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

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

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

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Goal 1

EUSD students will demonstrate high levels of learning in English Language Arts, Math, Science and Social Science.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Academic Achievement, Teacher Collaboration, Common Core Implementation, Technology

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. CAASPP **19-20** Metric A: Schools will utilize local English Language Arts and Math standards aligned assessments built in the Key Data Systems Program to track progress. CAASPP data will be used to inform and improve student progress in English Language Arts and Math: CAASPP English Language Arts will increase from 75% (all) to 77% (all) and from 12.2% (EL) to 15% (EL), Mathematics will increase from 71% (all) to 73% (all) and from 16% (EL) to 18% (EL) proficiency.	During the 2019-2020 school year, CAASPP was cancelled due to COVID-19. Our 2019-20 Mid-Year iReady Math Diagnostic data showed that 53% of our students were achieving at or above grade level, 39% were nearing grade level expectations, and 8% were achieving below grade level, and those levels were significantly improved from the Beginning of Year iReady Math Diagnostic assessment.

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Expected	Actual
Baseline A. ELA CAASPP 77% Math CAASPP 71% EL ELA 23% EL Math 31%	
Metric/Indicator B. CA DASHBOARD **19-20** Metric B: Encinitas USD will have a blue indicator for ELA and Math district wide CA Dashboard. **Baseline** B. CA DASHBOARD Blue	On the 2019 CA Dashboard, EUSD maintained the Blue level for all students in both ELA and Math.
Metric/Indicator C. Williams Report **19-20** Metric C: All EUSD students will have access to standards aligned instructional materials as measured by annual audit of materials.	During the 2019-2020 school year, there were zero Williams complaints related to instructional materials.

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Expected	Actual
Baseline C. No pending complaints **Metric/Indicator** D. CELDT/ New ELPAC **19-20** Metric D: English Learner reclassification rate will increase from 15% to 18%, and Long Term English Learners will remain <1% (including students with special needs). **Baseline** D. CELDT/New ELPAC	During the 2019-2020 school year, the summative ELPAC was cancelled due to COVID-19. 2018-19 Summative ELPAC data: 17.69% - Well Developed 42.12% - Moderately Developed 25.58% - Somewhat Developed 14.62% - Minimally Developed
Metric/Indicator E. CA DASHBOARD **19-20** Metric E. EL progress will show increase in highest performance levels on ELLEVATE software (interim during ELPAC). **Baseline** E. CA DASHBOARD orange	During the 2019-2020 school year, CAASPP was cancelled due to COVID-19, therefore the CA Dashboard hasn't changed. On local measures, during the 2019-20 school year our EL's grew by 11 points on our iReady Math Diagnostic assessment. During the 2020 EL Summer Academy, 83% of EL's increased oral language proficiency by 1 or more levels as measured by Literably assessments.
Metric/Indicator F. CAST **19-20** Metric F. NGSS progress on CAST test will increase 4% establish baseline. **Baseline** F. to be determined 2018	During the 2019-2020 school year, CAST was cancelled due to COVID-19. During the 2018-19 school year, we established a baseline on CAST with 59% of students meeting or exceeding state science standards.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 EUSD will provide an educational base program to included standards based instruction in all content areas for all students.	1000-1999: Certificated Personnel Salaries LCFF $ 32,904,421	1000-1999: Certificated Personnel Salaries LCFF 30,529,491

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 Teachers will plan and monitor implementation of state standards through establishing, improving, and refining curriculum resources and maps demonstrating access to standards-aligned curriculum and development of quality local assessments to address address multiple levels of support for diverse learners.	1.2.1 Provide all teachers with one release day for project planning and assessment building with TOSA support to address multi-tiered systems of support. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration $37,100	Provide all teachers with one release day for project planning and assessment building with TOSA support to address multi-tiered systems of support. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration 37,100
	1.2.2 Fund additional training, supports and materials to address differentiation needs of students in mathematics 4000-4999: Books And Supplies Supplemental Concentration $253,300	Fund additional training, supports and materials to address differentiation needs of students in mathematics 4000-4999: Books And Supplies Supplemental Concentration 281,666
	1.2.3 Fund Cognitively Guided Instruction 1000-1999: Certificated Personnel Salaries Supplemental Concentration $85,500	Fund Cognitively Guided Instruction PD 1000-1999: Certificated Personnel Salaries Supplemental Concentration 19,591
	1.2.4 Fund additional training, supports and materials to address Next Generation Science Standards 4000-4999: Books And Supplies Lottery $50,000	Fund additional training, supports and materials to address Next Generation Science Standards 4000-4999: Books And Supplies Lottery 27,218
1.3 District will improve student educational performance through improved training, support, information and assistance for new teachers.	1.3.1 Fund the Beginning Teacher Support and Assessment (BTSA) Program. LCFF/Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF $43,017	Fund the Beginning Teacher Support and Assessment (BTSA) Program. LCFF/Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 45,002
1.4 District will improve use of district collaborative digital tools including an LMS, digital content and materials.	1.4.1 Fund personnel to manage portal resources. 5800: Professional/Consulting Services	Fund personnel to manage portal resources. Lottery/ LCFF 5800: Professional/Consulting Services

