroups and ethnicity.</p>
Reclassification Rates for ELs	<p>Data is unavailable as Summative ELPAC was not completed due to school closure. Reclassification cycle for 2020-21 has been adjusted to commence in 2021 and will</p>

incorporate two IABs (Interim Assessment Blocks for ELA and Math). With unfinished learning, teachers are hesitant at referring students for reclassification.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1 Expanded multi-tiered systems of support to achieve successful academic outcomes for all.	\$632,985 (Sup) \$16,000 (MTSS, LPSBG)	\$546,218 (Sup) \$5,732 (MTSS, LPSBG)
1.2 Differentiated program supports and instructional materials (textbooks, supplies, equipment, and learning environment enhancements).	\$35,500 (Sup) \$15,000 (LPSBG)	\$35,312 (Sup) \$14,619 (LPSBG)
1.3 Targeted and research-based professional development (focus on UDL, Math, Hattie's research, ELs, culturally responsive instruction)	\$20,000 (Title II) \$5,000 (Title III)	\$22,896 (Title II) \$6,970 (Title III)
1.4 Comprehensive and balanced student assessments	\$3,500 (Sup)	\$521 (Sup)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented through the end of the school year were used to support students, families, teachers, and staff following the closure of schools in 2020.

Eureka USD was able to expend the funds on students for the given purpose with the exception of some before and after school programs. Additional programs were added in 2020 to help students with learning loss.

A description of the successes and challenges in implementing the actions/services to achieve the goal, through February 2020, or the end of the school year, as applicable. The challenges and successes encountered in the implementation of actions and services for the

academic year 2019-2020 are described below. Each noted successes and challenges have been mapped/aligned to each identified action and service under Goal 1.

Actions and Services	Successes	Challenges
<p>1.1 Expanded multi-tiered systems of support to achieve successful academic outcomes for all.</p>	<p>Up to the end of February 2020, at-risk students were being served through small group instruction via intervention teachers and at TK-3, diagnostic monitoring of foundational skills in reading were implemented via the use of PALS (phonological awareness literacy screening).</p> <p>At the JHS, two models existed for serving at-risk students:</p> <ul style="list-style-type: none"> a. Co-Teaching Model for ELA and Math at Olympus JHS. This model is successful in that two teachers are always present in the classroom to offer flexible support to students at the time that support is needed. b. Study Skills Period and Remediation Periods for ELA and Math were offered at Cavitt JHS. <p>Both models were implemented even after school closure in March, albeit remotely. Teachers were quick to adapt to RTL and participated in PDs that increased technology competence.</p> <p>By the end of the year, with district support, 8 teachers were acquiring Google Certification, Levels 1-3.</p>	<p>RTI/MTSS was implemented to address the tiered academic needs of students:</p> <ul style="list-style-type: none"> 1. The Tier 2 intervention plans for K-6 ELA and Math (provided through dedicated intervention teachers and before and after school via certificated and classified staff. <u>Challenge:</u> This was abruptly stopped when schools closed in March 2020. Continuation of at least reading intervention occurred via small group instruction done remotely. Attendance (and engagement) to these sessions were not ideal. 2. The utilization of explicit direct instruction to mitigate learning difficulties among at-risk students proved to be challenging. <p>The abrupt closing of schools in March led to “unfinished learning” as the focus on K-6 became narrowed to only ELA and Mathematics.</p> <p>Teachers were challenged to transform the curriculum (not designed originally for virtual instruction) for RTL (remote teaching and learning delivery). Coupled with this is the</p>

		struggle to provide high-quality Tier I instruction using technology and assess in an on-going manner the needs of all students within Zoom interactions.
1.2 Differentiated program supports and instructional materials (textbooks, supplies, equipment, and learning environment enhancements).	<p>EUSD was very quick in ensuring every student had access to textbooks, devices, and hotspots (for families and staff who needed them). These were mailed, made available for pickup, and/or delivered. Phone calls home were immediately conducted and home visits to initially disengaged families were done by teacher and counselor teams.</p> <p>Intervention teachers contacted EL families (using translation services via EXCEL) frequently, as often as weekly to monitor academic progress. SED students who were struggling also received support via Zoom, in small groups.</p> <p>Communities rallied to provide other means of support – this will be discussed under Goal 2.</p>	<p>The challenges associated with this action and service manifested when schools had to close in March 2020. Curriculum materials had to be transformed to “fit” with RTL delivery. Teachers (and schools) had no control over the learning environment at this point, and inequities seemed to get magnified between those who have spaces in their homes conducive to learning vs. those who do not (low-income).</p> <p>Due to COVID-19, the ability of the district to provide summer school was also impacted, and hence no summer school classes were offered.</p>
1.3 Targeted and research-based professional development (focus on UDL, Math, Hattie’s research, ELs, culturally responsive instruction)	<p>Professional development addressed the following areas:</p> <ol style="list-style-type: none"> 1. Best Practices in Math (Number Talks, Strategies for Developing Number Sense and Fluency) 2. UDL/Hattie’s Best Practices 3. Academic Conversations across Curriculum <p>Seven EUSD educators (teachers and administrators) participated in Level 1 GLAD training and acquired certificates.</p>	<p>Due to COVID-19, the ability of the district to provide summer institutes for educators was also impacted. Teachers were exhausted and no summer professional development opportunities were provided.</p>

	<p>When schools closed, PLC time was provided to allow opportunities for district-wide grade level teams to calibrate priority standards and create materials for instruction. Teachers were ready from Day 1 with instructional materials and learning resources for students.</p> <p>Consequently, the district went into overdrive delivering PDs focused on increasing educators' tech competencies for delivering high-quality RTL. These PDs were extraordinarily successful as participation rates varied from 70-80%.</p> <p>PDs were also provided for parents, substitute teachers, and instructional aides.</p> <p>The Eureka Leadership Team engaged in its own PD – studying the book “Digital Learning Playbook” by Hattie, Fisher, and Frey’s (2020).</p>	
1.4 Comprehensive and balanced student assessments	<p>TK-3 diagnostic assessments were focused on what can be remotely administered for the last three months of school. This led into the exploration and piloting of already made assessments (e.g., BPST-IV) within our assessment system (IO/Illuminate).</p> <p>Another success is the increased awareness of teachers about the need for district benchmarks that are CAASPP/SBAC aligned. Teachers administered the SBAC Block Mirrors in ELA and Math that already reside in our IO/Illuminate platform.</p>	<p>This is the most challenging part of EUSD’s LCAP journey. Teachers at each grade level had difficulties determining and agreeing to which district benchmarks to use. The Interim Assessment Blocks for 3rd-8th grade were piloted, but the hand-scoring requirements for some of these assessments proved to be an additional challenge for teachers.</p> <p>Another challenge that became glaring when schools had to close was the inconsistent scope and sequence being used and the wide variability of how district-adopted materials are being implemented from classroom to classroom. This created a significant problem when teachers began planning and</p>

		collaborating on teaching materials for the remainder of 2019-2020.
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Goal 2

EUSD will support the physical, mental, emotional, and social well-being of all students by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 – Basic, Priority 2 – Conditions of Learning, Priority 3 – Parental Involvement, Priority 4 – Pupil Achievement, Priority 5 - Pupil Engagement, Priority 6 - School Climate, Priority 7 – Course Access, Priority 8: Other Pupil Outcomes

Local Priorities: Positive whole child outcomes

Annual Measurable Outcomes

Expected	Actual
Physical Fitness Testing (5 th and 7 th grade) - 5% increase in HFZ across all fitness areas	No data available as PFT was suspended for 2020. PE minute requirements were also waived.
California Healthy Kids Survey – School Connectedness - 83-84% of students (5th and 7th) will respond with strong feelings of connectedness	77% of 5th Graders indicated strong connections with school 75% of 7th Graders indicated strong connections with school
LCAP Student Survey - (81% students reporting school has helped them learn how to be a good friend, 78% students will report they have learned strategies on how to work with other students in class)	A different survey design (due to COVID-19) was sent for students: 29.7% indicated loneliness, 35.1% indicated feeling lonely only at certain times

