LCFF Budget Overview for Parents

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

CDS Code: 19-64477

School Year: 2023-24

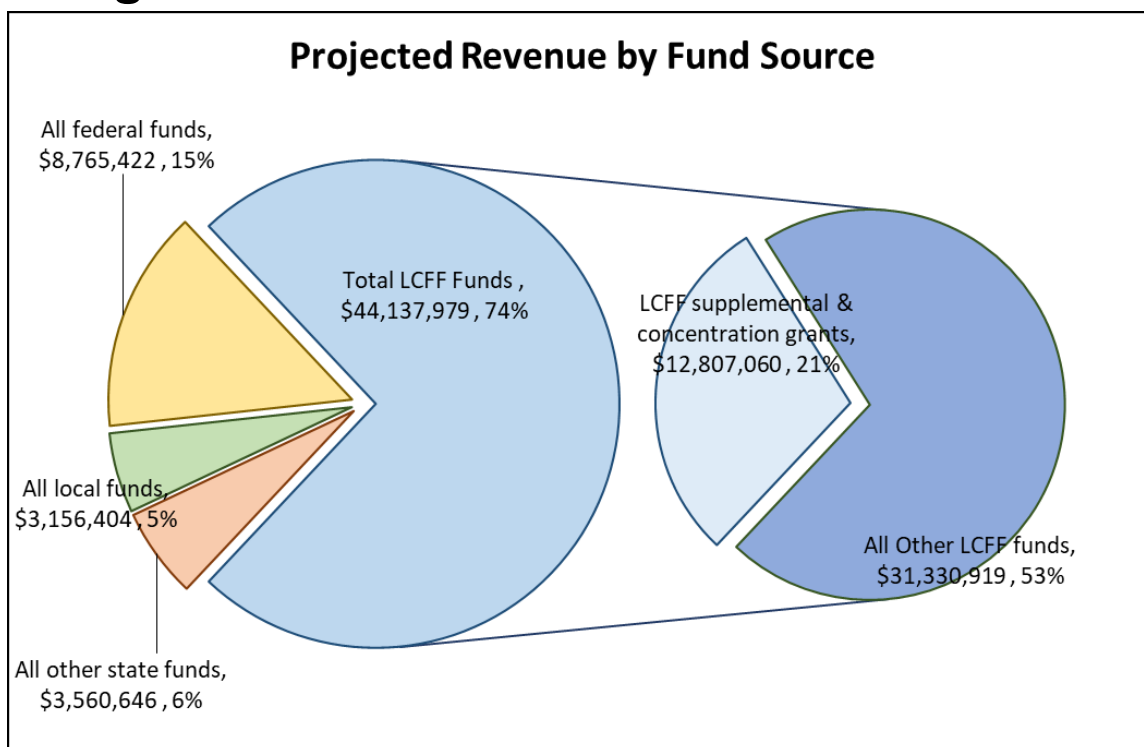LEA contact information:

Dr. Joshua Lightle

Superintendent

jlightle@eastsideusd.org

(661) 952-1200

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $8,765,422, 15%
- Total LCFF Funds, $44,137,979, 74%
- All local funds, $3,156,404, 5%
- All other state funds, $3,560,646, 6%
- LCFF supplemental & concentration grants, $12,807,060, 21%
- All Other LCFF funds, $31,330,919, 53%

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

The text description for the above chart is as follows: The total revenue projected for Eastside Union School District is $59,620,451, of which $44,137,979 is Local Control Funding Formula (LCFF), $3,560,646 is other state funds, $3,156,404 is local funds, and $8,765,422 is federal funds. Of the $44,137,979 in LCFF Funds, $12,807,060 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
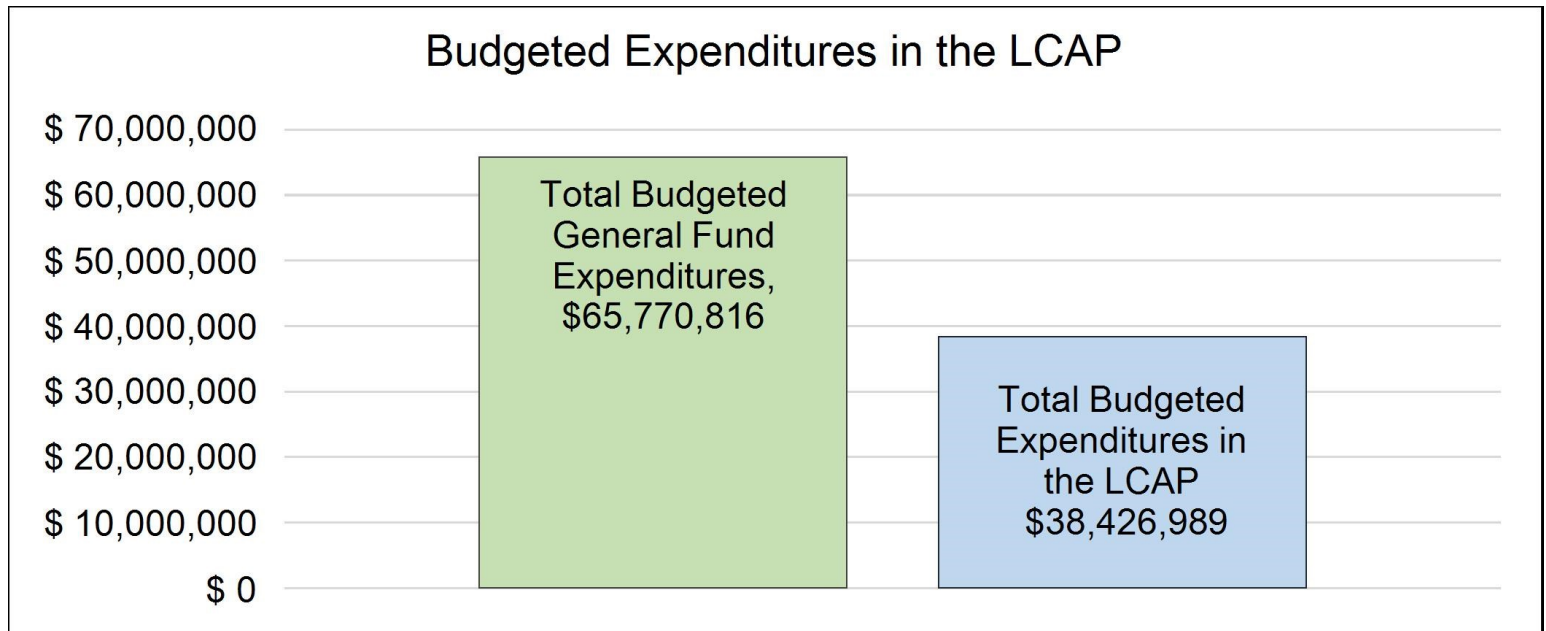
This chart provides a quick summary of how much Eastside Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Eastside Union School District plans to spend $65,770,816 for the 2023-24 school year. Of that amount, $38,426,989 is tied to actions/services in the LCAP and $27,343,827 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2023-24, Eastside Union School District is projecting it will receive $12,807,060 based on the enrollment of foster youth, English learner, and low-income students. Eastside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Eastside Union School District plans to spend $17,182,566 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23
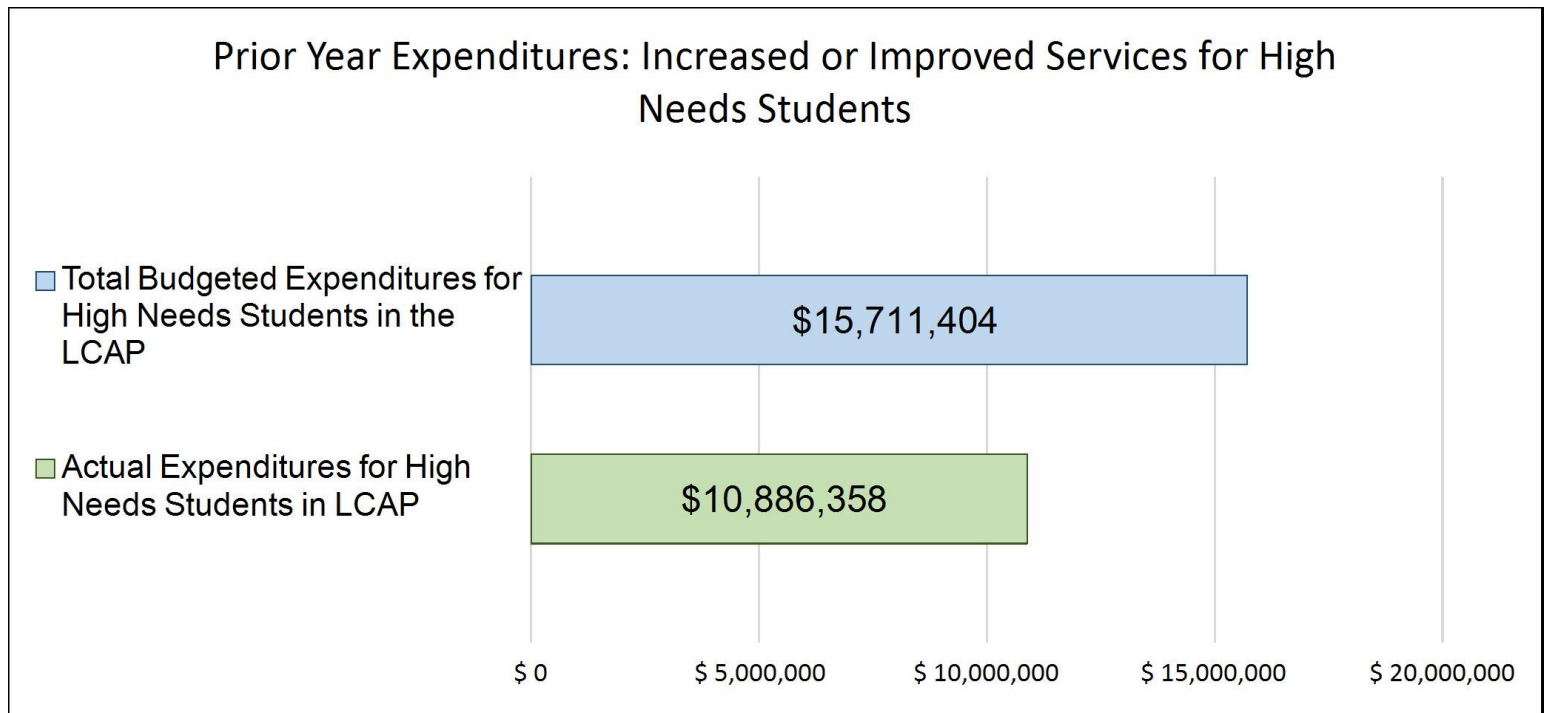
This chart compares what Eastside Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Eastside Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Eastside Union School District's LCAP budgeted $15,711,404 for planned actions to increase or improve services for high needs students. Eastside Union School District actually spent $10,886,358 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-4,825,046 had the following impact on Eastside Union School District's ability to increase or improve services for high needs students:

Actions and services were fully implemented through the strategic use of LCFF and one-time funds for expenditures. This decreased the amount of LCFF funding used to fully implement actions and services to increase and improve services for high needs students. This difference had no impact on students.

Eastside Union

SCHOOL DISTRICT

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

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

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

We are guided by the core values of collaboration and teamwork; respect and trust; and equity. Working with stakeholders, such as our classified and certificated associations, parent advisory committees, administrators, parents, and community partners enables us to best meet the needs of our diverse student population (69% Hispanic, 22% African American/Black, 5% White, 4% all others). Currently, we serve approximately 92.2% low-socioeconomic students, 20.8% English learners, 4.3% foster youth, 12.6% students with disabilities, and 4.4% students experiencing housing insecurity.

To accomplish our goals, we employ approximately 250 classified staff, 189 teachers and other certificated staff, 4 classified managers, and 16 certificated administrators.

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

Reflections: Successes

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

Eastside Union conducted a comprehensive data review with stakeholders during the LCAP development process in 2020, and again in 2021, 2022, and 2023 using both in-person and virtual meeting platforms. For the 2023 Annual Update, data from the 2022 CA School Dashboard (English Language Arts, Mathematics, Suspension Rates, and Chronic Absenteeism) and the 2022 Local Indicators were used along with local data, such as iReady diagnostic assessments and current attendance rates to determine where we have been most successful.