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures LCFF $42,611	And Operating Expenditures Lottery 46,162
1.5 Teachers will assess students in the CAASPP assessment to track and monitor progress.	1.5.1 Provide infrastructure, support, and tools such as keyboards and headphones necessary for daily work and state assessments.LCFF/Services and Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental Concentration $29,934	Provide infrastructure, support, and tools such as keyboards and headphones necessary for daily work and state assessments.LCFF/Services and Operating Expenditures 4000-4999: Books And Supplies LCFF 29,934
1.6 District will maintain low class size in primary grades to enhance student achievement.	1.6.1 Allocate funds for class size reduction to 24 in primary grades. Included in base program. 1000-1999: Certificated Personnel Salaries LCFF see 1.1	Allocate funds for class size reduction to 24 in primary grades. Included in base program. 1000-1999: Certificated Personnel Salaries LCFF see 1.1
1.A Principals will closely monitor academic and attendance progress of targeted subgroups: Foster Youth, Homeless, Economically Disadvantaged Students, and English Learners and address mandated program improvement issues related dashboard and local metrics.	$ 1.A.2 Fund a community liaison to assist in determining the needs of targeted subgroups. Supplemental Concentration/Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental Concentration $81,343	2000-2999: Classified Personnel Salaries Supplemental Concentration 80,448
1.B All schools will provide additional targeted intervention to English Learners and Economically Disadvantaged struggling students including strategic Newcomer Support, Reading Foundations and Reading Comprehension.	1.B.1 Implement and support district-wide tiered intervention for reading for struggling learners. Supplemental Concentration/ Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration $500,940	Implement and support district-wide tiered intervention for reading for struggling learners. Supplemental Concentration/ Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration 456,491

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1.B.2 EUSD will provide Summer School services for English Language learners to increase their reading, writing, listening and speaking. 1000-1999: Certificated Personnel Salaries Title III $50,000	Summer School services for English Language learners to increase their reading, writing, listening and speaking. 1000-1999: Certificated Personnel Salaries Title III 63,663
1.C Teachers will plan and monitor implementation of ELA/ELD state standards through establishing, improving, and refining curriculum resources, demonstrating access to standards-aligned curriculum and development of quality local assessments.	1.C.1 Release teachers to participate in committees to pilot, select, and/or create resources for ELA/ELD Task Force. Supplemental Concentration/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration $23,972	Release teachers to participate in committees to pilot, select, and/or create resources for ELA/ELD Task Force. Supplemental Concentration/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration 25,000
	1.C.2 Maintain ELD TOSA to support implementation and coaching of effective ELD strategies 1000-1999: Certificated Personnel Salaries Supplemental Concentration $109,621	Maintain ELD TOSA to support implementation and coaching of effective ELD strategies 1000-1999: Certificated Personnel Salaries Supplemental Concentration 114,934
1.D Teachers will plan and monitor implementation of state standards for English Learners through additional primary language resources.	1.D.1 Purchase print, grade-level Spanish books. Supplemental Concentration/Books and Supplies Lottery $6,181	Purchase print, grade-level Spanish books. Supplemental Concentration/Books and Supplies 4000-4999: Books And Supplies Lottery 6,181
	1.D.2 Purchase enhancement package for ELLEVATE for instructional strategies. 5000-5999: Services And Other Operating Expenditures Supplemental Concentration $15,000	Purchase enhancement package for ELLEVATE for instructional strategies 5000-5999: Services And Other Operating Expenditures Supplemental Concentration 7,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no actions or services that were not implemented under Goal 1. Everything that was budgeted and planned was implemented during the 2019-20 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

EUSD found success in the continuation of CGI professional development, with a focus on mathematics learning for staff and students. Teachers used a planning day for collaboration and curriculum planning to meet students needs, with support from TOSA's in math and NGSS. The NGSS roll-out began, but was then paused due to added responsibilities required of TOSAs throughout the year. We spent more on the EL Summer School than budgeted due to the needs, as made clear by teacher recommendations and student data.