	74% indicated having caring teachers, 59.4% responded getting help from teachers for socio-emotional concerns, and 53.1% indicated belonging in respectful classrooms.
Suspension Rate Data (Student suspension and expulsion rates will be maintained at less than 2%)	Suspension rate is currently at 1.0% (2019)
Attendance Measures (Attendance Rates, Chronic Absenteeism, SARB Referrals) - Our student attendance data will remain at high levels (at least 98% or higher ongoing), as demonstrated by P2 attendance reports and annual ADA.	Due to COVID-19 driven school closures commencing in mid-March, attendance taking protocols (SB98) shifted, rendering comparisons and data collection invalid and unreliable. 94.5% of families surveyed indicated no problem with attendance.
Junior High School Dropout Rate - Maintain at 0%	Maintained at 0%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1 Improve the quality of the physical education program at EUSD.		
2.2 Expand multi-tiered systems of support to achieve improved socio-emotional competencies for all students.	\$165,500 (Sup)	\$104,042 (Sup)
2.3 Expand multi-tiered systems of support to achieve improved behavioral outcomes for all students.		
2.4 Adopt a professional development program that is targeted, differentiated, authentic and data-driven (focused on student and staff SEL/mental wellbeing)	\$5,000 (Sup) \$5,000 (PD Grants)	\$2,712 (Sup)
2.5 Improve attendance data collection, analysis, and efforts to address attendance issues.	\$1,000 (Sup) \$1,000 (LP SBG)	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented through the end of the school year were used to support students, families, teachers, and staff following the closure of schools in 2020.

Additional counseling support was provided in 2020 as well as home visits and meal delivery.

A description of the successes and challenges in implementing the actions/services to achieve the goal, through February 2020, or the end of the school year, as applicable. The response is shown below in tabular format:

Actions/Services	Successes	Challenges
2.1 Improve the quality of the Physical Education program at EUSD.	Before the pandemic, discussions about how to improve the PE program had been initiated. All district-wide PD days offered workshops on PE including activities that promote the use of multicultural games, non-competitive activities, low prep PE activities, etc. Despite closing schools and opening schools in distance learning in 2020, as well as the relaxation of PE minutes from AB 86, EUSD stood firm with its commitment to promoting physical health. PE logs and PE lessons were made part of the daily curriculum. Junior High Teachers mobilized and created lessons for use by our K-6 teachers, including video-based lessons. Movement breaks were also made integral, and PD was provided to teachers on how to provide these activity opportunities in a remote educational setting. EUSD, using its	<p>A continuing challenge for K-6 schools is the lack of adequate prep time for multiple subject teachers to design and deliver high-quality PE lessons regularly. EUSD utilizes PE aides to help with instruction, as well as provide a flexible schedule for PE.</p> <p>When schools closed, PFT was suspended, and PE minutes were relaxed. Teachers had no accurate way of monitoring PE activities of students, except through PE logs. Additionally, when schools reopened for in-person instruction, COVID health and safety restrictions made physical education delivery less engaging for students who love doing PE via group activities and utilization of playground equipment.</p>

	<p>MTSS grant, purchased DrumFit as a PE option pilot for Olympus. The pilot was successful based on teacher, parent, student feedback, and student engagement during classes.</p>	
<p>2.2 Expand multi-tiered systems of support to achieve improved socio-emotional competencies for all students.</p>	<p>EUSD's focus on SEL (socio-emotional learning) was continued and expanded to include delivery of a Tier I curriculum ("In Focus"), even during the pandemic, in a remote setting. NearPod, an online curriculum supplementary resource, and Flocabulary, also provided teachers additional resources for teaching SEL.</p> <p>Mobilization of school teams that include teachers, counselors, and administrators provided for a quick response to address the needs of disengaged students. Each site conducted events such as drive-by/car parades that sustained connections between school and community during the pandemic.</p> <p>Three parent workshops were provided to parents, in partnership with Wellness Together (a non-profit, local organization), to help them help their families build socio-emotional competencies, particularly in the areas of coping skills and resilience.</p>	<p>When schools closed, several students disengaged from school. EUSD conducted home visits via site teams, and counselors checked on students regularly.</p>
<p>2.3 Expand multi-tiered systems of support to achieve improved behavioral outcomes for all students.</p>	<p>EUSD continues to enjoy low referral rates for behavior infractions and suspension rates. Each site implements a behavior program that aligns with their school culture and demographics.</p>	<p>A different kind of behavior problems manifested, and this concerns online behavior and appropriate use of technology for learning purposes. EUSD invested in GoGuardian to ensure safety and appropriate behavior in our virtual and in-person</p>

	When EUSD schools returned to in-person instruction, few behavior referrals were noted. Increased supervision may have contributed to this observation.	academies.
2.4 Adopt a professional development program that is targeted, differentiated, authentic and data-driven (focused on student and staff SEL/mental wellbeing)	EUSD provided a few PD for staff on student and mental wellness (focused on the utilization of our Tier 1 SEL curriculum), but when schools closed, the district contracted with David Woods Bartley to provide PDs for staff wellness - subscribing to the principle that one must put the “oxygen mask” on oneself first.	Time and resources are always a challenge. For LCAP 21-24, a reinvigorated effort to focus on SEL professional development, under a trauma-informed lens will be utilized, using Expanded Learning Grant funds in part. For the last year, teachers regularly communicated feelings of being overwhelmed and stressed. With EUSD having to address the pressures/challenges of distance learning and serving a population of families with very high academic expectations, a competition for time and resources (<i>Should PD solely focus on teaching practices or addressing staff wellness? How can EUSD strike a balance that helps teachers take care of their own mental wellbeing and does not appear as one more thing on their plate?</i>). Another challenge was motivating exhausted teachers to attend more PDs. Despite these challenges, EUSD was able to offer 3 David Bartley workshops for teachers.
2.5 Improve attendance data collection, analysis, and efforts to address attendance issues.	Attendance collection presented few challenges prior to school closures, the challenge was in generating timely reports and analyses. Timely action to address attendance issues was in place. EUSD has not had serious attendance issues and its SARB cases are very low.	When schools closed, confusing directives were provided for defining and measuring attendance, as well as delineating it from the definition of engagement. There was also the problem of students leaving without disenrolling. Tracking students and families who seem to have disappeared became a challenge for the district and site.

Goal 3

EUSD will ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students have opportunities to be successful.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3 (Parental involvement and engagement), Priority 5 (Pupil engagement), Priority 6 (School climate)

Local Priorities: Positive whole child outcomes for all students

Annual Measurable Outcomes

Expected	Actual
LCAP Surveys (Parents, Staff, Students) -Parents, Students and Staff will indicate their schools as safe and inclusive environments ($\geq 90\%$)	LCAP Survey conducted was modified this year to align with remote teaching and school closures in mid-March 2020. 69.1% of families indicated satisfaction with the quality of education received (March 1, 2021 survey) 92.6% of students indicated they like their school (March 18, 2021 survey) 86.3% of students indicated the classroom environment as Excellent or Good. An official Staff Survey for LCAP in 2020 was not sent, however, PD Feedback forms and emails indicate that staff were feeling overwhelmed as well as worried about their safety at the start of the year.
CHKS Survey, $\geq 90\%$ indicate feeling safe	Students indicating feeling safe at school: 5th: 86% 7th: 79%
DPREP Recommendations, prioritization occurring	Prioritization continued for 2019-20

Transportation Data, 5% increase in ridership	Data collected for 2019-2020 will be skewed as transportation services were suspended for the latter part of the year when schools closed
Parent Workshops Participation Rates	Consistently high levels of attendance were noted in 2020 for Town Halls and parent workshops, ranging from 40 - >100 in Zoom.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Development and implementation of Comprehensive School Site Safety Plans (CSSPs).	\$7,000 (Safety Grant)	
2. Professional development for staff to increase preparedness for emergency/disaster scenarios.	\$35,000 (Sup) \$7,000 (LPSBG)	\$35,000 (Sup)
3. Implementation of the anonymous TIP line	\$3,500 (LPSBG) \$4,500 (ESF) \$1,000 (Sup)	
4. Continued funding of a School Resource Officer to support EUSD schools in partnership with Placer County Sheriff's Office.	\$30,000 (Base)	\$30,000 (Base)
5. Provision of resources to enable school site teams to work with law enforcement and fire department partners to further strengthen safety by collaborating for effective emergency	\$0	\$0
6. Provide the implementation of prioritized D-Prep Recommendations through continued funding for the purpose of enabling the site teams to develop unique site-specific plans for addressing the safety measures per recommendations from recent studies.	\$0	\$0

7. The on-line Public School Works program will continue to be implemented to provide training and professional development that meets legal mandates and safety procedures.	\$0	\$0
8. Continue to study cost effective and reliable options for effective communications to support emergency and disaster preparedness efforts due to lack of funding.	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented through the end of the school year were used to support students, families, teachers, and staff following the closure of schools in 2020.