2022 CAASPP Data demonstrated that 23.46% of students met or exceeded standard for ELA and 13.13% of students met or exceeded standard in mathematics.

iReady Diagnostic district data shows significant academic growth from Diagnostic #1 (August 2022) to Diagnostic #2 (December 2022):

All Students:

Diagnostic #1: 4% Mid or Above Grade Level Diagnostic #2 11% Mid or Above Grade Level

Diagnostic #1: 10% Early On Grade Level Diagnostic #2 15% Mid or Above Grade Level

Diagnostic #1: 31% 3 or More Grade Levels Below Diagnostic #2 25% 3 or More Grade Levels Below

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

iReady Student Group Data shows significant academic growth from Diagnostic #1 (August 2022) to Diagnostic #2 (December 2022):

Black or African American:

Diagnostic #1: 3% Mid or Above Grade Level Diagnostic #2 7% Mid or Above Grade Level

Diagnostic #1: 7% Early On Grade Level Diagnostic #2 14% Mid or Above Grade Level

Diagnostic #1: 39% 3 or More Grade Levels Below Diagnostic #2 30% 3 or More Grade Levels Below

Special Education:

Diagnostic #1: 0% Mid or Above Grade Level Diagnostic #2 2% Mid or Above Grade Level

Diagnostic #1: 4% Early On Grade Level Diagnostic #2 5% Mid or Above Grade Level

Diagnostic #1: 67% 3 or More Grade Levels Below Diagnostic #2 64% 3 or More Grade Levels Below

Diagnostic #1: 20% 2 Grade Levels Below Diagnostic #2 18% 2 Grade Levels Below

Economically Disadvantaged:

Diagnostic #1: 4% Mid or Above Grade Level Diagnostic #2 11% Mid or Above Grade Level

Diagnostic #1: 10% Early On Grade Level Diagnostic #2 15% Mid or Above Grade Level

Diagnostic #1: 31% 3 or More Grade Levels Below Diagnostic #2 25% 3 or More Grade Levels Below

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

Hispanic or Latino:

Diagnostic #1: 4% Mid or Above Grade Level Diagnostic #2 12% Mid or Above Grade Level

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

Diagnostic #1: 29% 3 or More Grade Levels Below Diagnostic #2 25% 3 or More Grade Levels Below

Diagnostic #1: 21% 2 Grade Levels Below Diagnostic #2 16% 2 Grade Levels Below

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

This continued growth in student outcomes, post pandemic, is a key indicator that our goals and actions focused on improving academic outcomes for our students are effectively moving student achievement and closing gaps, and we plan to maintain our teacher support program and Instructional Leadership Teams for the 23-24 school year.

Data from the Panorama Education Student Social Emotional Learning and School Climate surveys Beginning of the Year 2022-2023 reveal areas of growth in social emotional and school climate.

For grades 3-5 growth was seen in:
- School-teacher Relationships

- School Rigorous Expectations
- School Belonging
- School Climate
- School Engagement
- Supportive Relationships
- Social Awareness
- Growth Mindset
- Self-Efficacy
- Emotion Regulation

For grades 6-8 growth was seen in:
- School Belonging
- School Engagement
- School Climate
- Supportive Relationships
- Emotion Regulation

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

Data from the Panorama Education Staff and Teacher Surveys Beginning of the Year 2022-2023 reveal areas of growth in the following areas :

For staff:
- Professional Learning
- Feedback and Coaching
- Well-Being
- Belonging

For teachers:
- Staff-Leadership Relationships
- Professional Learning
- Belonging

Our data from the Staff and Teacher Surveys indicate that we are at or above the national average in the areas of Professional Learning, Feedback and Coaching, Staff-Leadership Relationships, Belonging, and Well-being. We plan to build on this success by increasing opportunities for professional development during school breaks and refining our employee well-being and recognition programs.

Data from the Panorama Education Family Members Survey Beginning of the Year 2022-2023 reveal areas of growth in the following areas:

For Family Members:
- Family Support
- Family Engagement

Our data from the Family Members surveys indicate we are at or above the national average in the area of Family Engagement. We plan to maintain our family engagement and support programs: Community Center, Parent Liaisons, Parent Universities, Hispanic Heritage Month and Black History Month community events.

These growth indicators provide evidence that our focus on Goal 3 actions is having the intended positive impact.

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.

Eastside Union conducted a comprehensive data review with stakeholders during the LCAP development process in 2020, and again in 2021, 2022, and 2023 using both in-person and virtual meeting platforms. For the 2023 Annual Update, data from the 2022 CA School Dashboard (English Language Arts, Mathematics, Suspension Rates, and Chronic Absenteeism) and the 2022 Local Indicators were used along with local data, such as iReady diagnostic assessments and current attendance rates to determine where we have been most successful.

Based on the 2022 SBAC the following areas of need and/or low performance were identified:
- ELA: All students were in the "very low" performance category and were 72.8 points below standard.
- Mathematics: All students were in the "very low" performance category and were 113.5 points below standard.
- English Learner Progress: All English Learners were at "Medium" with 48.7% making progress toward English proficiency
- All student groups were in the "low" or "very low" category for English Language Arts and in the "very low" category for Mathematics.

- All student groups were in the "very low" category for Chronic Absenteeism

The district plans to address these areas of need through targeted programs and services. For instance, to improve ELA performance, in concert with the Title I program, Reading Support teachers and instructional aides will be assigned to every elementary school site to prevent reading deficiencies from developing and intervening for older students with significant reading delays. Our mid-year local data for 2022-2023 demonstrates that this strategy is working. To improve Mathematics outcomes we have developed a Mathematics program that includes a Math Support teacher and instructional aides assigned to every elementary school. At the middle school, we have increased the staffing ratio for one additional ELA and Math teacher to allow for intervention classes. We will continue the work of Instructional Leadership Teams, assessment and monitoring processes, intervention and enrichment programs, and 1:1 student device initiative as they have shown success. As students with disabilities are a significant concern, a program specialist has been added to the team to assist with targeted supports.

Student engagement needs have been identified using CA School Dashboard and locally collected data.

Data from the 2022-2023 Beginning of Year Panorama Education School Climate survey with our grade 6 – 8 students indicate our school climate is below the national average for all indicators.
- School Rigorous Expectations 0th – 19th percentile nationally
- School Teacher-Student Relationships 0 – 19th percentile nationally
- School Climate 0 – 19th percentile nationally
- School Engagement 20th – 39th percentile nationally
- School Belonging 0 – 19th percentile nationally

Chronic Absenteeism and Student Suspension continue to be an area of identified need. CA School Dashboard data:
- 2018: 19.4% chronically absent
- 2019: 19.0% chronically absent
- 2022: 41.1% chronically absent - during the pandemic

- 2018: 5.2% suspended at least one day
- 2019: 7.5% suspended at least one day
- 2022: 5.9% suspended at least one day

To address these identified needs, we will continue implementation of the Move This World social emotional learning curriculum, work focused on restorative practices, school counselors, and behavioral specialist programs. We will add two Child Welfare and Attendance (CWA) Liaisons to assist with combating Chronic Absenteeism. The CWA Liaisons will work with families to address barriers to regular

school attendance. The Student Support Services Coordinator, in collaboration with principals, attendance clerks, counselors, and parent liaisons has developed a tiered re-engagement plan as an early prevention to decrease the number of chronically absent students.

Consistently Low Performing Student Groups:

The state has identified African American (AA)/Black and Students with Disabilities (SWD) as consistently low performing per Ed. Code 52064. Outcomes for ELA and Mathematics continue to be well below standard (AA/Black students are 111.6 points below standard in ELA and 152.2 points below standard in Mathematics, SWD are 150.4 points below standard in ELA, and 178.3 points below standard in Mathematics). Both groups have very high chronic absenteeism (49.5% chronically absent for both student groups), and very high suspension rates (10% of the AA/Black student group has been suspended at least one day, and 8% of the SWD student group has been suspended at least one day). Based on this data, Eastside Union is required to include a goal in the 23-24 LCAP that has been developed to address these consistently low performing student groups. Goal 5: "Improve outcomes for low-performing student groups" has been added to address these needs.

LCAP Highlights

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

Eastside Union School District has engaged in the strategic planning process. This process has resulted in a clear mission, vision, goals, and core values that will propel the district forward. The strategic plan will allow EUSD to measure its goals and implement its prioritized strategic programs and initiatives. The alignment of the strategic plan, the Local Control Accountability Plan (LCAP), the LCAP Federal Addendum, and the many COVID relief plans, will guide our efforts as we work to improve overall performance and to ensure that every student has access to high quality instruction and educational opportunities. To accomplish this, the Board of Trustees, the Superintendent, students, teachers, district and school site staff, families and community members have participated in the process to allow us to build on our success and develop new and exciting opportunities for teaching and learning. Our aligned plans will allow the district to effectively meet the needs, conditions, and circumstances of all our student groups while also providing the structures necessary for more efficiently utilizing our resources and ensuring our success.

Below is an overview of the Goals and Actions in the 2021-24 Local Control and Accountability Plan.

Goal 1: Improve teaching for student learning, achievement, and success.
- Action 1 - Instructional Leadership Teams (ILT)
- Action 2 - Culturally Responsive Teaching
- Action 3 - Improve English Learner Outcomes
- Action 4 - Intervention Strategies

- Action 5 - Assessment and Progress Monitoring
- Action 6 - Enrichment Programs
- Action 7 - Early Education Program
- Action 8 - Comprehensive Library Program
- Action 9 - 1:1 Student Device Program
- Action 10 - 21st Century Learning Environment
- Action 11 - Personalized Learning and Differentiated Instruction

Goal 2: Promote a safe and caring learning environment.
- Action 1 - Culture and Climate Leadership Teams (C&CLT)
- Action 2 - Improve Social Emotional Outcomes
- Action 3 - Campus Safety
- Action 4 - Improve Attendance
- Action 5 - Campus Beautification

Goal 3: Foster a team commitment
- Action 1 - Family and Community Resource Development
- Action 2 - Family and Community Engagement and Empowerment
- Action 3 - Communication

Goal 4: Operate with increasing efficiency and effectiveness.
- Action 1 - Recruitment of Qualified Staff
- Action 2 - Development of Staff
- Action 3 - Resource and Asset Management and Maintenance
- Action 4 - Fiscal Solvency
- Action 5 - Facilities Master Planning
- Action 6 - Implementation of Academic Standards
- Action 7 - Fully Credentialed and Appropriately Assigned Teachers
- Action 8 - Repair and Maintenance Program

Goal 5: Improve outcomes for consistently low-performing student groups
- Action 1 - Multi-tiered System of Support
- Action 2 - IEP Implementation

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Eastside Union School District is deeply committed to working closely with parents, guardians, community members, and staff because the Board of Trustees and Superintendent understand substantial, long term change will only happen if everyone connected with our district is participating in finding solutions to our challenges and supporting programs that work. To this end we engaged in a robust, multi-faceted process to ensure we heard from our community in the development of this Local Control and Accountability Plan (LCAP). All stakeholders (the Board of Trustees, community members, parents, guardians and family members, students, teachers, principals, assistant principals, district administrators, counselors, and certificated and classified bargaining unit members) have taken part in developing the goals, actions, and metrics in this plan. Through the participation in a wide range of advisory groups, surveys, and focus groups our stakeholders have provided guidance for the development of the 2021-24 LCAP.

To update our plan for the 2023-2024 school year, we met with all our educational partners to ensure that we conducted a thorough analysis of our implementation and to include any recommended changes to the plan.

Advisory Group composition:
DAC: Title I Parents, School Site Council Representatives, DELAC representatives, principals, assistant principals, district administrators
LCAP Meetings: Title I Parents, EL Parents, SWD Parents, community members, teachers, principals, assistant principals, district office administrators, counselors, classified and certificated bargaining members and elected officials (student input via focus groups and surveys)
AAAC: Title I Parents, EL Parents, SWD Parents, board members, parents and guardians of African American/ Black students (including foster youth), community members, principals, assistant principals, counselors, classified and certificated bargaining members, students

The LCAP development process began in January 2021 for the 2021-2022 and continued through board approval on June 23, 2021. The first LCAP Annual Update process began in January 2022 and continued through board approval on June 22, 2022. And the second LCAP Annual Update process began in January 2023 and continued through board approval on June 28, 2023.