Goal 2

Encinitas USD will foster parent, staff and community engagement by involving them in district activities and keeping them informed through various communication forms in order to enhance learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Communication, Academic Achievement, Common Core Implementation, Technology

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2A. Family engagement will increase by the percentage of families represented at Fall Parent Teacher conferences including unduplicated, special and exceptional needs. **19-20** 2A. Family engagement will maintain an above 95% attendance rate at Fall Parent Teacher conferences including unduplicated, special and exceptional needs. **Baseline** 2A. Approximately, 90% Attendance currently.	In Fall 2019, we had over a 96% attendance rate at Fall Parent Teacher conferences, including unduplicated students, and students with special and exceptional needs.
Metric/Indicator 2B. Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences including unduplicated, special and exceptional needs. **19-20** 2B. Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences to 97%. **Baseline** 2B. Approximately 90% represented.	During the 2019-2020 school year, Spring Parent Teacher conferences were cancelled due to COVID-19. During Fall 2019, we had 96% of parents attend the Fall Parent Teacher conference district-wide.

Expected	Actual
Metric/Indicator 2C. Parents perception of their child receiving a well rounded education will increase as measured on yearly parent surveys. **19-20** 2C. Parents perception of their child receiving a well rounded education will increase to 92% as measured on yearly parent surveys. **Baseline** 2C. Parents perception of their child receiving a well rounded education will increase 86% as measured on yearly parent surveys.	Due to COVID-19, EUSD did not complete our yearly LCAP survey in Spring 2020. However, parent feedback continued to express a desire for a well rounded education through a variety of surveys throughout spring, summer, and fall of 2020.
Metric/Indicator 2D. Parents input will increase through a larger number of participants in specialized committees including SWD, Special Needs, Exceptional and EL. **19-20** 2D. Maintain Committee membership with diverse groups. **Baseline** 2D. Currently committees may have one or the other parent group, but not necessarily all groups represented.	Beginning in Spring 2020, EUSD established 5 committees to support planning for Re-Entry and Recovery due to COVID-19. Each committee included parents, with representation from all 9 schools across the groups, parents of students with special and exceptional needs, parents of English Learners, and parents from diverse backgrounds.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Improve district communications with community through improved website and electronic communications.	2.1.2 Fund personnel to ensure communication: IT management of website and Parent Link district app. LCFF/Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF $63,437	Fund personnel to ensure communication: IT management of website and Parent Link district app. LCFF/Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF 61,125
2.2 Provide families immediate access to district and student information. (WordPress)	2.2.1 Purchase system to provide families with portal access to information. LCFF/Professional	We did not purchase this 0

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services 5000-5999: Services And Other Operating Expenditures LCFF $15,673	
	2.2.2 Maintain Learning Management System with family portal capabilities. LCFF/Professional Service 5800: Professional/Consulting Services And Operating Expenditures LCFF integraded	Maintain Learning Management System with family portal capabilities. LCFF/Professional Service Integrated
2.3 Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for all subgroups.	2.3.1 Provide staff to design workshops and training for workshops. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $50,150	Provide staff to design workshops and training for workshops. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF 0
	2.3.2 Continue parent university concept with on site support in conceptual understanding, differentiation, design-thinking and NGSS 1000-1999: Certificated Personnel Salaries LCFF embedded	Continue parent university concept with on site support in conceptual understanding, differentiation, design-thinking and NGSS Embedded
2.A Improve district communications with community through improved print, website, and electronic communications.	2.A.1 Fund translation services for written and electronic communication for families of English Learners. Supplemental Concentration/ Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration $3,000	Fund translation services for written and electronic communication for families of English Learners. Supplemental Concentration/ Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration 5,800
	2.A.2 Fund personnel to create webpages and parent resources surrounding curriculum and	Fund personnel to create webpages and parent resources surrounding curriculum and