EUSD was able to utilize the budget for desired goals. Funds unspent were spent towards school safety measures to reopen.

A description of the successes and challenges in implementing the actions/services to achieve the goal, through February 2020, or the end of the school year, as applicable. The response is displayed below in table format.

PLANNED SERVICES	SUCCESSSES	CHALLENGES
3.1 Development and implementation of Comprehensive School Site Safety Plans (CSSPs).	All sites completed and implemented their CSSSPs. These are all posted on our website.	Several safety preparedness events had to be suspended because of school closures in mid-March 2020.
3.2 Professional development for staff to increase preparedness for emergency/disaster scenarios.	For most of 2019-20, all planned events were successfully implemented at the sites with district support.	Several safety preparedness events had to be suspended because of school closures in mid-March 2020.

3.3 Implementation of the anonymous TIP line	EUSD successfully implemented an anonymous online reporting system on the district website and training of staff and students on the appropriate utilization and protocols for using/monitoring the AR (anonymous reporting) line.	There were a few individuals who misused the system, when parents reported frustrations about the district's DEI (diversity, equity, and inclusion) initiative via the AR.
3.4 Continued funding of a School Resource Officer to support EUSD schools in partnership with Placer County Sheriff's Office.	This was continued and the partnership continues to be strong.	NONE
3.5 Provision of resources to enable school site teams to work with law enforcement and fire department partners to further strengthen safety by collaborating for effective emergency	Resources were provided to sites. Relationships with said partners remain strong.	NONE
3.6 Provide the implementation of prioritized D-Prep Recommendations through continued funding for the purpose of enabling the site teams to develop unique site-specific plans for addressing the safety measures per	Up to school closures in March 2020, all prioritized work was implemented.	Funding for facilities repair and needed upgrades continue to be a challenge.

recommendations from recent studies.		
3.7 The on-line Public School Works program will continue to be implemented to provide training and professional development that meets legal mandates and safety procedures.	Staff fully utilized Public School Works and completion rates of required training are at 100%.	Time for completing courses remains a challenge for staff.
3.8 Continue to study cost effective and reliable options for effective communications to support emergency and disaster preparedness efforts due to lack of funding.	The district considered several options for a communications device and system. This exploration will continue for 2021-22.	Exploration of options had to be suspended (temporarily) due to COVID and school closures.

Overall Analysis

A reflection on the progress made towards the goals in the 2019-20 LCAP, in light of the context of COVID-19 and based on available state and local data and stakeholder input, and a description of the relationship of the goals and related metrics and actions with the development of new goals in the 2021–24 LCAP.

EUSD continues to provide a safe and welcoming environment for students, families and staff. Although the district had challenges releasing surveys for LCAP purposes at the last trimester of the academic year due to school closures (and subsequent time and energy shifted to supporting distance learning), numerous input gathering opportunities presented itself via Town Hall Meetings, Committee Meetings (Curriculum and Instruction Committees, PTC Officers Meeting, Intervention/EL Support Teachers' Meetings, Town Hall with Parents, Board Meetings - High Attendance Rates!). We heard loud and clear from parents as well via email how satisfied they were with the district's efforts to make our schools safe and welcoming. Even when our schools had to close, EUSD was commended for instituting safe practices for device distribution and picking up instructional materials for learning by families, and for ensuring that families are able to access these resources in multiple ways. Staff delivered materials to families who could not pick them up. From March 2020-end of the school year, EUSD school staff and district staff communicated regularly (weekly and sometimes multiple times during the week) in many ways, even conducting home visits and drive-by events so teachers and families can reconnect via the safety of their cars.

For the 2021-24 LCAP, EUSD will continue with its broad goals for all its students, but the LCAP document itself will be purposefully streamlined to address the specific needs of the LCFF subgroups so that each action and service is designed, at the onset, for the students generating the funding. All three whole child dimensions will continue to be addressed via the same three, interconnected goals:

1. Academic Achievement
2. Socio-Emotional Competencies and Prosocial Behaviors
3. School/District Safety, Climate, and Culture

The 2021-24 LCAP will also be designed/developed from a trauma-informed lens, as recovery from the pandemic is considered to be a multi-year process.

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

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

In-Person Instructional Offerings

Analysis of In-Person Instructional Offerings

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

Successes

EUSD successfully opened for in-person instruction at the start of Trimester II, providing students and families the opportunity for a smooth transition from distance learning. Parents were very appreciative of the opportunity to return to in person instruction in the safest way possible (EUSD allowed even those who committed to the year-long Eureka Virtual Academy to transition to in-person instruction). Teachers were initially apprehensive about this transition, but systems in place ensured that all recommended health and safety protocols were in place. Sites were able to provide training to staff. Teachers were able to flexibly adjust instruction within the parameters of COVID-driven infection mitigation measures. EUSD was lauded for its efforts during board meetings. To address staffing challenges, EUSD utilized a model which is extended day without lunch (bagged lunches available) and students go home for lunch. Mask breaks were implemented to allow for snacks and some socialization, keeping physical distance protocols in place. These breaks were done outdoors.

EUSD's model provided a day (Wednesday) for staff meetings and teacher planning and collaboration. This was utilized successfully for professional development by the district.

Another success for EUSD was assigning a substitute teacher per site every day. This was implemented and found to be highly effective (much utilized).

Challenges

Teachers communicated to leadership multiple times feelings of emotional and physical exhaustion. Planning high-quality instruction within the parameters imposed by COVID were found to be overwhelming. Even though in-person instruction ended before lunch, teachers provided synchronous check-ins and asynchronous instruction during the remainder of the day. Teachers also felt overwhelmed by the initial chaos brought about by positive cases - as the constant threat of being quarantined was ever present. Before vaccination, fear was expressed by staff over contracting COVID.

Staffing for classified aides was a challenge as these positions were found to be difficult to fill. Most of the aides were used by sites to help monitor mask breaks.

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures
Training for Employees	\$5,000	\$1,199
Protective Gear	\$329,000	\$37,054

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

The state provided protective gear and EUSD used federal ESSER funds for purchasing cleaning supplies.

Distance Learning Program

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing the distance learning program in the 2020-21 school year.

EUSD offered two distance learning tracks at the start of the 2020-2021 school year:

- Eureka Virtual Academy (EVA) - for families who are focused on **consistency**. Students commit to being in EVA for at least a semester, with recommended enrollment for the whole year.
- EUSD Distance Learning - For families who are focused on **flexibility**. These families understand and are willing to participate in in-person instruction as soon as the LEA/school district is allowed to implement this instructional delivery model.

SUCSESSES

-EUSD successfully implemented remote teaching and learning that is different from pandemic teaching. Curriculum utilized was comprehensive and reflected regular in-person instruction.

-Hotspots, Chromebooks, and instructional materials were delivered to all families within the first week of school. EUSD implemented multiple approaches to ensure each student had what it needed to participate in distance learning - home visits, school pickups, mailing, etc.

-Communication/Parent Engagement - EUSD provided weekly communications and all teachers pushed out announcements and messages via Google Classroom (all teachers were asked to utilize this LMS or Learning Management System). Parents were likewise provided workshops on how to use Zoom and Google Classroom.

-Professional Development - Workshops on how to use technology efficiently and effectively, as well as best practices for remote teaching and learning, were provided to teachers. These Zoom-delivered workshops were very well attended. ELT conducted a book study of Fisher, Frey, and Hattie's (2020) Digital Learning Playbook. The district also provided PD for mental wellness of staff and teachers.