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

DAC 1/19/2021, 3/16/2021 / 2022-2023: 2/1/2022, 3/15/2022 / 2023-2024: 9/19/2022, 2/28/2023
LCAP Meetings: 2/26/2021, 3/12/2021, 4/9/2021, 4/16/2021, 4/30/2021 / 2022-2023: 1/18/2022, 1/31/2022, 2/15/2022, 2/28/2022, 3/14/2022 / 2023-2024: 1/17/2023, 1/31/2023, 2/21/2023, 3/7/2023, 4/25/2023

In accordance with Education Code section 52062(a)(2) or 52068(a)(2), the Assistant Superintendent of Educational Services worked with the District English Learner Advisory Committee (DELAC) on LCAP development on the following dates:

DELAC 1/28/2021, 3/4/2021 / 2022-2023: 2/17/2022 / 2023-2024: 2/16/2023

In accordance with the philosophical approach to parent and community engagement, the Assistant Superintendent of Educational Services worked with the African American Advisory Committee (AAAC) on LCAP development on the following dates:

AAAC 3/31/2021 / 2022-2023: 2/23/2022, 3/30/2022 / 2023-2024: 2/8/2023

A consultation meeting was held with district leadership (Assistant Superintendent of Educational Services, Coordinator of Special Education) and the Antelope Valley Special Education Local Plan Area (SELPA). The team reviewed the Special Education Plan and LCAP goals to determine how to best leverage the work of both plans in service of meeting the needs of special education students.

EUSD and SELPA 2021-2022: 4/8/2021 / 2022-2023: 4/25/2022 / 2023-2024: 4/19/2023

The agendas for the advisory meetings included the annual update of the LCAP 2019-2020 / 2020-2021 / 2022-2023 and the Learning Continuity and Attendance Plan (LCP) 2020-2021, data analysis (Dashboard Data 2019, 2022, STAR 360 Data, iReady Diagnostic Data, Panorama Education Survey Data, FIT Tool), and input on goals and actions. Meetings were held in-person and virtually, and data was provided in PowerPoint slides. Virtual break-out rooms were used to allow small group discussions and input was collected on Jamboards.

The Superintendent provided written comment addressing key questions that arose from the work with the advisory committees and posted on district website and social media accounts. The written comment included answers to key questions and directions for submitting additional comments on the LCAP from the meetings with DAC and the LCAP Advisory Committee, as well as, the public hearing (Education Code section 52062(a)(3) or 52068(a)(3).

Because Eastside Union leadership is aware that only a small portion of parents will participate in school governance, such as advisory committees, principals held virtual parent focus groups. They strategically invited parents to ensure we were able to get input from parents of low-income, foster youth, English learners, students with disabilities, and African American families. This process yielded additional information to ensure the LCAP development was inclusive.

Student voice is also very important to our team, and principals held virtual student focus groups with diverse students. At the elementary schools, they divided the groups by grade span to ensure the questions and format were developmentally appropriate. The middle school included both grade 7 and 8 students. This process yielded additional information to ensure the LCAP development was inclusive of student need.

A notice informing the community at large of their opportunity to review the LCAP and submit comments to the district was placed in the Antelope Valley Press on Monday, May 29, 2023.

The LCAP was presented to the DAC on 2/28/2023, to the DELAC on 2/16/2023, and to the LCAP Advisory Committee on 4/25/2023.

A Public Hearing was held on June 9, 2021 (21-22), June 8, 2022 (22-23), June 14, 2023 (23-24) in accordance with Education Code section 52062(b)(1) or 52068(b)(1).

On June 23, 2021 (21-22), June 22, 2022 (22-23), and June 28, 2023 (23-24) the Eastside Union School District Board of Trustees adopted the Local Control and Accountability Plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2).

A summary of the feedback provided by specific educational partners.

Based on the current feedback provided by our educational partners, all of our advisory and focus groups have identified the same trends from prior years and recommend continuing with our plan.

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

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

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

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

The LCAP was deeply influenced through stakeholder engagement. There is evidence of community input in each goal and all actions. Some of the most prevalent examples are:

Goal 1, Action 2 Culturally Responsive Teaching: significant budgetary resources were allocated to this action based on feedback from all groups, but primarily from the AAAC and LCAP Advisory Committee.

Goal 1, Action 3 Improve English Proficiency: this action includes the development of an Exploratory Committee to begin researching and developing a Spanish-English Dual Immersion Program, based on the input from DELAC.

Goal 1, Action 8 Comprehensive Library Program: this action includes increasing staff and ensuring adequate funding for the purchase of culturally relevant library materials and was based on input from teacher members of the LCAP Advisory Committee.

Goal 2, Action 2 Improve Social Emotional Outcomes: this action includes a significant allocation of funds to ensure that we increase mental health and social emotional support for students and was based on input from LCAP Advisory, DELAC, DAC, and AAAC.

Goal 2, Action 4 Improve Attendance: this action includes adding two Child Welfare and Attendance Liaisons to ensure that our students with chronic absenteeism receive appropriate follow-up support to assist with regular school attendance and was based on input fro LCAP Advisory.

Goal 3, Action 1 Family and Community Resource Development: this action is designed to increase programs at the Community Center and specifically includes the hiring of an additional District Parent Liaison, based on input from the AAAC.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of EUSD's unique student population. Outcomes for Reading and Math continue to be well below standard (2022 - SBAC data: ELA - Very Low / Mathematics - Very Low). To address this issue, the Board of Trustees, the LCAP Advisory Committee, District English Learner Advisory Committee, principals, teachers, parents, and students, agreed that changes to instructional practices intentionally developed to implement state standards in a manner designed to best meet the needs of low-income, foster youth, and English learner students would be critical to improving outcomes for all students (Priority 2).

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

We acknowledge that in the 21st century it is imperative for students to have access to technology in both broad and personal manners. Poverty has been shown to be a barrier to accessing the technology necessary for a well-rounded and rigorous education. To ensure our low-income students are provided the access they need we will maintain a 1:1 student technology program, that will include access to Chromebooks / Chrometabs in the classroom and at home, 21st century classroom technology and furniture to promote collaboration, and a laptop program for teachers and staff. Access to internet in the home will be supported through a hotspot program. 21st century teaching practices will be an integrated component of our professional development program (Priority 7 & 8).

Our district is committed to improving instructional practices, implementing 21st century teaching practices with integrated technology, and developing programs aligned with the science of learning. Utilizing actions developed for this goal we will improve English Language Arts and Math scores as measured by state and local assessments. (Priority 4).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards: Local Indicator - Professional Development	3 - Initial Implementation	4 - Full Implementation	4 - Full Implementation		4 - Full Implementation
Implementation of State Standards: Local Indicator - Instructional Materials	3 - Initial Implementation	4 - Full Implementation	4- Full Implementation		4 - Full Implementation
Implementation of State Standards: Local Indicator - Policy and Program Support	2 - Beginning Development	3 - Initial Implementation	3 - Initial Implementation		4 - Full Implementation
CAASPP ELA	57.6 Points Below Standard	Not available due to suspension of testing during the pandemic	72.8 Points Below Standard		0 points (at standard)
CAASPP Math	92.5 Points Below Standard	Not available due to suspension of testing during the pandemic	113.5 Points Below Standard		17 Points Below Standard
California Science Test - Grade 5	17.42% of students Met or Exceeded Standard	Not available due to suspension of testing during the pandemic	6.0% of students Met or Exceeded Standard		50% of students Met or Exceeded Standard
California Science Test - Grade 8	6.59% of students Met or Exceeded Standard	Not available due to suspension of testing during the pandemic	5.0% of students Met or Exceeded Standard		50% of students Met or Exceeded Standard
STAR 360 Reading - District wide	Student Growth Percentile - 31.3	Student Growth Percentile - 36.4	N/A Replaced with iReady Diagnostic		Student Growth Percentile - 50.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		End of Year 2022			
STAR 360 Math - District wide	Student Growth Percentile - 22.2	Student Growth Percentile - 40.4 End of year 2022	N/A Replaced with iReady Diagnostic		Student Growth Percentile - 50.0
EL Progress toward English Proficiency (ELPAC)	45.9% ELs making Progress toward English Proficiency (2019)	44.7% ELs making Progress toward English Proficiency (2021)	48.7% ELs making Progress toward English Proficiency (2022)		60.0% ELs making Progress toward English Proficiency
EL Reclassification Rate	6.1% Reclassification Rate	5.1% Reclassification Rate (2020-2021)	6.3% Reclassification Rate (2022-2023)		20.0% Reclassification Rate
Access to and enrollment in a broad course of study	Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)	Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)		Master Schedules: 100% Students at the middle school receive all core content area instruction (ELA/ELD, Math, Science, Social Studies, P.E. and and an elective) 100% of elementary schools have model day master schedules that include core content (ELA/ELD, Math, Science, Social Studies, P.E. and integrated VAPA)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FITNESSGRAM - Grade 5 Aerobic Capacity	68.9% in High Fitness Zone	Not available due to suspension of testing during the pandemic	N/A - Students participated in the assessment however no scores are being provided by the state at this time		80.0% in High Fitness Zone
FITNESSGRAM - Grade 5 Flexibility	69.7% in High Fitness Zone	Not available due to suspension of testing during the pandemic	N/A - Students participated in the assessment however no scores are being provided by the state at this time		80.0% in High Fitness Zone
FITNESSGRAM - Grade 8 Aerobic Capacity	62.5% in High Fitness Zone	Not available due to suspension of testing during the pandemic	N/A - Students participated in the assessment however no scores are being provided by the state at this time		80.0% in High Fitness Zone
FITNESSGRAM - Grade 8 Flexibility	81.9% in High Fitness Zone	Not available due to suspension of testing during the pandemic	N/A - Students participated in the assessment however no scores are being provided by the state at this time		85.0% in High Fitness Zone
iReady Diagnostic Reading	102% - Median Percent Progress				100% - Median Percent Progress
iReady Diagnostic Mathematics	96% - Median Percent Progress				100% - Median Percent Progress

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Leadership Teams (ILT)	Instructional Leadership Teams (ILTs) (selected teachers, principals, district leaders) meet regularly to build teacher capacity through professional development to improve academic outcomes for low income, foster youth, and English Learners.	$368,134.00	Yes
1.2	Culturally Responsive Teaching	Additional non-student days for professional development have been added to the school calendar for culturally responsive and trauma informed practices workshops for all teachers (general education and special education), counselors, administrators, and classified staff assigned to school sites to ensure that are our low-income, foster youth, and English learners, are provided school environments that are responsive to their unique needs.	$550,634.00	Yes
1.3	Improve English Learner Outcomes	The Educational Services team will provide ongoing professional development in language development strategies to teachers of English Learners to improve English Language Development instruction (designated and integrated) for students learning English. ELD teacher leads will assist with ELD program Implementation. We will establish a Committee for Dual Immersion/Bilingual Education (23-24 continued plan development) to improve the quality of education for English learners.	$87,169.00	Yes
1.4	Intervention Strategies	The Educational Services department (Coordinators and Support Teachers) will create and provide an academic Multi-tiered System of Support with a Support Teacher program and professional development series for all teachers that focuses on intervention strategies designed to address the low academic performance needs of low-income, English learner, and foster youth students.	$1,451,095.00	Yes
1.5	Assessment and Progress Monitoring	In order to effectively monitor low-income, English learners, and foster youth student progress, we will build an assessment system that includes classroom assessments, screeners, and local benchmark	$295,046.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessments. Student progress monitoring will lead to the identification of students in need of additional support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress.		
1.6	Enrichment Programs	The Assistant Superintendent of Educational Services, the Assistant Superintendent of Administrative Services, and principals will ensure that our low-income and foster youth students will have access to enrichment programs, such as music, art, science field trips, and intramural sports through the development of a comprehensive enrichment program because these students lack access to such services in the community.	$237,470.00	Yes
1.7	Early Education Program	The Assistant Superintendent of Education Services and the Assistant Superintendent of Administrative Services will implement a Transitional Kindergarten (TK) program for all four-year-olds to ensure that our English learner, foster youth, and low-income students have access to a quality early childhood educational program. All students turning 5 prior to June 30, 2024 will be admitted to our TK program. To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, additional paraprofessionals will be hired and assigned to a transitional kindergarten class as part of the 15% Concentration Grant add-on.	$621,624.00	Yes
1.8	Comprehensive Library Program	The Assistant Superintendent of Educational Services will oversee a comprehensive library program that will include a District Librarian and Instructional Assistants at each of the five comprehensive campuses. Expanding access to school libraries will provide a valuable resource for our low-income, foster youth, and English learner students with a high likelihood of improving their academic achievement.	$435,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Student Device Program	The Information Services department, in collaboration with cabinet and school site administrators, will develop a robust technology program (that includes safety and student devices) to provide technological equality for our low-income and foster youth students.	$978,313.00	Yes
1.10	21st Century Learning Environment	The Chief Technology Officer and the Manager of Maintenance and Operations will ensure our low-income students have access to equitable, well-equipped classrooms through the purchase and maintenance of 21st century instructional technology and classroom learning tools. These are proven strategies to address learning gaps and improve achievement of low-income students.	$1,050,000.00	Yes
1.11	Personalized Learning and Differentiated Instruction	Our district state data shows that our low-income, foster youth and English learners do not perform as well as other students in the district. In order to assist in this area, smaller class sizes (from 32:1 to a target of 24:1) in Transitional Kindergarten - grade 3, will assist with higher achievement among students who are disadvantaged. The TK-3 classrooms will provide stronger teacher-student relationships, improve feelings of school belonging, increase access to common core curriculum, provide personalized learning and differentiated instruction, specifically for low-income, English learners, and foster youth students.	$2,299,140.00	Yes

Goal Analysis [2022-23]

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

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

Overall, the implementation of the actions for Goal # 1 have been fully implemented.
- 11 of 12 actions were implemented fully,
- 1 of 12 actions were implemented partially, and
- 0 of 12 actions were minimally or not implemented.