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	instruction 5800: Professional/Consulting Services And Operating Expenditures LCFF $72,653	instruction 1000-1999: Certificated Personnel Salaries LCFF 75,270
2.B Improve outreach and communication, and connect targeted families with resources and services.	2.B.1 Fund a community liaison to make personal connections with English Learner, Economically Disadvantaged, and Foster Youth. Supplemental Concentration/ Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental Concentration embedded	Fund a community liaison to make personal connections with English Learner, Economically Disadvantaged, and Foster Youth. Supplemental Concentration/ Classified Salaries and Benefits Embedded
2.C Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for targeted populations.	2.C.1 Allocate a district level administrator to design workshops and training for parents/guardians of English Learner and economically disadvantaged youth. Supplemental Concentration/ Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration $50,753	Allocate a district level administrator to design workshops and training for parents/guardians of English Learner and economically disadvantaged youth. Supplemental Concentration/ Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration 45,814
	2.C.2 Provide childcare and materials at all family meetings. Supplemental Concentration/ Title-I/Professional Services 2000-2999: Classified Personnel Salaries Supplemental Concentration $1,434	Provide childcare and materials at all family meetings. Supplemental Concentration/ Title-I/Professional Services 2000-2999: Classified Personnel Salaries Supplemental Concentration 693
2.D Liaison with SDCOE resources and community agencies to address specific needs of homeless and foster youth	2.D.1 Fund a community liaison to connect Foster Youth families with existing services and resources. Supplemental Concentration/ Classified Salaries and Benefits	Fund a community liaison to connect Foster Youth families with existing services and resources. Supplemental Concentration/

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Supplemental Concentration Embedded	Classified Salaries and Benefits Embedded
	2.D.2 Principals and School Service Secretaries will phone homeless youth deemed to be at-risk of chronic absenteeism after reviewing monthly attendance logs. Not Applicable	Principals and School Service Secretaries will phone homeless youth deemed to be at-risk of chronic absenteeism after reviewing monthly attendance logs. Not Applicable
	2.D.3 Staff will receive training in Restorative Practices 1000-1999: Certificated Personnel Salaries Supplemental Concentration	Not budgeted nor implemented

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 2.2 was budgeted and not implemented. EUSD staff spent time during 2019-20 researching the best options for a new hosting website, and that purchase was not implemented until the 2020-21 school year. The EUSD website remained active and available to support the community throughout the entire time. Action 2.3 was budgeted, but not needed because we used existing staff and volunteers for the few workshops we held before COVID-19 made in-person workshops impossible in spring of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

EUSD made significant improvements to communication through the use of a district application, current information being shared on the website and social media, and through regular newsletters and video updates. There were fewer parent workshops than anticipated due to the COVID-19 pandemic, and the inability to hold in-person workshops. However, during that transition, all parents had access to regular updates via electronic communications.

Goal 3

Encinitas USD will maintain and improve safe, green, and innovative learning environments that engage students and promote health and wellness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)

Local Priorities: Safety, Health and Wellness, Teacher Collaboration, Global Competencies, Green Restructuring

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Facility Inspection Tool **19-20** Metric A: As measured by the 2018-19 Facility Inspection Tool (FIT), Encinitas USD will maintain a score of 100% in all eight evaluation categories at all nine Encinitas USD schools. Encinitas USD will maintain "Exemplary" school rating level at all schools. **Baseline** A. FIT Score is 100% 8/9	In 2019-2020, all 9 schools received a 100% FIT score.
Metric/Indicator B. Work Completion Documents **19-20** Metric B: By the end of the 2019-20, nine of nine Encinitas USD schools will maintain "green" upgrades. **Baseline** B. Six of nine schools have been completed.	All nine schools have received the initial "green" upgrades.
Metric/Indicator C. California Healthy Kids Survey	In the 2019-20 CHKS, the district rated above the state average in school connectedness, perceived school safety, low violence

Expected	Actual
19-20 Metric C: The California Healthy Kids Survey will not be administered in 2019-2020. **Baseline** C. CHKS is at 95%	perpetration, low violence victimization, fairness, rule clarity and positive behavior; and around the state average in all other categories. Scores improved since the 2018 CHKS in perceived school safety, fairness, rule clarity, social emotional learning supports and positive behaviors
Metric/Indicator D. CA Dashboard **19-20** Metric D: As measured by the California Department of Education Suspension and Expulsion Rates Report on the CA Dashboard will remain blue andexpulsion rate will remain at 0%. **Baseline** D. CA Dashboard is blue. **Metric/Indicator** E. Attendance Data **19-20** Metric E: As measured by district attendance data for 2019-20, Encinitas USD attendance will remain at or above 95%. **Baseline** E. Attendance Data is at 95%	Due to COVID-19, the CA Dashboard has not been updated. Local data on suspensions and expulsions/ discipline reported for 2019-20 school year: Removals- 0 Restraints- 6 Seclusions- 3 Suspensions- 5 Expulsions- 0 Due to COVID-19, the CA Dashboard has not been updated. However, local measures show that our district attendance rate for 2019-20 was 93%.
Metric/Indicator F. Attendance Data **19-20** Metric F: As measured by district attendance data for 2019-20, chronic absenteeism will be below 5%. **Baseline** F. Attendance Data chronic absenteeism 8%.	Due to COVID-19, the CA Dashboard has not been updated. However, local measures show that our chronic absenteeism rate for 2019-20 was 6.8%.
Metric/Indicator G. Attendance Data **19-20**	Due to COVID-19, the CA Dashboard has not been updated. However, local measures show that our district chronic absenteeism rate for 2019-20 was: 11% - EL's 9% - Students With Disabilities