CHALLENGES

-Assessments - During distance learning, assessment administration was challenging, particularly at the lower grades. Following the TNTP Guide for Learning Loss (2020)) and NWEA's Report (2020), EUSD advocated for more classroom-based formative assessments for measuring learning loss or unfinished learning.

-Increasing the technology competence of all staff at faster rates - Although EUSD prides itself on its ability to build tech competence, time for providing workshops for exhausted teachers was simply limited.

-Emotional and Physical Exhaustion of Staff - Preparing and planning for distance learning was significantly more difficult and teachers expressed feeling overwhelmed. Site administrators also expressed the same concern.

-Curriculum - Teachers had to grapple and consequently redesign curriculum that was not wholly designed for remote teaching and learning.

-Disengagement - Although significantly low, student disengagement (and family disengagement) was noted. Counselors and site administrators attempted multiple ways to connect with families. Some of these efforts were successful, and some were not.

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures
Technology and software for students and staff	\$326,466	\$628,110
Professional Development for Teachers	\$67,500	\$44,616
Supports for Students such as meal delivery, counseling and home visits		\$71,276

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

Technology need was greater than anticipated when going one to one. Staff's technology was outdated and unable to support distance learning. Hot spots were also purchased to ensure students were able to connect. Home visits were necessary to provide meals, instructional materials and checkup for students.

Pupil Learning Loss

Analysis of Pupil Learning Loss

A description of the effectiveness of the efforts to address Pupil Learning Loss in the 2020-21 school year.

The following surveys indicate perceptions about the magnitude of learning loss at EUSD:

1. Students: When asked to self-assess on readiness for next grade level in Reading and Writing, 68.7% indicated YES while 28.9% responded with a MAYBE. For Mathematics, 63.4% indicated readiness as a YES, while 28.8% responded with a MAYBE. 50.4% of students surveyed indicated feeling anxious about grades and performance this year. 21.8% also indicated "not having enough time" for learning.
2. Parents: 48.5% rated as good or excellent the quality of education they received from distance learning. 28.3% rated it as fair.
3. Staff: For ELA, 48.8-60.9% of K-6 teachers indicated "(3) No difference discernable or (4) Students, on average showed greater mastery of learning loss for reading and writing. For Math, 39% of teachers indicated learning loss at a # 2 on a 5-point Likert scale that starts at (1) Significant learning loss noted. On separate and multiple occasions, teachers emailed Cabinet and the board expressing that no discernible learning loss is noted for ELA and Math.

Data from Interim Assessment Block Mirrors (Illuminate Assessments) indicate significant numbers of students not achieving mastery. These assessments were developed following the IAB blueprints from SBAC. Note the following:

1. IAB- Language and Vocabulary Use: 19.3% (5th grade) to 67.8% (8th grade) were NOT meeting standards. 22.46% (5th grade) to 35.46% nearly met.
2. IAB Listening and Speaking: 25.42% (5th grade) to 62.5% (Grade 2) did NOT meet standards. 19.64% (Grade 3) to 30.48% (8th grade) nearly met the standards.
3. IAB Math - NBT (Numbers and Operations in Base Ten, 3rd to 5th) - 51% to 66% were not meeting standards. 10% - 20% were nearly meeting standards.
4. Carnegie (Core Curriculum Module 1 and 2) Assessments - 13% - 45% did NOT meet standards, whereas 11.59% - 25.66% were nearly meeting standards.

5. Grade 7 Math- IAB Block Mirror (Ratio and Proportional Relationships) - 46.43% of 7th graders did NOT meet standards, whereas 27.28% nearly met standards.

6. Grade 8 Math- Geometry Benchmark - 63% did NOT meet standards while 4.35% nearly met standards.

If the IABs are correlated significantly with CAASPP performance, these performance rates are indicative of the adverse effects of the pandemic on teaching and learning. As to how effective implementation of efforts to mitigate learning loss, satisfaction rates of parents, students and staff indicate that EUSD did an excellent job when COVID health and safety parameters did not allow for the delivery of the best instructional delivery model the district is known for - in-person instruction for the whole day, with opportunities to employ best practices in teaching (e.g., academic discussions, group work, sharing manipulatives, group labs).

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year.

SUCCESSSES

1. EUSD was able to provide a variety of differentiated workshops on how to use technology as tools for effective teaching at least once a month. Some of these workshops were of the “drop in and get targeted coaching” kind and were well-received.
2. Hotspots and devices were deployed to all families within a week of school opening (i.e., timely and efficiently).
3. Textbooks and instructional materials were distributed quickly and efficiently within a week of school opening.
4. EUSD was able to offer two instructional delivery models: 1) EVA and 2) In-person. EVA remained available for the whole school year.
5. EUSD was able to expand learning opportunities for struggling/at-risk students in the middle of April, providing small-group instruction in the PM for as long as one hour.
6. EUSD was able to provide professional development on addressing unfinished learning using research from NWEA (2020) and TNTP (2020) as well as strategies for accelerating learning, focusing not only on ELA but also on Mathematics.

CHALLENGES

Although EUSD attempted to engage a model that would bring back all students for in-person instruction for the whole day, hiring staff became a significant obstacle. With no classified staff available to supervise lunches and mask breaks, EUSD could not offer this model and at the same time follow health and safety protocols. Time available for in-person instruction remained limited for the rest of the students. This may explain achievement data in the previous section. Teachers prioritized standards.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures
Professional Development for Teachers	\$180,000	\$173,132
Software and Instructional Materials	\$50,000	\$16,823

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

Materials were not needed at the rate anticipated.

Analysis of Mental Health and Social and Emotional Well-Being

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

SUCCESSSES

TK-3 schools implemented Toolbox as its SEL (socio-emotional learning) curriculum, along with Character Counts. Sites serving grades 4-8 utilized InFocus, Teen Depression and other site-based programs (e.g., Excelsior Elementary created and broadcasted Weekly Wisdom videos to all its students and families to promote positive mental wellbeing). In addition, Cavitt and Olympus JHS continued offering Positive Psychology classes to all its students. EUSD was also able to offer several workshops for staff and parents on mental wellness, in partnership with [David Bartley](#) (Speaker, Trainer, and Author) and [Wellness Together](#).

Counselors and administrators at each site provided ongoing counseling support for students with more intense needs, as well as conducting phone calls and/or home visits for disengaged students.

CHALLENGES

The COVID pandemic constitutes a traumatic experience for some individuals/families whose means of coping are limited. In the LCP/LCAP survey for students released in February, students indicated that they overwhelmingly (92.6%) like school. When asked for any socio-emotional/mental wellbeing concerns, 50.4% indicated anxiety over academic performance. In open comments, students shared feelings of anxiety and stress. Hence, a challenge for EUSD (and perhaps all districts) is how to pinpoint and address when

students/families need extra support as well as how to connect families to resources within the community that can help address mental health issues.

Analysis of Pupil and Family Engagement and Outreach

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

SUCSESSES

EUSD has done a phenomenal job engaging and empowering families to participate and make a difference in their child's education and socio-emotional wellbeing, as evidenced through positive public comments made during board meetings and emails from parents. EUSD engaged multiple ways to include and empower parents:

1. Parent Workshops, Town Halls, Meetings
2. Weekly Emails
3. Google Classroom Notifications
4. Home Visits
5. Phone Calls
6. Committees
7. Translated Letters/Flyers
8. Translation Services from Excel
9. Site-Based Drive-By Events

CHALLENGES

Our challenge, not unique to the pandemic year, but most likely exacerbated by the pandemic, is how to increase parent participation from our subgroups (EL, SED). We have magnified efforts this year to seek input and feedback as well as offer services and resources to our subgroups via personal phone calls and home visits. We have translation services readily available as well and we purposefully ensure meetings are scheduled after the workday (6, 6:30 pm start times). We are still facing the challenge of low EL and SED parent engagement. This subgroup population is also low in EUSD. We had better turnout of subgroup participants the years before the pandemic, when the meetings were in-person (surprisingly). One reason might be that prior to the pandemic we offered dinner at meetings, so families did not have to worry about cooking and participating.