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

- Action 1 Instructional Leadership Teams: Each school maintained their Instructional Leadership Team and continued to focus on their Cycles of Professional Learning which includes data analysis, Looking at Student Work protocols, and

implementing the Gradual Release of Instruction routines throughout all content instruction. Professional learning activities were modified to accommodate the substitute shortage, however, all teams met regularly and worked toward the planned

 objectives.

- Action 2 Culturally Responsive Teaching: Three full days of professional development were provided to all certificated and classified staff as planned.
- Action 5 Assessment and Progress Monitoring: Based on feedback from our educational partners, we were able to fully transition to iReady Diagnostic. Data from iReady Diagnostic has greatly enhanced our progress monitoring and supported our

intervention and enrichment programs.

- Action 6 Enrichment Programs: We were able to provide a comprehensive music program with 1 full-time middle school music teacher and 2 full-time elementary school music teachers. We purchased and repaired musical instruments. Additionally,

we continued our partnerships with Junior Test Pilot School and STARBASE.

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

- Action 3 Improve English Learner Outcomes: Professional development and Dual Immersion Exploratory Committee were implemented as planned. The extended learning program for English learners was not implemented due to the overlapping

needs of reading and math extended learning programs. English learners received extended learning through these opportunities, however, the content of these interventions was not solely focused on English language development.

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

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

Action #1: Instructional Leadership Teams (ILT)
Reason for difference: The salaries for substitute teachers increased after the approval of the 22-23 LCAP. This resulted in higher costs for ILT work. Additionally, the cost for the consultant increased. This resulted in spending more than anticipated for this action.

Action #3: Improve English Learner Outcomes
Reason for difference: Due to ongoing needs of English learners we provided additional professional development. This resulted in spending more than anticipated for this action.

Action #4: Intervention Strategies
Reason for difference: Staffing shortages resulted in spending less on intervention staff at the beginning of the school year. This resulted in spending less than anticipated for this action.

Action #6 Enrichment Programs
Reason for difference: COVID precautions and event closures limited the number of field trips that were completed. Additionally, 3 schools funded their field trips with newly operational PTAs. This resulted in spending less than anticipated for this action.

Action #7: Early Education Program
Reason for difference: TK enrollment was lower than expected at the beginning of the school year, which reduced the need for all the planned staff. This resulted in spending slightly less than anticipated for this action.

Action #9: 1:1 Student Device Program
Reason for difference: We were able to offset the costs of student device purchases with COVID Relief funds. This resulted in spending less than anticipated for this action.

Action #10: 21st Century Learning Environment
Reason for difference: We were able to offset the costs of 21st Century Learning Environment tools with COVID Relief funds. This resulted in spending less than anticipated for this action.

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

Metrics: iReady Action 1 and 2 addressed our wholistic professional development program, comprised of the ILT framework and the 3 non-student days for professional development. Based on our current mid-year data, student achievement improved as measured with iReady Diagnostic (Reading and Mathematics). The Percent of students Early on Grade Level or Above Grade Level in Reading grew from the baseline 14% to 26.0% at the mid-year assessment. The Percent of students Early on Grade Level or Above Grade Level in Mathematics grew from the baseline 4% to 13.0% at the mid-year assessment. Based on these metrics our advisory committees have determined that the actions in Goal 1 have been successful in meeting the overall goal to improve teaching for student learning, achievement, and success.

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

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

Action #6 Enrichment Programs

Refinement: We are moving the music program to ongoing Arts and Music funds and adding in P.E. teachers at the elementary schools to lead the intra-mural sports program.

Action #12 Improve Outcomes for Special Education Students
Refinement: We moved this action to Goal 5.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	2018-2019 P2 / CBEDS Attendance Rate - 94.24%	2021-2022 P2 / CBEDS Attendance Rate - 87.01%	2022-2023 P2/ CBEDS Attendance Rate - 87.81%		Attendance Rate - 97.0%
Chronic Absenteeism Rate	2019 CA Dashboard Chronic Absenteeism - 19%	2019 CA Dashboard Chronic Absenteeism - 19%	2022 CA Dashboard Chronic Absenteeism - 41.1%		Chronic Absenteeism - 10.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	2020-2021 CALPADS Report 1.14 6 students	2020-2021 CALPADS Report 1.14 6 students (no new data available as of June 2022)	2021-2022 CALPADS Report 1.14 0 students		CALPADS Report 1.14 0 students
Suspension Rate	2019- 2020 Data Quest Suspension Rate 06.4%	2020-2021 Data Quest Suspension Rate 0.0% Distance Learning	2021-2022 Data Quest Suspension Rate 5.9%		Suspension Rate - 03.0%
Suspension Rate	2019-2020 CALPADS Incident Report (Count of Students) 8.23%	2020-2021 CALPADS Incident Report (Count of Students) 0.00% (Distance Learning)	2020-2021 CALPADS Incident Report (Count of Students) 0.00%		Incident Report (Count of Students) 05.0%
Expulsion Rate	2019-2020 Data Quest Expulsion Rate - 0.0%	2020-2021 Data Quest Expulsion Rate - 0.0% (Distance Learning)	2021-2022 Data Quest Expulsion Rate - 0.0%		Expulsion Rate - 0.0%
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 Rigorous Expectations - 20th - 39th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 Rigorous Expectations 20th - 39th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 Rigorous Expectations 0th - 19th percentile nationally		Panorama Education School Climate Survey gr. 6-8 Rigorous Expectations - 60-79% percentile nationally

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 Teacher - Student Relationships - 20th - 39th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 Teacher-Student Relationships 0th -19th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 Teacher-Student Relationships 0th - 19th percentile nationally		Panorama Education School Climate Survey gr. 6-8 Teacher - Student Relationships - 60-79% percentile nationally
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 School Climate - 20th - 39th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 School Climate 0-19th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 School Climate 0-19th percentile nationally		Panorama Education School Climate Survey gr. 6-8 School Climate - 60-79% percentile nationally
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 School Engagement - 20th - 39th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 School Engagement 20th - 39th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 School Engagement 0th - 19th percentile nationally		Panorama Education School Climate Survey gr. 6-8 School Engagement - 60-79% percentile nationally
Safety and School Connectedness	Panorama Education Fall 2020 School Climate Survey gr. 6-8 School Belonging - 0th - 19th percentile nationally	Panorama Education End of Year 21-22 School Climate Survey gr. 6-8 School Belonging 0th - 19th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey gr. 6-8 School Belonging 0th - 19th percentile nationally		Panorama Education School Climate Survey gr. 6-8 School Belonging - 60-79% percentile nationally

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Safety and Connectedness	Panorama Education School Climate Survey - Teachers Your Well-Being No current percentile ranking	Panorama Education End of Year 21-22 School Climate Survey - Teachers Your Well-Being 60th-79th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey - Teachers Your Well-Being 20th-39th percentile nationally		Panorama Education School Climate Survey - Teachers Your Well-Being 60-79% percentile nationally
Teacher Safety and Connectedness	Panorama Education School Climate Survey - Teachers Belonging No current percentile ranking	Panorama Education End of Year 21-22 School Climate Survey - Teachers Belonging 20th-39th percentile nationally	Panorama Education End of Year 22-23 School Climate Survey - Teachers Belonging 40th-59th percentile nationally		Panorama Education School Climate Survey - Teachers Belonging 60-79% percentile nationally

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culture and Climate Leadership Teams (C&CLT)	Culture and Climate Leadership Teams (C&CLTs) (selected teachers, principals, assistant principals, district leaders) meet regularly to build teacher capacity to implement culturally responsive teaching and social emotional practices that have been researched and proven to have a high likelihood to improve learning conditions for English learner, low income, and foster youth students.	$43,986.00	Yes
2.2	Improve Social Emotional Outcomes	Under the direction of the Coordinator of Student Services, a robust social emotional and mental health Multi-tiered System of Support Support will be implemented to meet the immense social emotional needs of our English learners, low-income, and foster youth students. Certificated and paraprofessional positions will comprise a Tier III level	$1,923,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of social emotional and academic support as part of the 15% Concentration Grant add-on.		
2.3	Campus Safety	The Chief Technology Officer, Safety Technician, cabinet, school site administrators, and additional school staff have developed a dynamic safety program to address the underlying issues leading to high suspension rates of our low-income students. Our safety plan is designed to reduce behaviors that lead to harsh disciplinary practices or interactions with law enforcement agencies.	$1,260,121.00	Yes
2.4	Improve Attendance	The Assistant Superintendent of Administrative Services, the Coordinator of Student Support Services, Principals, Child Welfare and Attendance Liaisons, and school attendance clerks will improve communication with families through the development of Attendance Improvement Plans, to and from school bus service, partnerships with outside agencies, and the implementation of a School Attendance Review Boards to increase attendance of our low-income and foster youth students.	$913,039.00	Yes
2.5	Campus Beautification	School site administration, low-income students, community members, and maintenance and operations will collaborate in order to develop short-term and long-term beautification projects at each school site to address the low-school belonging our low-income students have toward their schools.	$3,459,582.00	Yes

Goal Analysis [2022-23]

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

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

Overall, the implementation of the actions for Goal # 2 have been fully implemented.
- 3 of 5 actions were implemented fully,

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

The most successful aspects of our implementation of these actions are:
- Action 1 Cultural and Climate Leadership Teams: Each school maintained their Cultural and Climate Leadership Team (C&CLT) and continued to focus on culturally responsive teaching practices. The major focus for this
year was restorative practices, however, school teams continued to refine their Positive Behavior Interventions and Supports (PBIS) programs and implement the Move this World social emotional learning curriculum.
- Action 2 Improve Social Emotional Outcomes: We maintained and successfully implemented our robust counseling program, as well as our teacher behaviorist and district social worker program. Collectively this group
provided services to over 30% of our student population and ensured that our foster youth, low-income, and English learners had their emotional and/or physical needs met to allow them to access their education.

The most challenging aspects of our implementation of these actions have been:
- Action 4 Improve Attendance: Chronic absenteeism continues to be high post-pandemic and the volume of absences has made it difficult to manage. All sites have developed robust Attendance Action plans with their Attendance Committees, but full implementation of the plans is an ongoing challenge. The Attendance Committee developed the protocols for School Attendance Review Boards (SARB) however, no SARB meetings were held this school year.
- Action 5 Campus Beautification: Based on the plans developed in the 2021-2022 school year, several campus beautification projects, aimed at making our schools feel more welcoming and student centered, were completed this year. Ongoing supply chain issues and the DSA approval process made it difficult to complete as many projects as we had planned.

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

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

Action #1: Culture and Climate Leadership Teams (C&CLT)
Reason for difference: Due to ongoing substitute shortages we reduced the number of meetings the culture and climate team met. This resulted in spending less than anticipated for this action.

Action #2: Improve Social Emotional Outcomes
Reason for difference: We had less students who required placement in the Tier III behavior program which reduced the number of staff needed for this action. This resulted in spending slightly less anticipated for this action.

Action #3: Campus Safety
Reason for difference: To ensure ongoing and sustained campus safety, we increased the funding for this action to reduce behaviors that lead to harsh disciplinary actions for low income students. This resulted in spending more than anticipated for this action.