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Expected	Actual
Metric G: All subgroups for chronic absenteeism will be orange or above.	12.4% - Students with low SES

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Improve and provide green upgrades to all school site facilities.	3.1.1 Maintain Facilities 6000-6999: Capital Outlay LCFF $1,100,000	Maintain Facilities 6000-6999: Capital Outlay LCFF 413,090
3.2 District will conduct a safety audit and implement safety improvements at all nine campuses.	3.2.2 Costs for safety improvements. LCFF/Services and Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF $15,000	Costs for safety improvements. LCFF/Services and Operating Expenditures 4000-4999: Books And Supplies LCFF 15,000
3.3 District will ensure the proper learning environment for students with special needs.	3.3.1 Allocate funds for transportation for special education students needing an alternative learning environment. LCFF/Professional Services LCFF $416,550	Allocate funds for transportation for special education students needing an alternative learning environment. LCFF/Professional Services 5000-5999: Services And Other Operating Expenditures LCFF 410,037
3.4 Encinitas USD will provide all students Grades K-6 access to a broad course of study inclusive of District and Site Enrichment teachers as well as site support TRAC teachers.	3.4.1 Fund certificated teachers to deliver enrichment and provide an additional step for returning teachers. 1000-1999: Certificated Personnel Salaries LCFF $1,157,314	Fund certificated teachers to deliver enrichment and provide an additional step for returning teachers. 1000-1999: Certificated Personnel Salaries LCFF 1,154,327
	3.4.2 District will fund Tier 1 Social and Emotional Teachers for all 9 sites providing direct instruction bi-weekly. 1000-1999: Certificated Personnel Salaries LCFF $147,596	District will fund Tier 1 Social and Emotional Teachers for all 9 sites providing direct instruction bi-weekly. 1000-1999: Certificated Personnel Salaries LCFF 147,596

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5 District will provide green and innovative learning environments that engage students.	3.5 District will provide green and innovative learning environments that engage students. 5800: Professional/Consulting Services And Operating Expenditures LCFF $45,129	District will provide green and innovative learning environments that engage students. 5800: Professional/Consulting Services And Operating Expenditures LCFF 54,000
3.6 District will continually upgrade technology infrastructure to enable flexible and innovative learning spaces.	3.6.1 Allocate ongoing technology infrastructure funding for staffing and materials to all sites. LCFF/Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF $514,516	Allocate ongoing technology infrastructure funding for staffing and materials to all sites. LCFF/Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF 518,484
3.7 Encinitas USD will develop a farm space to provide students innovative experiences around design, research, engineering, art, math, science, and nutrition and provide farm to lunch table produce.	3.7.1 Allocate funds for utilities and farming needs of Encinitas USD farm. LCFF/Services and Operating Expenditures LCFF $126,342	Allocate funds for utilities and farming needs of Encinitas USD farm. LCFF/Services and Operating Expenditures LCFF 154,945
	3.7.2 Fund classified staff/ director to support and monitor the farm. LCFF/Classified Salaries and Benefits LCFF $148,464	Fund certificated staff/ director to support and monitor the farm. LCFF/Certifcated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF 113,316
	3.7.3 Fund a certificated resource teacher to develop curriculum and deliver lessons at Farm Lab. State Sources/Mandated Cost/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $156,719	Fund a certificated resource teacher to develop curriculum and deliver lessons at Farm Lab. State Sources/Mandated Cost/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF 156,075
3.8 District will provide additional support for school gardens.	3.8.1 District will provide additional grounds staffing to support school gardens.	District will provide additional grounds staffing to support school gardens. LCFF/Classified Salaries and Benefits LCFF 34,500

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF/Classified Salaries and Benefits LCFF $34,500	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 3.1 was not implemented to the extend that it was budgeted for for two reasons: the timeline for the planned kitchen remodels had to be pushed back, and the district began a Facilities Master Plan process. Now that EUSD has a Facilities Master Plan, with input from staff and community members, greater detail can go into future plans for capital outlays and improvements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

EUSD is proud to be a leader in the Green Schools National Network, and a district that had 1:1 for student devices before the pandemic made it a requirement. EUSD continued to prioritize Safety, Health and Wellness, Teacher Collaboration, Global Competencies, and Green Restructuring.