Analysis of School Nutrition

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

We were able to provide lunches to students who requested them at multiple locations during distance learning. The challenge will be when we return full time. The spacing requirements during meals are very challenging with our facilities.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures
EUSD did not engage any additional actions that are not identified in the plan.	EUSD did not engage any additional actions that are not identified in the plan.	[\$ 0.00]	[\$ 0.00]
		[\$ 0.00]	[\$ 0.00]

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

N/A - EUSD did not engage any additional actions that are not identified in the plan in the previous sections.

Overall Analysis

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

There were many lessons learned from implementing in-person and remote teaching and learning in 2020-21. The following were some of the key insights and how they will inform LCAP plans.

ACADEMIC

1. Increased competence in using technology as a teaching tool - Our teachers had to pivot quickly and gain a level of mastery in using Google apps and other tools for teaching and increased engagement. For LCAP 21-24, we will continue to facilitate the use of Google Classroom as the main hub for student and teacher communication. We have also found that teachers love the engagement and academic progress monitoring capability that Google classrooms provide and parents love that they can easily access a “one stop shop” resource for helping their child manage schoolwork. For LCAP 21-24, we will continue to provide professional development workshops on technology tools such as: Google programs/apps (Classroom, Jamboard, Interactive Slides), Kami (annotation tool), EdPuzzle (video-based assessment and learning tool), etc.
2. Professional development using Zoom/Google Meet was highly popular and very well received. For LCAP 21-24, we will continue to offer both virtual and in-person PDs. Our district-wide PD (*PD in your Pajamas*) days were very successful, and teachers loved the targeted focus on addressing unfinished learning, increasing technology competency skills, and best instructional practices (UDL, differentiation, trauma-informed practices). For 21-24, we will continue our focus on these areas.
3. Expanding learning via remotely delivered Tier II small group instruction was found to be another effective route to deliver Tier II academic services to students who are struggling. Our teachers found that the block of time that had been dedicated to asynchronous learning could be effectively utilized for delivering small group instruction to struggling and at-risk students, including English Learners who need more practice in speaking and listening skills. For 21-24 LCAP, EUSD will explore how this virtual learning format can be used to deliver additional intervention time, utilizing small groups for more targeted support.
4. The pandemic year re-emphasized the value of consistent, calibrated curriculum and the use of formative and summative assessments for addressing learning needs. For LCAP 21-24, teachers will recalibrate on curriculum and assessments using a new platform system, Illuminate's DnA.

SOCIO-EMOTIONAL/BEHAVIORAL

1. Staff Wellness - The pandemic year brought to leadership's attention the need for addressing teacher/staff emotional and physical exhaustion. For LCAP 21-24, professional development and workshops targeted to address this area of need will be addressed.
2. Student Wellness - Signs of COVID-trauma were manifested by our students. This included the following: disengagement, survey data that indicated anxiety and emotional stress, negative emotions such as anger and loneliness, etc. For 21-24 LCAP, increased

counselor support will be provided to sites to address what will be anticipated as trauma and the pandemic's lingering effects, particularly in the areas of socialization challenges. Likewise, sites will be allocated funding to design their socio-emotional support programs in recognition of each site's unique needs.

3. Behavioral Programs - The behaviors manifested during the pandemic year are anticipated to dissipate as students return to in-person school. However, it is also anticipated that socialization skills may need to be retaught, particularly in the lower grades. Playground behavior and prosocial skills in the classroom will be a focus. For 21-24 LCAP, increased counselor time and site funding will be utilized to provide each site the flexibility to creatively address student behavioral challenges. EUSD will also increase its offering of Parent as Educator Workshops that align with SEL and behavioral goals.

SCHOOL CLIMATE, CULTURE, AND SAFETY

1. Parent Engagement - The virtual parent town hall meetings and workshops during the pandemic years were very well attended and feedback was remarkably excellent. Delivering these opportunities virtually allowed working families the opportunity to participate (and tune in even while cooking dinner - as one grateful parent had emailed). For 21-24 LCAP, EUSD will continue to offer parent engagement opportunities that allow for both virtual attendance (cameras) and in-person engagement.

2. Diversity, Equity, and Inclusion (DEI) Efforts - To ensure that all families and students feel welcome in the district, EUSD organized a committee on DEI. This committee was highly popular, with 74 members. EUSD will continue to reflect on ways to make the district a welcoming and safe place for all students. For 2021-24 LCAP, DEI will continue as a forum and inclusion will remain a focus for delivering academic services and socio-emotional/behavioral supports. The actions and services associated with DEI will be designed primarily to address the needs of our subgroups.

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

Assessments will play a significant role in assessing the magnitude of pupil learning loss. These assessments will include state assessments such as the IABs as well as diagnostic assessments in the early grades (e.g. [PALS](#)). Interim Assessment Blocks are preferred by EUSD for their valid psychometric properties. All data will be stored in EUSD's assessment platform (EADMS/Illuminate) for ease of access and for longitudinal data collection and reporting. EUSD will continue to seek feedback from its educators via surveys. EUSD will also reinstitute its Learning Walks as learning opportunities, as well as to capture authentically teaching and learning with a focus on learning loss. Site administrators and teachers will continue to receive Professional Development on UDL and trauma-informed practices. Parents, likewise, will be offered workshops on post-pandemic academic strategies so they can help their students. A continued commitment to accelerating learning practices and not remediation (deficit thinking) will be implemented.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. When an LEA provides actions/services on a “wide” basis, how does an LEA demonstrate that an action/service is “principally directed towards and effective in meeting the LEA’s goals for unduplicated pupils?” (Posted January 8, 2018)

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 GLAD (Guided Language Acquisition Design) is provided to address the needs of ELs, but all students are anticipated to benefit from utilization of these strategies. All intervention teachers and three administrators received training. For 21-24 LCAP, GLAD training will be expanded to ensure that most of the teachers are aware of these strategies and can implement them in their classrooms.
2. The academic needs of the subgroups are studied in depth, 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. While a focus on building our district capacity for best teaching and learning practices that promote vocabulary and language acquisition may serve all, 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.
3. Intervention teachers at SED sites are deployed and utilized full time at sites with the largest EL and SED populations. These teachers receive targeted PD on small group practices, GLAD strategies, language and vocabulary instruction, etc. In addition, though these teachers may serve other students, their tasks include monitoring the progress of all SED and EL students at their sites, as well as establishing frequent communication with parents. Weekly meetings at the district level are conducted to determine if adjustments in levels of support are needed. As a small district, these meetings also afford educators the opportunity to examine and analyze real-time data of EL and SED students, and consequently, to intensify action/service if needed. These meetings are also opportunities to share best practices, discuss barriers to learning and thriving for our subgroups, and to plan and collaborate on how to continue to address unique needs of our SED and EL population. Intervention teachers are asked to keep logs and track services provided to students from our subgroups.
4. 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 provided with the intention of serving the increased needs of subgroups most vulnerable to the effects of trauma.

5. 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.

6. 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 assist any student needing help, but they are purposefully scheduled to push-in on those classes with EL clusters and struggling SED students.

Above are just a few of the examples of how EUSD designs actions and services with the explicit goal of what will be most effective at serving our subgroups. 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” levels, implementation is purposefully and thoughtfully planned and executed with ELs and SEDs in mind (*eliminating access barriers and opening doors*).