Action #4: Improve Attendance
Reason for difference: All costs for this action came in slightly lower than budgeted. This resulted in spending less than anticipated for this action.

Action #5: Campus Beautification
Reason for difference: Ongoing supply chain issues and the DSA approval process made it difficult to complete as many projects as we had planned. This resulted in spending less than anticipated for this action.

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

Metrics: School Safety and Connectedness, Suspension Rate, Expulsion Rate

Action 1, Action 2, and Action 3 address the key components of promoting a safe and caring learning environment (teacher support through professional development, implementation of a social emotional learning curriculum, and campus safety) as measured by the School Safety and Connectedness, Suspension Rate, and Expulsion Rate metrics. Based on our current data, we have seen a slip in the measurement of School Safety and Connectedness since the Fall 2020 survey. We believe the impacts of isolation and trauma caused by the pandemic are at the heart of this decline. We base this belief on the fact that just prior to closing schools in March of 2020, our School Safety and Connectedness data was climbing significantly.
Our suspension rate has increased since our baseline in 2019-2020. Staff and advisory committees' express concerns over students who lack appropriate coping mechanisms and react inappropriately to school stimuli. Based on the comprehensive review of these metrics over several years, we believe the work we are doing is the right work.

Metrics: Attendance Rate, Chronic Absenteeism, and Middle School Dropout Rate
Action 4 directly addresses improving attendance. Our attendance rate has fallen for this school year; our district had the highest case rate of COVID compared to all 80 districts within Los Angeles County during the height of the pandemic. This continues to lead to many absences for students who were sick, worried about being sick, or have become apathetic about regular school attendance. We do believe our action plan to increase attendance will positively impact attendance in future years. For example, the schools with the highest attendance rates are also receiving daily bus transportation and we are adding Child Welfare and Attendance Liaisons to our staff next year.

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

Based on our comprehensive analysis of the effectiveness of Goal # 2, we have made the following refinement to these actions:

Action #4 Improve Attendance: We have added two Child and Welfare Attendance Liaisons positions.

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

Goals and Actions

Goal

Goal #	Description
3	Foster a team commitment.

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision Making	Local Indicator 2019: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Initial Implementation	Local Indicator 2022: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Initial Implementation	Local Indicator 2023: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Full Implementation		Local Indicator: Parent and Family Engagement #10 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. • Full Implementation
Parent Participation in Programs for Unduplicated Pupils	Average # of parents attending District Advisory Council 2020-2021 - 20 parents	Average # of parents attending District Advisory Council 2021-2022 - 3 parents	Average # of parents attending District Advisory Council 2022-2023 - 5 parents		Average # of parents attending District Advisory Council - 35 parents
Parent Participation in Programs for Unduplicated Pupils	Average # of parents attending District English Learner Advisory Committee 2020-2021 • 6 parents	Average # of parents attending District English Learner Advisory Committee 2021-2022 • 19 parents	Average # of parents attending District English Learner Advisory Committee 2022-2023 • 10 parents		Average # of parents attending District English Learner Advisory Committee - 12 parents
Parent Participation in Programs for Unduplicated Pupils	Average # of parents attending African American Advisory Committee 2020 - 2021	Average # of parents attending African American Advisory Committee 2021 - 2022	Average # of parents attending African American Advisory Committee 2022 - 2023		Average # of parents attending African American Advisory Committee - 17 parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 8 parents	• 12 parents	6 - parents		

Parent Participation in Programs for Unduplicated Pupils	Average # of parents attending
	
	LCAP Advisory Committee 2020 - 2021
	   • 19 parents
		Average # of parents attending
		
		LCAP Advisory Committee 2021 - 2022
		   • 5 parents
			Average # of parents attending
			
			LCAP Advisory Committee 2022 - 2023
			   • 9 parents
					Average # of parents attending
					LCAP Advisory Committee -
					35 parents

Community Center In-person access to resources	Sign in at point of entry Daily - 3 in-person	Sign in at point of entry Daily - 3 in-person	Sign in at point of entry Daily - 4 in-person		Sign in at point of entry Daily - 20 in-person
Parent Input School Safety and Connectedness	Panorama Education Family Survey Fall 2020 Barriers to Engagement 20th - 39th percentile nationally	Panorama Education Family Survey End of Year 21-22 Barriers to Engagement 40th - 59th percentile nationally	Panorama Education Family Survey End of Year 22-23 Barriers to Engagement 20th - 39th percentile nationally		Panorama Education Family Survey Barriers to Engagement 60-79% percentile nationally
Parent Input School Safety and Connectedness	Panorama Education Family Survey Fall 2020 Family Support 20th - 39th percentile nationally	Panorama Education Family Survey End of Year 21-22 Family Support 20th - 39th percentile nationally	Panorama Education Family Survey End of Year 22-23 Family Support 0th - 19th percentile nationally		Panorama Education Family Survey Family Support 60-79% percentile nationally
Parent Input School Safety and Connectedness	Panorama Education Family Survey Fall 2020 Family Engagement	Panorama Education Family Survey End of Year 21-22 Family Engagement	Panorama Education Family Survey End of Year 22-23 Family Engagement		Panorama Education Family Survey Family Engagement 60-79% percentile nationally

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	40th - 59th percentile nationally	20th - 39th percentile nationally	40th - 59th percentile nationally		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Resource Development	Under the direction of the Coordinator of Student Support Services, the Community Center staff offer targeted resources designed to meet the needs of our low-income, foster youth, and English learner families. The services and programs provided through the community center are designed to build school – family relationships and to improve the circumstances of our student population to increase school attendance and overall well-being.	$237,162.00	Yes
3.2	Family and Community Engagement and Empowerment	The Coordinator of Student Services, principals, and parent liaisons develop parent engagement programs, advisory committees, and volunteer opportunities to ensure our English learner, low-income, and foster youth students and their families can meaningfully participate in school activities and have authentic opportunities to engage with district and site leaders in decision making.	$259,786.00	Yes
3.3	Communication	The Chief Technology Officer and the Communication Specialist in collaboration with district leadership will develop an effective and comprehensive two-way communication system to overcome communication barriers that negatively impact our low-income, English learners, and foster youth families so that these barriers do not impede access to academic, social emotional, intervention, or enrichment programs.	$331,013.00	Yes

Goal Analysis [2022-23]

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

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

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

The most successful aspects of our implementation of these actions are:
- Action 1 Family and Community Resource Development: This action was fully implemented. Our district parent liaison program continued to offer parent education services and community resources, partnered with many local and regional nonprofit organizations, and moved forward two districtwide community events.
- Action 2 Family and Community Engagement and Empowerment: We maintained our site parent liaison program which was instrumental in communicating with parents at the school sites. We continued to assemble and meet with all advisory committees.
- Action 3 Communication: The Communication Specialist provided leadership in our district communication protocols, assisted in the development of several district videos, improved the functionality of all websites, and trains staff and parents on the use of Parent Square (an app that allows for mass communication, as well as 1:1 conversation between staff and families.

The most challenging aspects of our implementation of these actions have been:
- We are proud to say that we have not encountered any barriers to implementing the actions within this goal.

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

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

Action #1: Family and Community Resource Development
Reason for difference: Salary and benefit costs for Community Center staff came in lower than anticipated. This resulted in spending less than budgeted for this action.

Action #2: Family and Community Engagement and Empowerment
Reason for difference: Parents and community members have opted for online or virtual meeting attendance, which reduced the cost of materials and supplies for our events. This resulted in spending less than budgeted for this action.

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

Metrics: Parent Participation; School Safety and Connectedness
Action 2 and Action 3 address the wholistic goal of fostering a team commitment through strategic development of parent participation, engagement, and communication. The metrics for parent participation and parent engagement indicate that we are making progress toward reducing barriers to engagement and establishing clear two-way communication pathways.

Metric: Community Center
Action 1 is directly tied to improving access to resources for our parents and our metrics indicate that families continue to value the programs and resources available through the community center.

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Operate with increasing efficiency and effectiveness.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credentialed and Appropriately Assigned Teachers	2019-2020 - 92% Fully Credentialed and Appropriately Assigned Teachers	2021-2022 - 96.7% Fully Credentialed and Appropriately Assigned Teachers	2022-2023 - 86.78% Fully Credentialed and Appropriately Assigned Teachers		100% Fully Credentialed and Appropriately Assigned Teachers
Access to Standards Aligned Instructional Materials - Eastside Elementary	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022		100% Compliant
Access to Standards Aligned Instructional Materials - Columbia Elementary	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022		100% Compliant
Access to Standards Aligned Instructional	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022		100% Compliant

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials - Tierra Bonita Elementary					
Access to Standards Aligned Instructional Materials - Gifford C. Cole Middle School	100% Compliant as of Fall 2020	100% Compliant as of Fall 2021	100% Compliant as of Fall 2022		100% Compliant
Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Eastside Elementary	2021 - School Rating 97.62% Good	2021-2022 - School Rating 98.07% Good	2022-2023 - School Rating 98.07 Good		School Rating 90- 100% Good
Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Columbia Elementary	2020-2021 - School Rating 92.00% Good	2021-2022 - School Rating 96.69% Good	2022-2023 - School Rating 99.07% Exemplary		School Rating 90- 100% Good
Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Tierra Bonita Elementary	2020-2021 - School Rating 98.64% Good	No visit in 2021-2022	2022-2023 - School Rating 98.03 Good		School Rating 90- 100% Good
Facilities in Good Repair Measured by Facility Inspection Tool (FIT - Gifford C. Cole Middle School	2020-2021 - School Rating 94.24% Good (CORRECTION)	2021-2022 - School Rating 96.37% Good	2022-2023 - School Rating 98.49% Good		School Rating 90- 100% Good

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Recruitment of Qualified Staff	The Assistant Superintendent of Administrative Services will use a multi-pronged approach to attracting the most qualified employees	$30,500.00	No

Action #	Title	Description	Total Funds	Contributing
		because recruiting fully credentialed faculty and appropriately certified staff is a proven strategy to help meet the needs of low income, English Learners, and foster youth students.		
4.2	Development of Staff	The Assistant Superintendent of Administrative Services, in coordination with site and district administration, will support employee development through job specific training, certification programs, and recognition programs to increase job effectiveness and ensure that low-income, English learner, and foster youth students are provided the improved services necessary to increase academic and social emotional outcomes.	$380,513.00	Yes
4.3	Resource and Asset Management and Maintenance	The Assistant Superintendent of Administrative Services, the Chief Fiscal Officer, and the Chief Technology Officer will ensure procurement and receiving procedures, along with an asset management software program will provide timely and accurate resource and asset management systems that are essential to ensure low-income, English learner, and foster youth students have access to standards-aligned supplemental instructional materials, technology, and other resources and materials.	$52,850.00	No
4.4	Fiscal Solvency	The Assistant Superintendent of Administrative Services and the Chief Fiscal Officer will ensure that the district pays bills on time, has a positive cash flow, and maintains the legally required reserve. To assist the fiscal team, consultants are contracted for support and memberships in fiscal organizations are maintained as needed. A well run and effective fiscal program ensures that all students have access to necessary resources and a higher likelihood of academic success.	$10,000.00	No
4.5	Facilities Master Planning	The Assistant Superintendent of Administrative Services and the Manager of Maintenance and Operations partner with consultants to	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		develop a long-term facility master plan to ensure that substandard facilities are not a barrier to student learning.		
4.6	Implementation of Academic Standards	The Educational Services Department will ensure all students have access to rigorous standard aligned instructional materials.	$251,725.00	No
4.7	Fully Credentialed and Appropriately Assigned Teachers	The Assistant Superintendent of Administrative Services will provide all students access to teachers who are fully qualified and appropriately assigned.	$14,487,604.00	No
4.8	Repair and Maintenance Program	The Manager of Maintenance and Operations, along with district leadership, will ensure that all facilities are clean, safe, and are conducive to learning.	$1,676,554.00	No

Goal Analysis [2022-23]

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

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

Overall, the implementation of the actions for Goal # 4 have been fully implemented.
- 4 of 8 actions were implemented fully,
- 3 of 8 actions were implemented partially, and
- 1 of 8 actions were minimally or not implemented.