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Goal 4

Encinitas USD will train and retain highly qualified staff to facilitate the personal and academic success of each student.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)

Local Priorities: Teacher Collaboration, Academic Achievement, Common Core Implementation, Global Competencies

Annual Measurable Outcomes

Expected	Actual

Metric/Indicator
A. Credential Audit
 	
19-20
Metric A: Encinitas USD will maintain current 100% highly qualified teaching staff in appropriate teaching assignments in 2019-20 as measured by credential audits and assignment reviews pursuant to CA Education Code 44258.9.
 	
Baseline
A. 100% of Classroom teachers HQT
	EUSD had 98.54% of staff in appropriate teaching assignments.There were two misassignments in the 2019-20 school year.
	  • 1 Misassignment - EL Student assigned to teacher with no EL Authorization
	  • 1 Corrected Misassignment – DLI Teacher had EL Auth but did not have BCLAD on census date. Applied for EM BCLAD on 11/1/2019

Metric/Indicator B. TOSA Logs/sign ins **19-20** Metric B: 100% of teachers will be trained in ELA and ELD materials and strategies for the implementation of content and language standards for all students including English Learners by meetings, agendas, and training notices. **Baseline** A.Less than 10% of teachers have been trained.	During the 2019-20 school year, EUSD held a training on ELD standards and strategies for the Equity Committee, which was a total of 20 teachers including our TOSAs. We have reached 10% of teachers being directly trained by us, and the other 90% being exposed to the strategies via staff meetings.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Encinitas USD will retain highly qualified teachers to facilitate the personal and academic success of each student.	4.1.1 Provide ongoing cost of 4% 2014-15 negotiated salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $1,061,066	Provide ongoing cost of 4% 2014-15 negotiated salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF 1,061,066
	4.1.2 Provide ongoing cost of 2% negotiated 2015-16 salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $537,248	Provide ongoing cost of 2% negotiated 2015-16 salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF 537,248
	4.1.3 Provide ongoing costs of 2.5% negotiated 2017-2018 salary increase for all Encinitas USD teachers. 1000-1999: Certificated Personnel Salaries LCFF $736,732	Provide ongoing costs of 2.5% negotiated 2017-2018 salary increase for all Encinitas USD teachers. 1000-1999: Certificated Personnel Salaries LCFF 736,732
	4.1.4 Provide ongoing costs of negotiated 3.0% raise for 2018-2019. 1000-1999: Certificated Personnel Salaries LCFF $861,298	Provide ongoing costs of negotiated 3.0% raise for 2018-2019. 1000-1999: Certificated Personnel Salaries LCFF 861,298
	4.1.5 Provide ongoing costs of negotiated 2.5% raise for 2019-2020. 1000-1999: Certificated Personnel Salaries LCFF $736,818	Provide ongoing costs of negotiated 2.5% raise for 2019-2020. 1000-1999: Certificated Personnel Salaries LCFF 736,818
4.2 Encinitas USD will ensure a well maintained wireless environment to support the academic success of each student.	4.2.1 Hire adequate tech to provide timely support for technology implementation and	Hire adequate tech to provide timely support for technology implementation and repair for

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	repair for personalized learning support. LCFF/Classified Salaries and Benefits See 3.6.1 2000-2999: Classified Personnel Salaries LCFF Integrated	personalized learning support. LCFF/Classified Salaries and Benefits See 3.6.1 Integrated
4.3 The Encinitas USD will provide quality professional development to teachers.	4.3.1 Provide release time for teachers to participate in ongoing professional development around CCSS including CGI and Personalized Learning. LCFF/Certificated Salaries and Benefits Title II $78,000	4.3.1 Provide release time for teachers to participate in ongoing professional development around CCSS including CGI and Personalized Learning. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF 53,773
	4.3.2 Provide additional compensation for teachers to attend optional "choice" trainings. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration $100,000	Provide additional compensation for teachers to attend optional "choice" trainings. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF 80,000
	4.3.3 Provide inclusion instructional support and coaching for teachers with students with special needs mainstreamed in their classes by a specifically trained TOSA 1000-1999: Certificated Personnel Salaries Supplemental Concentration 152,221	Provide inclusion instructional support and coaching for teachers with students with special needs mainstreamed in their classes by a specifically trained TOSA 1000-1999: Certificated Personnel Salaries Supplemental Concentration 151,580
	4.3.4 Provide training and coaching for instructional aides working with students with special needs 2000-2999: Classified Personnel Salaries LCFF embedded	Provide training and coaching for instructional aides working with students with special needs embedded