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

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

The pandemic year of 20-21 has been very challenging but EUSD had some major learning takeaways that it plans to explicitly apply moving forward to the post-pandemic LCAP cycle 21-24:

1. A renewed effort to utilize technology to flexibly adapt to whatever challenges the school and district may face. Technology PD is very important to sustain and grow (not lose our momentum). Teachers and staff will continue to receive PD to expand on their competencies.
2. Data collection and data literacy among staff is key to planning actions and services that meet the needs of all students. Data management, report generation, a focus on using a small subset of assessments with sound psychometric properties that are housed in one system is key to moving the district forward. Training of all staff, including leadership, will be critical.
3. EUSD will reflect California’s emphasis on SEL (socio-emotional learning) and mental wellbeing for staff and students. EUSD will explore SEL screeners already in Illuminate/DnA and will continue to utilize the CHKS surveys for addressing SEL needs. For staff wellness, the pandemic year has proven to be a good reminder for EUSD to reemphasize staff mental wellbeing. The human resources department will plan for a robust professional development that promotes self-care and positive, effective coping strategies for stress and anxiety (trauma-related effects of COVID-19).
4. A key insight for us is the viability of remote testing administration for CAASPP and local assessments, even for younger students. With this learning, EUSD will promote the utilization of remote testing opportunities for students who are unable to take tests in-person or in class. Some students indicated feeling less anxious and more focused taking their tests at home.

5. During the pandemic, EUSD families have voiced concerns about rote learning, in particular, the use of packets of repetitive worksheets in Mathematics, which have been perceived to be not helpful for developing fluency and number sense. EUSD will continue to partner with Graham Fletcher, Robert Kaplinsky, and Christina Tondevold to promote a different mindset about number fluency and math worksheets.
6. Communication from EUSD leadership was commended during the pandemic year for its consistency and timeliness. Moving forward, a key insight the district will apply is to adopt a communication strategy that includes sharing information even in cases where decisions may not have been made yet, and when fact-finding is still occurring. EUSD will continue engaging town hall meetings and parent workshops as these have been very well-received.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has

provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
EUREKA UNION SCHOOL DISTRICT	TOM JANIS	tjanis@eurekausd.org

Plan Summary [LCAP Year]

General Information

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

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 2021 (June) student enrollment is 3,213, consisting of 13% students socioeconomically disadvantaged, 4.6% English Learners, twenty-seven Homeless Students, and currently one Foster Youth. The students who reside within the boundaries of the Eureka Union School District after eighth grade attend Granite Bay High School located within the boundaries of the Roseville Joint Union High School District. Through our stakeholder engagement process and strategic planning throughout the district, our three LCAP goals are established with actions and services to meet and exceed the needs of all student groups academically, behaviorally, socially, and emotionally. The LCAP goals focus efforts on academic excellence, support, safety, and professional development so students are prepared for high school and beyond for the three subgroups for which LCFF supplemental funds are available.

Our Staff: The Eureka Union School District staff takes great pride in providing a high caliber of service, strong focus on students and student achievement, and the creation of an environment where everyone is part of the EUSD family. The Eureka Union School District is

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

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

Reflections: Successes

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

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

ACADEMIC

Before the pandemic, 2019 dashboard data displayed academic performance for ELA and Math as Blue, Blue. CAST baseline results for our junior high schools manifested strong performance, with Cavitt Junior High ranking in the upper 5% of state district performance (84% proficiencies). The district does not have any school identified for comprehensive school improvement. EUSD's English Learners' performance is rated VERY HIGH, according to the 2019 dashboard, with 69.8% making progress towards English language proficiency. Because of the pandemic, reclassification could not commence for 2019, as the Summative ELPAC administration could not be finished. In the 2021 LCAP/LCP survey, parents in early 2021, 70% of EUSD parents rated as good or excellent the quality of education they have so far received. This is less than previous years' rates of satisfaction and may be due to the desire of parents for schools to reopen for whole day in-person instruction.

SOCIO-EMOTIONAL, PHYSICAL AND MENTAL WELLNESS

EUSD enjoys a counselor to student ratio of 1:888. Next year, via the LCAP, EUSD proposes increasing this to 1:680. 94.6% of students indicated in the last survey that they love school and love their caring teachers, suggesting meaningful relationships with adults in school. EUSD utilizes ToolBox as its SEL program for TK-3 while Grades 4-8 use InFocus as its Tier 1 SEL curriculum. Physical Education continued for EUSD even during the pandemic, with JHS teachers helping elementary teachers develop lesson plans that can be delivered asynchronously.

SAFETY, CLIMATE AND CULTURE

EUSD prides itself on its high parent engagement and parent participation in school activities and events. In its last LCAP/LCP survey, parents and students indicated >90% agreement to the statement - "My school has a positive and welcoming climate." An overwhelming 93% of students stated that they love their school (survey sent during the pandemic year). Students mentioned that their teachers are caring and

compassionate and the classroom climate is respectful. Town Hall meetings and parent workshops are at least 200% higher during the 2019-20 year compared to previous years.

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.

For ELA and Math, achievement gaps exist for Students with Disabilities and certain subgroups (African Americans and Socio-Economically Disadvantaged). The Dashboard Data for 2019 call out these groups in the equity reports for academic achievement, chronic absenteeism, and suspension rates. A gender gap for ELA CAASPP exists, with 84.33% of female students meeting or exceeding standards compared to 73.73% of male students. There is no significant gender gap in Math performance. Local data correlates with the gender gap trend in CAASPP.

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

1. UDL (Universal Design for Learning)
2. Opening Doors (Promoting cultural competence skills via Dr. Trudy Arriaga’s Opening Doors series)
3. Implementation of DEI (Diversity, Inclusion, and Equity) Committee
4. Expanding books in the library to embrace different cultures and abilities and represent a spectrum of topics/genre that engages all gender.

LCAP Highlights

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

EUSD continues its focus on a “whole child” approach, utilizing the MTSS framework, by addressing three areas in learning and thriving: (1) socio-emotional/behavioral competencies, (2) academic performance and (3) school safety, culture and climate. The LCAP of EUSD has goals that align to each of these three areas. For 2021-24, EUSD is streamlining its LCAP to address the specific needs of its LCFF subgroups, with the intent that these actions and services will also serve the needs of its students with disabilities. Some actions and services are anticipated to have broad positive outcomes, but these actions and services were strategically designed to benefit and address the needs of our subgroups (which are comparatively low in numbers).

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

1. Actions and services aligned to goals that reflect the three domains of whole child outcomes, for our LCFF subgroups.
2. Actions and services specifically designed to target the needs of LCFF subgroups; some of these may have broad (schoolwide) impacts.
3. Measures that are both quantitative and qualitative to capture a more comprehensive evaluation of progress.

Because multiple one-time funding sources were made available for at least the next two years, some actions or services may not be reflected on this LCAP but are being planned for implementation and may be related or associated with some of the LCAP goals.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

EUSD used 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 already started utilizing zooms for town hall meetings, committee meetings (where parents are members), and parent workshops (EL and GATE parent nights). During these meetings, parents were encouraged to reach out to the district via email as well as phone call for information on how the district can best support their student needs. Some of these meetings were utilized to seek input after the first draft of LCAP was developed.

The following avenues were used to solicit feedback before finalizing the LCAP:

1. Parent surveys
2. Student surveys
3. Parent Town Hall Meetings
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. DELAC/EL Parent Night Meeting in November and April
11. Home visits, phone calls (translation services available when necessary)
12. SELPA Consultation with EUSD

Qualitative (comments, emails, chat, informal interviews) and quantitative data (survey results) were collected and included in the design of the LCAP in terms of framing the need for the goal, articulating the goals, and subsequently determining actions and services. A final town hall meeting was scheduled in June to bring the written LCAP to parents, staff, and school community before the first public hearing. A challenge in data collection and analysis for the purpose of articulating actions and services concerns the small number of families who represent our subgroups and the difficulty of securing this voice. Hence, we relied on staff input heavily, as well as research on best practices for addressing the needs of our subgroups.

The draft LCAP (new goals and actions and services) were presented to Parent Advisory Council on April 21, 2021 via a virtual meeting. In addition the draft LCAP was presented to parents via a town hall where every EUSD parent was invited and DELAC for input. There was no additional feedback provided.

A summary of the feedback provided by specific stakeholder groups.

Parents/Community Members:

1. Offer more opportunities for support for struggling students in ELA and Math (e.g. expand/continue Math Labs before school)
2. More differentiation in instruction for all kids: struggling, advanced, and gifted.

3. From DEI (Diversity, Inclusion, and Equity) Committee: Access to books that honor and celebrate diverse cultures and perspectives, multicultural family events.
4. Family Nights focused on content - Family Math Nights, STEAM Night, etc. This includes a recommendation for Family Reading Nights to be more inclusive - i.e., celebrating different cultures and perspectives.