The most successful aspects of our implementation of these actions are:
- Action 1 Recruitment of Qualified Staff: This action was fully implemented. Our Assistant Superintendent of Administrative Services was able to take two recruitment trips to Historically Black Colleges (HBCs). Recruitment efforts are getting our
information out to high quality colleges and expanding our network for hiring.
- Action 6 Implementation of Academic Standards: Teachers provided weekly lesson plans that indicated standards alignment of all content instruction. We implemented a new, high quality, ELA curriculum and piloted and
selected a new Math and a

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

The most challenging aspects of our implementation of these actions have been:
- Action 3 Resource and Asset Management and Maintenance: This action was partially implemented due to challenges with manufacturing and shipping delays, which impacted project completion rates.
- Action 5 Facilities Master Planning: This action was not implemented, as we were unsuccessful in recruiting and hiring a Director of Facilities.

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

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

Action #1: Recruitment of Qualified Staff
Reason for difference: To align our recruitment strategies with our Equity Blueprint, our Human Resources team traveled to recruitment fairs at Historical Black Colleges (HBCs).
This resulted in spending more than budgeted for this action.

Action #5: Facilities Master Planning
Reason for difference: Ongoing staffing shortages have resulted in the position of Director of Facilities remaining unfilled. Due to this shortage, we have not yet started the facilities master planning process. This resulted in no spending for this action.

Action #6: Implementation of Academic Standards
Due to the influx of learning loss recovery funds we were able to shift some of these costs. This resulted in spending less than budgeted for this action.

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

Metrics: Facilities in Good Repair

Action 3, Action 5 and 8 address the key components of operating with efficiency and effectiveness as measured by the Facilities Inspection Tool. Based on our current data, all schools met the standard and increased from prior year.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by all educational partners has produced evidence that instructional practices have not met the needs of EUSD's unique student population specifically African American(AA)/Black and Students with Disabilities (SWD). The state has identified these students groups as consistently low performing per Ed. Code 52064. Outcomes for ELA and Mathematics continue to be well below standard (AA/Black students are 111.6 points below standard in ELA and 152.2 points below standard in Mathematics, SWD are 150.4 points below standard in ELA, and 178.3 points below standard in Mathematics). Both groups have very high chronic absenteeism (49.5% chronically absent for both student groups), and very high suspension rates (10% of the AA/Black student group has been suspended at least one day, and 8% of the SWD student group has been suspended at least one day). To address this issue, the Board of Trustees, the LCAP Advisory Committee, District English Learner Advisory Committee, principals, teachers, parents, and students, agreed that changes to instructional practices intentionally developed to best meet the needs of these students is critical to improving outcomes for these student groups. The district's Multi-tiered System of Support (MTSS) will be leveraged to prioritize AA/Black as our highest need students and ensure that their interventions are monitored on a regular basis through Student Study Teams (SSTs). The district's Individualized Educational Plans (IEPs) process will be leveraged to prioritize Students with Disabilities as our highest need students and ensure IEPs are monitored on a regular basis (Priority 4, Priority 5, Priority 6).

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA - African American Students	Very Low 2022	N/A	N/A		Medium

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Multi-tiered System of Support	Student Study Teams (classroom teachers, behavior support teachers, program specialist, administrators, classified staff, and parents) will identify consistently low-performing students (African American/Black per Ed. Code 52064) and will develop plans to respond to their needs and improve their academic outcomes, behavioral outcomes, and attendance. Teams will reconvene regularly, at minimum every 6 weeks, to monitor progress and increase interventions as needed.	$35,541.00	No
5.2	IEP Implementation	The Assistant Superintendent of Educational Services and the Coordinator of Special Education will ensure that general and special education teachers meet IEP procedural timelines and that they receive high-quality professional development on best practices to meet the needs of students with disabilities because we understand that special education students are first and foremost general education students, and providing a comprehensive approach to meeting special education students' needs is a proven way to improve their academic achievement, decrease chronic absenteeism, and decrease suspensions.	$4,689,649.00	No

Goal Analysis [2022-23]

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.

N/A

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

N/A

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

N/A

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.

N/A

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$12,807,060	$1,671,820

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.26%	14.32%	$4,160,668.83	56.58%

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

Required Descriptions

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

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

Low-Income, foster youth, and English learners

After assessing the needs, conditions, and circumstances of our low-income, foster youth, and English Learner students we know that their achievement levels, as measured by 2022 Dashboard for ELA and math, are significantly below standard. This is a multi-year trend dating back to the 2017 Dashboard with minimal growth for any of these student groups.

2022 SBAC English Language Arts:
- Low-income 76.6 points below standard (very low)
- English Learners 73.3 points below standard (very low)
- Foster Youth 106.8 points below standard (very low)

2022 SBAC Math:

- Low-income 117.2 points below standard (very low)
- English Learners 112.7 points below standard (very low)
- Foster Youth 139.1 points below standard (very low)

2022 Local assessment data (iReady Diagnostics) demonstrates that our students have made significant progress this school year with an overall student growth percentile of 63% in reading and 53% in math at the mid-year assessment.

To address the condition of low academic performance the following goals and actions have been developed and are principally directed toward our low-income, foster youth, and English learner students:

Goal 1 Action 1 Instructional Leadership Teams

Instructional Leadership Teams meet regularly to build teacher capacity to implement research proven instructional strategies that have a high likelihood to positively impact the academic achievement of low income, foster youth, English learners. Strategies include but are not limited to the Gradual Release protocol (Fisher and Frey), Academic Conversations (Zweirs), Text Dependent Questions (Fisher and Frey), and Hess's Cognitive Matrices. We are continuing this action because our data showed improvements in student outcomes as measured by local assessments for low-income, foster youth, and English learners.

Goal 1 Action 2 Culturally Responsive Teaching

Academic outcome data, School Climate survey data, and input from advisory committees identified a gap in effectively using culturally relevant instructional materials and practices in our schools. Strategies will include ongoing professional development in Restorative Practices, Bullying Prevention, Social Emotional Learning, and trauma informed practices. Culturally relevant teaching practices are significantly associated with improved academic outcomes for low income, foster youth, and English learners.

Goal 1 Action 4 Intervention Strategies

To address the academic needs of our Low-income, English learner, and foster youth students the principals, school site teacher leadership teams, and support teachers will provide a math intervention program designed to address the low academic performance of Low-income, English learner and foster youth students.

Goal 1 Action 5 Assessment and Progress Monitoring

To effectively monitor low-income, English learners, and foster youth student progress, we will build an assessment system that includes classroom assessments, screeners, and local benchmark assessments. Student progress monitoring will lead to the identification of students

in need of additional support and our Multi-Tiered System of Support (MTSS) will be integral to the process of effectively designing accommodations and interventions to meet identified need and monitor progress.

Goal 1 Action 7 Early Education Program

A median household income of $55,237 (2015-2019), a current unemployment rate of 15.6%, and the remote location of our community, all create limited access to effective preschool programs, and create a high need for the district to provide a quality Transitional kindergarten program for all four-year-olds. Foster Youth, English learners, and low-income students will be prioritized (in that order) for access to the TK program. Contemporary research has shown that the investment in early education—particularly among disadvantaged children—improves not only cognitive abilities, but also critical behavioral traits like sociability, motivation, and self-esteem. We are continuing this action because research indicates that early education programs promote improved academic and social emotional outcomes and our parent advisory committees indicate this is of high value to the community. To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, 3 additional paraprofessionals will be hired and assigned to a transitional kindergarten class as part of the 15% Concentration Grant add-on.

Goal 1 Action 8 Comprehensive Library Program

Research known as the School Library Impact Studies has consistently shown positive correlations between high-quality library programs and student achievement. These studies have found that the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners. EUSD is in a remote corner of Los Angeles County with limited access to the one community library. Low-income students do not have access to transportation to travel to the library and Spanish speaking families perceive language as a barrier to access. Expanding access to school libraries to create learning hub resources will provide a valuable resource for our low-income, foster youth, and English learner students with a high likelihood of improving academic achievement. We are continuing this action because all our parent advisory committees and research indicate that library programs are of high value to the community and help promote improved academic and social emotional outcomes.

Goal 1 Action 11 Personalized Learning and Differentiated Instruction

Smaller class sizes (from 32:1 to a target of 24:1) in Transitional Kindergarten - grade 3, will assist with higher achievement among students who are disadvantaged. A smaller class size can improve teacher-student relationships, provide more time for direct language instruction, more opportunity for differentiated instruction, increased implementation of individualized learning plans, and improve feelings of school belonging which all lead to higher academic achievement. The smaller class size will allow for a better focus on individual students, specifically foster youth, English language learners, and low-income students.

These actions are being provided on an LEA-wide basis and we expect that all students who are not yet meeting grade level standards will benefit, however, these actions are principally directed towards low-income, foster youth, and English learners, and we expect that these

actions will be effective in meeting the goals for these students. We expect low-income, foster youth, and English learners will see a significant increase in their academic performance as measured by district benchmark assessments (iReady Diagnostic) and state testing (CAASPP).

Low-income and foster youth

After assessing the needs, conditions, and circumstances of our low-income students and foster youth as measured through parent surveys of technology needs (approximately 40% of students do not have access to a computing device in the home and 900 families required a hot spot for the 2020-2021 school year), local poverty level (median income $55,237), unemployment rate (15.6%), free and reduced-price meals participation (94.6%), and their academic achievement (Low-income 76.6 points below standard for ELA, Foster Youth 106.8 points below standard for ELA, Low-income 117.2 points below standard for math, Foster Youth 139.1 points below standard for math) the following goals and actions were developed to address low academic performance and are principally directed toward our low-income and foster youth students:

Goal 1 Action 6 Enrichment Programs

The remote rural location limits access to enrichment services offered by the county or even local parks and recreations, as many of our families are 5 - 20 miles away from locations such as music classes or organized park programs. The cost of and access to transportation to travel to and from these services and the cost of the services themselves make access for our low-income and foster youth extremely difficult. To ensure our students have access to a well-rounded broad course of study, enrichment programs have been developed to be delivered during the school day (music, art, Lego for Education) and to be provided in an extended learning model that includes the arts and physical education through structured sports. Music, art, exploratory sciences, and physical activity are all important components of a well-rounded program for students. Music is proven to stimulate brain development in children and helps develop language and reasoning. Physical activity enhances an individual's ability to think, concentrate, and maintain focus, is important for healthy growth and development, and helps in relieving stress and anxiety. Research is clear that access to well-rounded educational programs is associated with better academic outcomes. We are continuing this action because all our parent advisory committees and student focus groups indicated that these programs are of high value to the community and help promote improved academic and social emotional outcomes.

Goal 1 Action 9 1:1 Student Device Program

To meet the demand of 21st century teaching and learning a robust student device program that provides technological equality to all our students will be implemented, ensuring a 1:1 student device program for all TK – grade 8 students, and internet access in their homes via district issued hot spots. These actions are being provided on an LEA-wide basis and we expect that all students who are not yet meeting grade level standards will benefit. Research has indicated that children living in poverty lack access to technology that their more affluent peers are able to utilize on a regular basis. This action is principally directed toward our low-income students, which represents 95% of our student population, although all students will have access to the same equipment and services, our low-income students will benefit academically as they will be able to access applications and programs for individualized support in ELA and Math. However, because of the

significantly lower achievement levels of low-income and foster youth we expect that the achievement level for our low-income foster youth students will increase at a greater rate than other students because these actions were principally developed toward these student groups based on research that indicates these actions have a high likelihood to maximize academic growth for these targeted student groups. We expect to see significant increases in the academic outcomes for these student groups as measured by district benchmark assessments (iReady Diagnostic) and state assessments (CAASPP). We are continuing this action because our data showed improvement in student outcomes as measured by CAASPP and all our parent advisory committees and educational research indicate that personalized access to technology is critical to closing equity gaps.

Low-income

After assessing the needs, conditions, and circumstances of our low-income students identified through local poverty level of the community (median income $55,237), unemployment rate (15.6%), free and reduced-price meals participation (94.6%), and their academic achievement (low-income 76.6 points below standard for ELA, and 117.2 points below standard for math) the following action was developed to address low academic performance and is principally directed toward our low-income students:

Goal 1 Action 10 21st Century Learning Environment

To meet the diverse learning needs of our low-income students 21st century classrooms are designed to improve teaching and learning by supporting small group instruction and differentiated instructional practices that are constant across all schools. Information and Technology Services department and cabinet are committed to ensuring equitable access to well-equipped classrooms. This action is being provided on an LEA-wide basis and we expect that all students who are not yet meeting grade level standards will benefit however, because of the significantly lower achievement levels of low-income students we expect that the achievement level for our low-income students will increase at a greater rate than other students because this action was principally developed to meet their instructional needs. We expect to see significant increases in the academic outcomes for these student groups as measured by district benchmark assessments (iReady Diagnostic) and state assessments (CAASPP).