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.A The Encinitas USD will provide adequate Dual Language teachers to maintain alternate program for English Learner Students.	4.A.1 Provide 2 additional FTEs to account for primary to upper grade transition of DLI programs. Supplemental/Concentration/ Certificated Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Supplemental Concentration $274,963	Provide 2 additional FTEs to account for primary to upper grade transition of DLI programs. Supplemental/Concentration/ Certificated Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Supplemental Concentration 273,565

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services that were planned and budedged for Goal 4 were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The payroll department addressed the negotiated salary increases. The 2019-20 professional development plan including CGI, Literacy, Personalized Learning, NGSS, and Project-Based Learning, giving teachers a variety of choices. All choices were met with positive feedback from staff, and the PD was personalized throughout the year based on staff feedback.

Goal 5

Encinitas USD will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: Academic Achievement, Common Core Implementation, Technology

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Report Cards & Enrichment Schedules **19-20** Metric A: The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional materials including Enrichment.. **Baseline** A. Broad course of study offered at 100% of sites as per report cards and schedules.	In 2019-20 a broad course of study was offered at 100% of sites as per first semester report cards and schedules. Due to COVID-19 and emergency distance learning, EUSD provided comments only on second semester report cards to communicate student progress without grades.
Metric/Indicator B. District Offerings List and student work samples **19-20** Metric B: The Encinitas USD will provide all students (including but not limited to unduplicated and exceptional students) personalized and individualized learning opportunities through digital resources, increased CTE pathways, and project based learning. **Baseline** B. Each site has a minimum of three action/pathways offerings including Film Guild, Green Team, SOAR and SWPPP and access of digital methods	During the 2019-20 school year, each site offered a minimum of three action/pathways offerings including Film Guild, Green Team, SOAR and SWPPP and provided all students, including but not limited to unduplicated and exceptional students) access to a variety of digital tools and resources (i.e., ST Math, iReady, Imagine Learning, FlipGrid, iMovie, Discovery Education, Learning Management Systems) for personalized and individualized learning opportunities.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional materials and personalized learning opportunities through digital curriculum programs.	5.1.1 Provide ongoing access to standards-aligned digital curriculum resources. State Source/Lottery/ Mandated Cost/ Professional Services Lottery $308,000	Provide ongoing access to standards-aligned digital curriculum resources. State Source/Lottery/ Mandated Cost/ Professional Services Lottery 246,330
5.2 Teachers will facilitate personalize learning opportunity through digital curriculum programs, project based learning and tiered systems of support including advanced learners.	5.2.1 Fund a certificated resource teacher to support teachers with digital curriculum implementation. State Source/ Mandated Cost/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $149,163	Fund a certificated resource teacher to support teachers with digital curriculum implementation. State Source/ Mandated Cost/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF 131,291
	5.2.3 Maintain a Learning Management System to provide greater capability for personalized learning. LCFF/Professional Services LCFF Embedded	Maintain a Learning Management System to provide greater capability for personalized learning. LCFF/Professional Services Embedded
	5.2.4 Provide differentiation training, materials and supplies to support teachers in implementing personalized learning. 4000-4999: Books And Supplies Supplemental Concentration embedded	Provide differentiation training, materials and supplies to support teachers in implementing personalized learning Embedded
5.3 The district will ensure students and staff have adequate equipment for the implementation of a personalized digital curriculum.	5.3.1 Continue technology refresh fund for additional devices, equipment, accessories, repairs, and infrastructure as needed. Local Sources/Books and Supplies 4000-4999: Books And Supplies LCFF $150,000	Continue technology refresh fund for additional devices, equipment, accessories, repairs, and infrastructure as needed. Local Sources/Books and Supplies 4000-4999: Books And Supplies LCFF 126,845

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.A Encinitas USD will ensure that Foster and Homeless Youth have timely access to digital resources and programs.	5.A.1 Fund liaison to assist in the facilitation of resources for Foster Youth. Supplemental/Concentration/ Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental Concentration embedded	Fund liaison to assist in the facilitation of resources for Foster Youth. Supplemental/Concentration/ Classified Salaries and Benefits Embedded
5.B Encinitas USD will ensure adequate ELD materials.	5.B.1 Purchase supplemental ELD materials. 4000-4999: Books And Supplies Lottery $5,000 5.B.2 Purchase Literably reading progress monitoring system and train teachers in its use 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration $26,930 5.B.3 Purchase ELLevate software for progress monitoring of EL students (1.D.2) 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration embedded	Purchase supplemental ELD materials. 4000-4999: Books And Supplies Lottery 5,000 Purchase Literably reading progress monitoring system and train teachers in its use 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration 26,930 Purchase ELLevate software for progress monitoring of EL students (1.D.2) Embedded