Staff:

1. Continue offering before and after school opportunities for struggling students.
2. More PD about Designated and Integrated ELD.
3. More PD about Best Practices in Addressing the Needs of ELs (GLAD, Science of Second Language Acquisition)
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. High-quality Diagnostic, Interim, Progress-Monitoring, and Summative Assessments in ELA and Math.
8. 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. Website translation into different languages (this will be addressed using a different funding source).
3. Intensified efforts to engage parents of English Language Learners.

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

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

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

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

- 1) ELA performance of English Learners and SED (Socio-Economically Disadvantaged) students are lower on the 2019 CAASPP and on 2020 - 21 district benchmarks. Data is provided in the next section.
- 2) Math performance of English Learners and SED (Socio-Economically Disadvantaged) students are lower on the 2019 CAASPP and on 2020 - 21 district benchmarks. Data is provided in the next section.
- 3) Longitudinal 5-year CAASPP results in Reading and Writing scores shows a persistent gender gap, with female students outperforming male students.
- 4) Dashboard Equity Reports manifest lower performance (Orange and Yellow) for African American (AA) students and Students with Disabilities (SWD).

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Performance- ELA and Math	2019 Results: ELA- 79.22% Met and Exceeded ELA Performance (EL) – 54.62% ELA Performance (SED) – 60.68% Math - 69.57% Met and Exceeded ELA Performance (EL) – 49.62% ELA Performance (SED) – 49.66%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	85% Met and Exceeded in ELA and Math
CAASPP Performance - Gender Gap in ELA	10.6% difference in performance (% M and E- female advantage)				3% or less gender gap in ELA CAASPP performance
Dashboard - EL Progress	69.8% (VERY HIGH) making progress in EL Progress Report	[Insert outcome here]	[Insert outcome here]	[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)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0 groups in Red, Orange and Yellow

EL Reclassification Rates and Number of LTELs	<p>For 2019-2020, reclassification was halted for lack of Summative ELPAC data. The reclassification cycle for EUSD will start Fall of 2021.</p> <p>For 2020-21, only 3 students (out of 143 ELs) were reclassified.</p>				<p>0 LTELs</p> <p>ELs Reclassified within 5 years of EL status in our district</p> <p>20% or higher reclassification rate annually</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier II Intervention for ELA and Math	<p>A variety of models for supporting struggling and at-risk students (subgroups are prioritized) will be implemented, which includes:</p> <ol style="list-style-type: none"> 1. Intervention/EL Support Teachers 2. Before and After School Programs 3. Co-Teaching Classes 4. Academic Support Classes 5. Zero Period at JHSs 	\$608,750	Y
1.2	Multiple Measures for Diagnostic, Progress Monitoring, and Summative Evaluation of Student Performance and Progress	EUSD will develop a robust, and cohesive multiple assessment suite that spans diagnostic, progress monitoring, and summative assessments. These assessments will be based on common scope and sequence across sites.	\$32,500	Y
1.3	Professional Development Targeted for Tier II Academic Supports and Instructional Support. Academic Intervention for English learners – focused on vocabulary acquisition and phonemic awareness.	<p>Provide all instructional staff access to high-quality PD, that include addressing the following:</p> <ol style="list-style-type: none"> 1. UDL (Universal Design for Learning) 2. Trauma-Informed Practices 3. English Learners/GLAD Strategies, Vocabulary and Language Use 4. Math Effective Practices (Math Fluency, Number Sense) 	\$20,000 (Title II)	Y

		This is to ensure that SED, EL, and FY/H students have access to high-quality first instruction and supports.		
1.4	Family Nights (Math, STEAM, Reading/Multicultural)	Each site will be provided an allocation of \$1,000 with emphasis on empowering sites to engage strategies that would increase participation of families of diverse cultures (including ELs and immigrants) and SED families. During these family nights, resources for parents and guardians of ELs will be shared (example: visual dictionaries, digital licenses for promoting language acquisition) will be shared.	\$7,000	Y
1.5	Provide focused intervention academic supports for English Learners that include professional development for EL Specialist/Intervention Teachers, intervention focused on foundational reading skills and vocabulary and language use (Tier II, as identified), and targeted parent engagement (including translations of documents, flyers, phone calls using language interpreters, as needed).	<ol style="list-style-type: none"> 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. 	\$10,000	Y

Goal Analysis [2021-22]

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

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

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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.

Changes in articulated actions and services for 2021-22 will occur in the 2022-24 LCAP cycle upon review of effectiveness.

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

Goal 2

GOAL	Description of Goal
Goal 2	EUSD will provide its <i>at-risk subgroups access</i> to high-quality physical, mental, emotional, and social well-being programs, <i>with targeted Tier 2 and 3 SEL support as needed.</i>

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kid Survey	School Connectedness (2019)	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90% of students completing CHKS (both Grades 5 and

	5th: 77% 7th: 75%				7) = strong connections with schools in CHKS
Counselor Logs	No baseline exists yet. Counselors will note participation of SED, EL and FY/H students in counseling sessions (just counts to maintain student privacy).				To be determined
LCAP Student Survey	94% indicate they like school Top reasons: caring teachers, respectful classrooms				95% of students will indicate they like their schools.
Physical Fitness Testing (5 th and 7 th 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		[Insert outcome here]	[Insert outcome here]	85% of 5th and 7th grade students will fall in the HFZ

Actions

Action #	Title	Description	Total Funds	Contributing
NOTE: Justification for these schoolwide services will be discussed/explained in a later section of this LCAP.				
2.1	Supporting Socio-Emotional Wellbeing	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-	\$143,000	Y

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

Goal Analysis [LCAP Year]

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.

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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.

Changes in articulated actions and services for 2021-22 will occur in the 2022-24 LCAP cycle upon review of effectiveness.

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	[Insert outcome here]	[Insert outcome here]		a) 95% of SED and EL parents will rate school climate as Good or Excellent

-Disaggregated for Subgroups (Parent Survey)	<p>-EL Parents: 100% indicated school climate as Good or Excellent</p> <p>-SED Parents: 92% of parents indicated that school climate is Good or Excellent</p> <p>b) 82.3% of students in Grades 3-8 rated their school/classroom environment as Good or Excellent</p> <p>c) 67% parents rated as Good or Excellent</p> <p>- EUSD's communication (timeliness & effectiveness)</p> <p>-EL Parents: 100% are satisfied with EUSD's communication efforts</p> <p>-SED Parents: 97% are satisfied with EUSD's communication efforts</p>				<p>b) 95% of students will rate school and classroom environment as Good or Excellent</p> <p>c) 95% of parents will rate communication efforts as Good or Excellent</p> <p>d) 95% or higher of EL and SED parents will indicate satisfaction with EUSD's communication efforts</p>
Staff PD Feedback Form	For all PD Days, average of 80% rating PD as meaningful, relevant, and actionable	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	90% of staff will rate PDs as meaningful, relevant and actionable

Parent Workshops Participation Rates	Rates range from 35 - ~200	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average of 50 or more per workshop session
Anonymous Reports	Utilized at all sites				All sites are utilizing the AR
Attendance, Chronic Absenteeism	<p>ORANGE on the 2019 Dashboard</p> <p>-Orange for EL, SED, African Americans, SWD and Hispanic subgroups</p> <p>≥98 attendance rates</p> <p>2 SARB Referrals</p> <p>-Parent Survey on Attendance Issues</p> <p>-EL Parents: 20% indicated attendance issues</p> <p>-SED Parents: .02% indicated attendance issues</p>				<p>Blue for Chronic Absenteeism on the Dashboard</p> <p>-Subgroups will attain the Blue or Green Level on the Dashboard for Chronic Absenteeism</p> <p>Attendance rates maintained at 98%</p> <p>0 SARB Referrals</p> <p>- 0% of EL and SED parents will indicate no attendance issues on the LCAP survey</p>

Actions

Action #	Title	Description	Total Funds	Contributing
NOTE: Justification for these schoolwide services will be discussed/explained in a later section of this LCAP.				
3.1	Healthy and Safe Environment	<p>-Safety training for staff that includes disaster preparedness.</p> <p>-Workshops on Trauma-Informed Practices (Health Issues) for Staff</p> <p>-Anonymous Reporting System and Monitoring/Reports and Actions -</p> <p>-Healthy snacks (available at sites)</p>	<p>\$7,000 (Wellness)</p> <p>\$3,500</p>	Y
3.2	Positive School Culture and Climate	-Best Practices (PD) on Building Healthy/Meaningful Relationships in the Classroom (Title II)	\$10,000 Title II	Y

3.3	Parent Engagement/Workshops and Family Events	-Parent/Guardian empowerment workshops that leverage parents as education partners to help their students thrive. These workshops may include topics on: Prosocial behavior, managing conflicts, increasing socio-emotional competencies, etc.	\$10,000	Y
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Goal Analysis [LCAP Year]

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.