Goal 2 Promote a safe and caring learning environment.

Low-income, foster youth, and English learners

After assessing the needs, conditions, and circumstances of our low-income, foster youth, and English Learner students we know that our low-income, foster youth, and English learners have experienced more Adverse Childhood Events (ACEs) than other children. To address this condition of social emotional trauma experienced by our low-income, foster youth, and English learner students the following goals and actions have been developed and are principally directed toward their needs:

Goal 2 Action 2 Improve Social Emotional Outcomes

To provide the resources to address the social emotional needs of targeted students, seven school counselors, one behavioral specialist, and the district social worker continue to develop a robust social emotional and mental health support program. Services include support to principals, teachers, and parents, the administration of Social Emotional Learning (SEL) screeners, the development of individual behavior plans, and small group or 1:1 support for students who are identified with a social emotional need. Of course, the social emotional needs of students must be met daily, so all teachers and school staff will be provided professional development on researched based practices such as Restorative Practices, behavioral interventions, and social emotional learning through consultants or professional organizations. This professional learning will assist them in working effectively with students to address the impact of associated trauma and chronic stress. SEL Screeners and observational methods will be used to identify students in need. We are continuing this action because the work to improve social emotional outcomes is targeted toward programs requested by all parent advisory committees and we are seeing improved outcomes based on Panorama Survey data. Five certificated and four paraprofessional positions will comprise a Tier III level of social emotional and academic support as part of the 15% Concentration Grant add-on.

This action is being provided on an LEA-wide basis and we expect all students to benefit from it, however, this action is principally directed toward our low-income, foster youth, and English learners and we expect the social emotional supports provided for these students will improve their overall mental health, reduce the impacts of chronic stress, and build strong school-teacher-student relationships all of which will increase the chance they succeed in their educational endeavors as measured by social emotional screeners and Panorama Surveys.

Low income and foster youth

After assessing the needs, conditions, and circumstances of our low-income and foster youth students we know that they have a high degree of chronic absenteeism (2022 - Foster youth 35.6% chronically absent; low income 42.0% chronically absent) and this has been an ongoing trend since 2017. Additionally, suspension rates for foster youth are at 10.0% suspended at least once, and low-income students are at 6.1% suspended at least once. This data has also been an ongoing trend since 2017. To address this condition of poor attendance and over-representation in discipline data experienced by our low-income and foster youth students the following goals and actions have been developed and are principally directed toward their needs:

Goal 2 Action 1 Culture and Climate Leadership Teams (C&CLT)

Culture and Climate Leadership Teams meet regularly to build teacher and staff capacity to implement culturally responsive strategies that have a high likelihood to promote an equitable and humanizing experience for low income and foster youth students. Strategies include but are not limited to the Positive Behavior Intervention and Support (PBIS) and Restorative Practices. By implementing these targeted and researched based actions we anticipate an improved district culture and more responsive school climates that are proven to increase attendance and reduce disciplinary practices for low-income and foster youth students. We are continuing this action because the work of the Culture and Climate Leadership Teams is targeted toward programs requested by all parent advisory committees and we are seeing improved outcomes based on Panorama Survey Data.

Goal 2 Action 4 Improve Attendance

To increase attendance, we will improve communication with families through a partnership with Attention2Attendance and the LA County Abolish Chronic Truancy (ACT) program. These programs are coordinated to follow up with Tier I interventions with an intended outcome of increasing daily attendance. Additionally, supplemental bus routes provided to Eastside Elementary, Enterprise Elementary, and Cole Middle School provide a safe and cost-efficient way for low-income and foster youth to be transported to school. The cost of driving children to school is prohibitive for low-income families and most of the walking routes to school do not include sidewalks or safe pathways for walking. The city does not provide crossing guards and speed limits on the rural streets are between 50-55 miles per hour, making crossing intersections a dangerous situation for our students. Providing bus routes ensures low-income and foster youth students make it to school safely and eliminates a barrier to good school attendance. Two Child Welfare and Attendance Liaisons will be added to address Chronic Absenteeism. We are continuing this action because our data indicates that attendance rates are still low and therefore attendance continues to be a concern for the district.

These actions are being provided on an LEA-wide basis and we expect that all students will benefit from promoting a safe and caring learning environment. However, because of the significantly higher rate of chronic absenteeism for our low-income and foster youth students, and the higher incidents of suspension for these students, we have developed these actions to meet their needs with the anticipated outcome of significantly improved attendance and reduced suspensions for these targeted student groups.

Low-income

After assessing the needs, conditions, and circumstances of our low-income students we know that they have a high percentage of suspension with 6.1% of the 3,171 low-income students being suspended at least one time during the 2022 school year. To address the issue of high suspension rates the following actions are principally directed toward low-income students:

Goal 2 Action 3 Campus Safety

Our data indicates that our low-income students are suspended and harshly disciplined at a high rate. A comprehensive campus safety program that includes proactive measures will promote safe and positive student to student interactions and improve staff's ability to meet the additional needs faced by our low-income students. Structured recess will promote a positive climate in which low-income students can increase their social emotional skills to develop positive peer to peer and child to adult relationships. When these relationships are strong, research indicates that disciplinary events will decrease. We are continuing this action because increasing our safety program in prior years has improved safety outcomes as measured by Panorama Survey data.

Goal 2 Action 5 Campus Beautification

Campus beautification efforts can positively impact culture and climate, pride, and ownership of a school campus in a low-income community which can decrease unwanted behaviors that lead to disciplinary actions. School site administration and maintenance and operations will collaborate to develop short-term and long-term beautification projects at each school site. Some examples of the projects include: painting of playgrounds, improving landscaping to be more appealing and desert friendly, developing school gardens, painting murals, and enhancing fencing to reduce the institutional look of campuses.

These actions are being provided on an LEA-wide basis and we expect that all students will benefit from increased campus safety and beautification, however, because of the significantly higher rate of suspension for our low-income students, we have developed these actions to meet their needs with the anticipated outcome of significantly decreased disciplinary events that lead to suspension.

Goal 3 Foster a team commitment.

Low income, foster youth, and English learners

After assessing the needs, conditions, and circumstances of our low-income, foster youth, and English Learner students we know that our low-income, foster youth, and English learner families have significant barriers to school engagement (Panorama Education Fall 2022 survey – 20th – 39th percentile nationally), that they require additional family support (Panorama Education Fall 2022 survey – 20th – 39th percentile nationally), and that we need to improve opportunities for family engagement (Panorama Education Fall 2022 survey – 40th – 59th percentile nationally). To address this condition of barriers to school engagement, family support, and family engagement for our low-income, foster youth, and English learners' families the following goals and actions have been developed and are principally directed toward their needs:

Goal 3 Action 1 Family and Community Resource Development

The needs of these families vary greatly, however, surveys, home visits, and parent meetings, have provided data that indicates families need assistance with food, clothing, medical services, and mentors for homework help (especially for our Spanish speaking families who struggle to help with homework in English). Our community center has been established to meet these identified needs, with programs and services aligned to low-income, foster youth, and English learners. A series of adult education classes are available as an important resource for parents to build their own capacity to help their children improve academically. Due to the limited access to low-cost or free medical services, the district nurse has partnered with Vaccines for Kids and community partners to establish vaccine clinics so that lack of childhood vaccines does not become a barrier to school attendance especially for our low-income or foster youth. The services and programs provided through the community center are designed to build school – family relationships and to improve the circumstances of our student population and to foster a team commitment for the benefit of improving student outcomes.

Goal 3 Action 2 Family and Community Engagement and Empowerment

Parents and guardians have indicated interest in volunteering at school, but the cost of the fingerprinting requirement is a financial barrier (Panorama Education Fall 2020 Family Survey participants indicate 75% make less than $74,999, 51% make less than $49,999, and 25% make less than $24,999 annually). To ensure our low-income and foster youth families can become active volunteers the costs of fingerprinting is waived. This action is designed to increase parent volunteering to improve student outcomes. Volunteering is one aspect of an effective parent engagement program, however, to have authentic relationships with families, we need to ensure parents are empowered to engage in two-way communication and decision making. All advisory committees include parent membership, and the district actively seeks out low-income, foster parents, and English learner families to participate. Advisory committees are designed to ensure parents and community members have authentic opportunities to engage with district and site leaders in decision making. A bilingual parent liaison is assigned to every school site to ensure our Spanish speaking families (approximately 30%) can participate fully. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. We are continuing this action because our data shows increasing numbers of participation in our community events and advisory committees.

Goal 3 Action 3 Communication

The Information and Technology Department in collaboration with Educational Services will develop an effective and comprehensive two-way communication system to provide information in multiple formats to increase access to academic intervention, enrichment, and extra-curricular activities for our low-income, foster youth, and English Learner students and families. These actions are being provided on an LEA-wide basis and we expect that all students will benefit from fostering a team commitment. However, because of the significantly higher need for our low-income, foster youth, and English learner families, especially when considering barriers to engagement, the need for family support, and family engagement, we have developed these actions to meet their needs with the anticipated outcome of increased family support and engagement in their children's schooling as measured by Panorama Survey data and parent advisory group input. We are continuing this action because our data shows increasing numbers of participation in our community events and advisory committees.

Goal 4 Operate with increased efficiency and effectiveness.

Low income, foster youth, and English learners

After assessing the needs, conditions, and circumstances of our low-income, foster youth, and English Learner students we know that their achievement levels, as measured by 2022 Dashboard for ELA and math, are significantly below standard. This is a multi-year trend dating back to the 2017 Dashboard with minimal growth for any of these student groups.

2022 SBAC English Language Arts:

- Low-income 76.6 points below standard (very low)
- English Learners 73.3 points below standard (very low)

- Foster Youth 106.8 points below standard (very low)

2022 SBAC Math:

- Low-income 117.2 points below standard (very low)
- English Learners 112.7 points below standard (very low)
- Foster Youth 139.1 points below standard (very low)

2022 Local assessment data (iReady Diagnostic mid-year) demonstrates that our students have made significant progress this school year with an overall student growth percentile of 63% in reading and 53% in math.

To address the condition of low academic performance the following goals and actions have been developed and are principally directed toward our low-income, foster youth, and English learner students:

Goal 4 Action 2 Development of Staff

Faculty and staff retention and professional development is critical to sustaining effective and efficient systems to improve outcomes for low-income, English learner, and foster youth students. The human resources department, in coordination with site and district administration, will support employee engagement, retention, and development through job specific training, certification programs, and recognition programs to increase job effectiveness and employee satisfaction. Professional development opportunities will be targeted and offered to faculty and staff. The retention and professional development programs will increase faculty and staff engagement, thus increasing efficiency and effectiveness in supporting the needs of low-income, English learner, and foster youth students. This action is being provided on an LEA-wide basis and we expect that all students will benefit from improved recruitment and retention of qualified staff and effective asset management however, because of the significantly higher need for our low-income, foster youth, and English learner families, we have developed these actions to meet their needs with the anticipated outcome of improved teaching and learning. We expect low-income, foster youth, and English learners will see a significant increase in their academic performance as measured by district benchmark assessments (iReady Diagnostic) and state testing (CAASPP). We are continuing this action because our data shows increased academic outcomes (CAASPP) and improved school climate based on Panorama Survey data.

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

Eastside Union School District recognizes the need to improve achievement for our low-income, foster youth, and English learner students.

Eastside Union School District projects to receive $12,807,060 in LCFF supplemental and concentration funding and the proportionality of services percentage is 56.58% for the 2023-2024 fiscal year.

The descriptions below explain how the services for low-income, foster youth, or English learners are being increased or improved by the required 56.58%.

Low-income students:
EUSD is committed to meeting the needs of low-income students as we are aware that poverty has been shown to be a barrier to fully accessing educational services. EUSD's low-income students have been performing below standard in both ELA and math and lack a strong connection to school based on student survey data. The contributing actions in the LCAP increase and improve the quality and quantity of services to improve teaching for student learning and success, promote a safe a caring learning environment, foster a team commitment, and operate with increased efficiency and effectiveness. Low-income students will be provided improved instruction through teacher development both pedagogically and culturally, inclusive practices, assessment and monitoring, enrichment programs, early education, comprehensive library program, 1:1 student device program, 21st Century learning environment, and personalized learning and differentiated instruction. To promote a safe and caring learning environment, we will increase the social emotional support to low-income students, through a social emotional program, campus safety and beautification, and improved attendance. To foster a team commitment low-income students will have access to robust community resources, parent engagement and empowerment opportunities, and a comprehensive communication plan. To ensure schools work for low-income students, increased efforts to operate high quality programs effectively and efficiently, will include development of highly qualified staff to provide personalized learning and differentiated instruction in TK - 3 classrooms with a 24:1 ratio.