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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

Analysis of all actions and services for 2021-22 will occur in the 2022-24 LCAP cycle.

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.

Changes in articulated actions and services for 2021-22 will occur in the 2022-24 LCAP cycle upon review of effectiveness.

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.26%	\$871,750

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

Required Descriptions

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

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. Research provided by [Redding et al., 2004](#), [Alameda-Lawson, 2014](#), and [Araque et. Al, 2017](#) exhibit the increase in academic achievement with additional family involvement. 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. When exploring an action or program, the effectiveness of these is explored from the lens of research on the target population ([Cawthon, 2005](#), [Hanh, 2009](#)). For example, PD on GLAD (Guided Language Acquisition Design) 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. This same strategy applies for EUSDs focus on early numeracy skills and math fluency skills ([Flores & Kaylor, 2007](#)). **(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 the research that has been examined ([Siegel, 2017](#)) focuses on the EL population this is implemented on a district-wide basis, to enable us to compare performances and determine achievement gaps, assessments must be developed, administered and analyzed on a schoolwide basis. **(Action/Service 1.2)**

4. Based on research ([Kyriakides et. al., 2019](#)) intervention teachers at SED sites are deployed and utilized full time at sites with the largest EL and SED populations. These teachers receive targeted PD on small group practices, GLAD strategies, language and vocabulary instruction, etc. In addition, though these teachers may serve other students, their tasks include monitoring the progress of all SED and EL students at their sites, as well as establishing frequent communication with parents. Weekly meetings at the district level are conducted to determine if adjustments in levels of support are needed. As a small district, these meetings also afford educators the opportunity to examine and analyze real-time data of EL and SED students, and consequently, to intensify action/service if needed. These meetings are also opportunities to share best practices, discuss barriers to learn and thrive 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. Additional time allotted in the day improves academic achievement ([Jez & Wassmer, 2013](#)) which is implemented with Zero period at the 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. 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 ([Honigsfeld, 2010](#)). **(Action/Service 1.1, and 1.5)**

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 while leveling academic achievement ([House & Martin, 1998](#)). 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. Research ([Burden Jr., 2013](#)) shows the benefits that Physical Education and Health Classes will provide. The classes will incorporate instruction on prosocial behavior, team work, & focus of strengths. **(Action/Service 2.3, Action Service 3.1)**

As a summary, EUSD designs actions and services with the explicit goal of what will be most effective at serving our subgroups and/or addressing their specific needs. Research and data from these subgroups are constantly collected and analyzed to adjust level of services.

Although actions and services may serve the whole population on a “school/district-wide” level, implementation is purposefully and thoughtfully planned and executed with ELs and SEDs in mind (*eliminating access barriers and opening doors*).

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

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

GOAL 1

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

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

-Assessment Systems - A more robust assessment system (although school/district wide in scope) increases the quantity and quality of assessments we can utilize to identify students from our subgroups in a valid, reliable, and timely manner for supports to be immediate and more aligned to student needs. Illuminate DnA have IAB Block Mirrors that reflect state assessment blueprints, as well as early literacy and numeracy assessments that allow longitudinal data to be collected and analyzed, as well as valid and reliable data comparisons to be made between performance of our subgroups vs. overall student performance.

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

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

GOAL 2

-Research has indicated that immigrants, English Learners, and socio-economically disadvantaged families are most susceptible to COVID-19 induced trauma ([Clark et al., 2020](#), Garcia and Weiss, 2020, [OECD, 2020](#)) . As a response the the anticipated effects of the pandemic on our unduplicated pupils and families, we are increasing counselor supports for sites that have high unduplicated student counts (increase in quantity), broadening the use of SEL curriculum (ToolBox, InFocus, etc)- increase in quantity, continuing site grants (with flexibility for each site to design SEL/behavioral programs aligned to their site needs - increase in quantity). Even though each site has a behavioral program supported through supplemental funds, and this is school-wide in scope, it is acknowledged that those who are most vulnerable to deficits in

coping skills (due to trauma) as well as most susceptible to bullying and other hostile behaviors ([Maynard et al., 2015](#), [UNESCO, 2018](#)) may be immigrants, SEDs and English Learners (those who have non-native accents included). Each site has a responsibility to address collectively the SEL skills and prosocial behavior skills of all students. This also explains the actions and services described under Goal 3 that aims to improve school culture and climate, so they are welcoming and safe spaces for all students, in particular, those students in our LCFF subgroups who are at higher risk for hostile behaviors.

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

GOAL 3

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

-Anonymous Reporting System will allow families to report hostile behaviors in a safe way and for staff to continue to monitor and address reports. This is an increase in quantity as other means of reporting are available. For families who are targeted and feel less empowered to directly report to a school staff member, this option is made available.

-Parent Engagement Workshops are offered to all families, but topics are targeted (emotional coping skills, building resilience, managing conflicts) to help those most vulnerable to trauma from the pandemic. Hence, this is an action or service that constitutes an increase in quantity.

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 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 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 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% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 834,750	\$ -	\$ 7,000	\$ 30,000	871,750	\$ 766,250	\$ 105,500

[illegible]

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 827,750	\$ 871,750
LEA-wide Total:	\$ 827,750	\$ 871,750
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Tier II Intervention for ELA and Math	LEA-wide	All	All	\$ 608,750	\$ 608,750
1	2	Multiple Measures for Diagnostic, Progress	LEA-wide	All	All	\$ 32,500	\$ 32,500
1	3	Professional Development Targeted for Ti	LEA-wide	All	All		\$ 20,000
1	4	Family Nights (Math, STEAM, Reading/Multicultural)	LEA-wide	All	All	\$ 7,000.00	\$ 7,000
2	1	Supporting Socio-Emotional Wellbeing	LEA-wide	All	All	\$ 143,000	\$ 143,000
2	2	Professional Development for Staff - Stude	LEA-wide	All	All	\$ 20,000	\$ 20,000
2	3	Provide high-quality health and physical e	LEA-wide	All	All	\$ 10,000	\$ 10,000
3	1	Healthy and Safe Environment	LEA-wide	All	All	\$ 3,500	\$ 10,500
3	2	Positive School Culture and Climate	LEA-wide	All	All		\$ 10,000
3	3	Parent Engagement/Workshops and Fami	LEA-wide	All	All	\$ 10,000	\$ 10,000
							\$ -

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 871,750	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Tier II Intervention for ELA and Math	Yes	\$ 608,750	
1	2	Multiple Measures for Diagnostic, Progress M	Yes	\$ 32,500	
1	3	Professional Development Targeted for Tier II	Yes	\$ 20,000	
1	4	Family Nights (Math, STEAM, Reading/Multicu	Yes	\$ 7,000	
2	1	Supporting Socio-Emotional Wellbeing	Yes	\$ 143,000	
2	2	Professional Development for Staff - Student M	Yes	\$ 20,000	
2	3	Provide high-quality health and physical educ	Yes	\$ 10,000	
3	1	Healthy and Safe Environment	Yes	\$ 10,500	
3	2	Positive School Culture and Climate	Yes	\$ 10,000	
3	3	Parent Engagement/Workshops and Family E	Yes	\$ 10,000	
				\$ -	
				\$ -	

Annual Update Table Year 3

Last Year's Goal	Last Year's Action	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 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.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 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% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.