Foster youth:
EUSD is committed to meeting the needs of foster youth as we are aware that foster youth experience Adverse Childhood Experiences (ACES) more often than other children and demonstrate more trauma related behaviors that impact their ability to access their education to the fullest. EUSD's foster youth students have been performing below standard in both ELA and math and lack a strong connection to school based on student survey data. The contributing actions in the LCAP increase and improve the quality and quantity of services to improve teaching for student learning and success, promote a safe a caring learning environment, foster a team commitment, and operate with increasing efficiency and effectiveness. Trauma informed and inclusive practices, along with an effective assessment and progress monitoring system will be integrated into the academic and social emotional programs. Enrichment programs, Restorative Practices, school counseling, district social worker, social emotional curriculum, and targeted attendance programs will be implemented as part a multi-tiered system of support to better meet the needs of foster youth. Family and community resources, family engagement and empowerment, and a comprehensive communication plan are designed to foster a team commitment and support foster youth students through a comprehensive wrap-around services program.

English Learners:
EUSD is committed to meeting the needs of English learners as we are aware that developing fluency in a second language requires targeted linguistic support and intentional language development programs. EUSD's English learner students have been performing below standard in both ELA and math. The contributing actions in the LCAP increase and improve the quality and quantity of services to improve teaching for student learning and success, promote a safe a caring learning environment, foster a team commitment, and operate with

increasing efficiency and effectiveness. Culturally responsive teaching, extended learning programs and bilingual programs, inclusive practices, assessment and progress monitoring, early education, comprehensive library program, and personalized learning and differentiated instruction are designed to meet the needs of English learners. To promote a caring school environment, the social emotional needs of English language learners are addressed through comprehensive social emotional curriculum. To promote a team commitment, family resources such as district and site bilingual parent liaisons, translators, and parent education classes are offered to ensure English learners' families are supported by school and district programs with wrap-around services. To ensure schools work for English learner students, increased efforts to operate high quality programs effectively and efficiently, will include development of highly qualified staff to provide personalized learning and differentiated language instruction for English learners in TK - 3 classrooms with a 24:1 ratio.

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

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

To address the intense social emotional and academic needs of students brought on by pandemic related isolation and trauma, we will be maintaining the increase of certificated positions by 5 FTE and maintaining the increase in paraprofessionals by 7 positions to support all elementary school campuses. Five certificated and four paraprofessional positions comprise a Tier III level of social emotional and academic support as part of our Multi-tiered System of Support (Goal 2, Action 2) To ensure our youngest learners have the support necessary to learn appropriate school behavior and meet academic benchmarks, 4 paraprofessionals have been hired and assigned to a transitional kindergarten class (one on each campus) (Goal 1, Action 7).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 19.41
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 16.55

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$38,426,989.00				$38,426,989.00	$28,976,428.00	$9,450,561.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Leadership Teams (ILT)	English Learners Foster Youth Low Income	$368,134.00				$368,134.00
1	1.2	Culturally Responsive Teaching	English Learners Foster Youth Low Income	$550,634.00				$550,634.00
1	1.3	Improve English Learner Outcomes	English Learners	$87,169.00				$87,169.00
1	1.4	Intervention Strategies	English Learners Foster Youth Low Income	$1,451,095.00				$1,451,095.00
1	1.5	Assessment and Progress Monitoring	English Learners Foster Youth Low Income	$295,046.00				$295,046.00
1	1.6	Enrichment Programs	Foster Youth Low Income	$237,470.00				$237,470.00
1	1.7	Early Education Program	English Learners Foster Youth Low Income	$621,624.00				$621,624.00
1	1.8	Comprehensive Library Program	English Learners Foster Youth Low Income	$435,313.00				$435,313.00
1	1.9	Student Device Program	Foster Youth Low Income	$978,313.00				$978,313.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	21st Century Learning Environment	Low Income	$1,050,000.00				$1,050,000.00
1	1.11	Personalized Learning and Differentiated Instruction	English Learners Foster Youth Low Income	$2,299,140.00				$2,299,140.00
2	2.1	Culture and Climate Leadership Teams (C&CLT)	English Learners Foster Youth Low Income	$43,986.00				$43,986.00
2	2.2	Improve Social Emotional Outcomes	English Learners Foster Youth Low Income	$1,923,426.00				$1,923,426.00
2	2.3	Campus Safety	Low Income	$1,260,121.00				$1,260,121.00
2	2.4	Improve Attendance	Foster Youth Low Income	$913,039.00				$913,039.00
2	2.5	Campus Beautification	Low Income	$3,459,582.00				$3,459,582.00
3	3.1	Family and Community Resource Development	English Learners Foster Youth Low Income	$237,162.00				$237,162.00
3	3.2	Family and Community Engagement and Empowerment	English Learners Foster Youth Low Income	$259,786.00				$259,786.00
3	3.3	Communication	English Learners Foster Youth Low Income	$331,013.00				$331,013.00
4	4.1	Recruitment of Qualified Staff	All	$30,500.00				$30,500.00
4	4.2	Development of Staff	English Learners Foster Youth Low Income	$380,513.00				$380,513.00
4	4.3	Resource and Asset Management and Maintenance	All	$52,850.00				$52,850.00
4	4.4	Fiscal Solvency	All	$10,000.00				$10,000.00
4	4.5	Facilities Master Planning	All	$10,000.00				$10,000.00
4	4.6	Implementation of Academic Standards	All	$251,725.00				$251,725.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.7	Fully Credentialed and Appropriately Assigned Teachers	All	$14,487,604.00				$14,487,604.00
4	4.8	Repair and Maintenance Program	All	$1,676,554.00				$1,676,554.00
5	5.1	Multi-tiered System of Support	African American / Black Students	$35,541.00				$35,541.00
5	5.2	IEP Implementation	Students with Disabilities	$4,689,649.00				$4,689,649.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$30,303,242	$12,807,060	42.26%	14.32%	56.58%	$17,182,566.00	0.00%	56.70 %	**Total:**	$17,182,566.00
								LEA-wide Total:	$17,095,397.00
								Limited Total:	$87,169.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instructional Leadership Teams (ILT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$368,134.00	
1	**1.2**	Culturally Responsive Teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$550,634.00	
1	**1.3**	Improve English Learner Outcomes	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$87,169.00	
1	**1.4**	Intervention Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,451,095.00	
1	**1.5**	Assessment and Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,046.00	
1	**1.6**	Enrichment Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$237,470.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Early Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$621,624.00	
1	1.8	Comprehensive Library Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$435,313.00	
1	1.9	Student Device Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$978,313.00	
1	1.10	21st Century Learning Environment	Yes	LEA-wide	Low Income	All Schools	$1,050,000.00	
1	1.11	Personalized Learning and Differentiated Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,299,140.00	
2	2.1	Culture and Climate Leadership Teams (C&CLT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,986.00	
2	2.2	Improve Social Emotional Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,923,426.00	
2	2.3	Campus Safety	Yes	LEA-wide	Low Income	All Schools	$1,260,121.00	
2	2.4	Improve Attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$913,039.00	
2	2.5	Campus Beautification	Yes	LEA-wide	Low Income	All Schools	$3,459,582.00	
3	3.1	Family and Community Resource Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,162.00	
3	3.2	Family and Community Engagement and Empowerment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$259,786.00	
3	3.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$331,013.00	
4	4.2	Development of Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$380,513.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$33,541,551.00	$29,533,079.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Leadership Teams (ILT)	Yes	$216,584.00	$355,547.00
1	1.2	Culturally Responsive Teaching	Yes	$333,434.00	$299,630.00
1	1.3	Improve English Learner Outcomes	Yes	$57,318.00	$90,855.00
1	1.4	Intervention Strategies	Yes	$1,248,773.00	$551,281.00
1	1.5	Assessment and Progress Monitoring	Yes	$185,456.00	$169,320.00
1	1.6	Enrichment Programs	Yes	$1,069,659.00	$508,732.00
1	1.7	Early Education Program	Yes	$489,337.00	$340,493.00
1	1.8	Comprehensive Library Program	Yes	$422,110.00	$437,482.00
1	1.9	1:1 Student Device Program	Yes	$1,342,938.00	$791,832.00
1	1.10	21st Century Learning Environment	Yes	$1,050,000.00	$739,509.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Personalized Learning and Differentiated Instruction	Yes	$2,365,388.00	$2,105,536.00
1	1.12	Improve Outcomes for Special Education Students	No	$4,944,699.00	$4,689,904.00
2	2.1	Culture and Climate Leadership Teams (C&CLT)	Yes	$118,575.00	$66,638.00
2	2.2	Improve Social Emotional Outcomes	Yes	$1,755,159.00	$1,340,933.00
2	2.3	Campus Safety	Yes	$695,372.00	$936,532.00
2	2.4	Improve Attendance	Yes	$785,000.00	$539,693.00
2	2.5	Campus Beautification	Yes	$2,669,490.00	$845,214.00
3	3.1	Family and Community Resource Development	Yes	$273,355.00	$213,090.00
3	3.2	Family and Community Engagement and Empowerment	Yes	$251,327.00	$195,822.00
3	3.3	Communication	Yes	$194,629.00	$186,611.00
4	4.1	Recruitment of Qualified Staff	No	$8,700.00	$22,561.00
4	4.2	Development of Staff	Yes	$187,500.00	$171,608.00
4	4.3	Resource and Asset Management and Maintenance	No	$42,000.00	$49,529.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Fiscal Solvency	No	$25,000.00	$26,030.00
4	4.5	Facilities Master Planning	No	$10,000.00	$0.00
4	4.6	Implementation of Academic Standards	No	$252,400.00	$115,088.00
4	4.7	Fully Credentialed and Appropriately Assigned Teachers	No	$11,014,025.00	$12,217,870
4	4.8	Repair and Maintenance Program	No	$1,533,323.00	$1,525,739.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$12,605,861.00	$15,711,404.00	$10,886,358.00	$4,825,046.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Leadership Teams (ILT)	Yes	$216,584.00	$355,547.00		
1	1.2	Culturally Responsive Teaching	Yes	$333,434.00	$299,630.00		
1	1.3	Improve English Learner Outcomes	Yes	$57,318.00	$90,855.00		
1	1.4	Intervention Strategies	Yes	$1,248,773.00	$551,281.00		
1	1.5	Assessment and Progress Monitoring	Yes	$185,456.00	$169,320.00		
1	1.6	Enrichment Programs	Yes	$1,069,659.00	$508,732.00		
1	1.7	Early Education Program	Yes	$489,337.00	$340,493.00		
1	1.8	Comprehensive Library Program	Yes	$422,110.00	$437,482.00		
1	1.9	1:1 Student Device Program	Yes	$1,342,938.00	$791,832.00		
1	1.10	21st Century Learning Environment	Yes	$1,050,000.00	$739,509.00		
1	1.11	Personalized Learning and Differentiated Instruction	Yes	$2,365,388.00	$2,105,536.00		
2	2.1	Culture and Climate Leadership Teams (C&CLT)	Yes	$118,575.00	$66,638.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Improve Social Emotional Outcomes	Yes	$1,755,159.00	$1,340,933.00		
2	2.3	Campus Safety	Yes	$695,372.00	$936,532.00		
2	2.4	Improve Attendance	Yes	$785,000.00	$539,693.00		
2	2.5	Campus Beautification	Yes	$2,669,490.00	$845,214.00		
3	3.1	Family and Community Resource Development	Yes	$273,355.00	$213,090.00		
3	3.2	Family and Community Engagement and Empowerment	Yes	$251,327.00	$195,822.00		
3	3.3	Communication	Yes	$194,629.00	$186,611.00		
4	4.2	Development of Staff	Yes	$187,500.00	$171,608.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$29,061,498	$12,605,861.00	8.40%	51.78%	$10,886,358.00	0.00%	37.46%	$4,160,668.83	14.32%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

    - **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 transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

  - This amount is the total of the Planned Percentage of Improved Services column

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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