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services that were planned and budgeted were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Educational Services and Informational Technology Departments continued to collaborate to provide supports to staff and students, ensuring all had access to digital and print curriculum for all content areas, assessments, and professional learning and communication. The EUSD District Liaison ensured that Foster and Homeless Youth had access to all learning resources with additional supports as needed. English learners were provided additional resources through new ELD materials and supplemental supports.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We have a district-wide Social Emotional Learning (SEL) program entitled TRAC (Teambuilding, Regulation, Awareness, and Community). Each of our nine sites has a dedicated TRAC teacher who provides push-in lessons in all classrooms 2-4 times a month. The curriculum is based on CASEL's 5 Core Competencies. Classroom teachers are present for these lessons, and are asked to co-facilitate to ensure continuity between and follow-up after lessons. In addition, our TRAC teachers provide Tier 2 services to small groups of students in need of additional SEL support, determined by student and staff surveys. Universal screening is offered, and ongoing data collection regarding progress (this will occur for in-person and distance learning).	172,660.91	346,203	No
Two Site Program Support Teachers who will work with all Newcomer students in the district, providing small group instruction and additional ELD support (this will occur for in-person and distance learning)	25,256.36	20,000	Yes

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

The estimated actual expenditures for the first action, SEL/ TRAC teachers, is significantly more than budgeted, therefore this action was funded using additional district funds as well as CARES funds.

We were only able to hire one Site Program Support Teacher to work with Newcomer students, due to a lack of qualified applicants available. We were able to create a schedule for one support teacher that provided small group instruction for all 1st - 6th grade Newcomer students.

Analysis of In-Person Instructional Offerings

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

EUSD began the 2020-21 school year in full distance learning for all students. There were about 250 students who opted for our full year of distance learning, in our Cloud Campus, but the rest of our students and families were anxious to return to in-person instruction. Our stakeholder feedback was clear that families were ready to return even 1-2 days a week as soon the county COVID levels allowed us to do so.
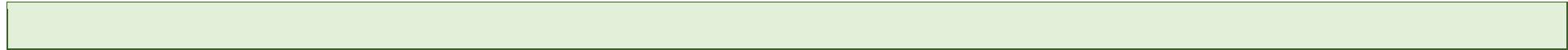
EUSD was able to begin in-person instruction using our Hybrid Model on September 21, 2020. The greatest success was being able to bring students back to campus for two full days of learning each week, while supporting at-home learning the other three days a week. Students, staff, and parents reported how happy they were to return to campus in any capacity. Teachers appreciated the 50% capacity class sizes, as they were able to teach with more differentiation and targeted support for each student on a weekly basis.

The greatest challenge in implementing in-person instruction was the continual changes in state and local regulations, which meant that our plans and protocols were constantly being adjusted to meet new requirements. In addition, from September - March we quarantined over 900 students and staff due to COVID-19. Each quarantine resulted in additional work on the teachers, and two weeks of distance learning for the student and/or class.

Based on stakeholder feedback, our parents' biggest challenge during the hybrid schedule were the three at-home distance learning days. Every survey that was conducted during this year showed parents' expressing concern for the at-home learning time, and the desire from the majority of our parents to return to five full days of instruction as soon as possible. Students had daily contact with their teacher, but it was not the same as a full day of in-person learning. Our Learning and Instruction Committee meet throughout November and December to strengthen our Hybrid Model, based on the stakeholder feedback received, and to create the plan for our Phase 3 of more in-person instruction.

Another challenge was the shortage of available substitutes for open positions. When staff were out due to illness, COVID symptoms, or quarantine requirements, there was a continual shuffle to find substitutes and ensure class coverage for student learning and safety. Many members of our district office staff served in the capacity as substitutes for positions ranging from noon supervisor, traffic support, instructional assistant, teacher, and principal.

Phase 3 began in April 2021, with all students returning to in-person instruction Monday through Friday from 8:00 AM - 12:45 PM daily. This increased our in-person instruction time and took away all required asynchronous work that was done at home during our Hybrid Model. Stakeholder feedback was clear that this was all preferred, and that many parents were ready to return to our pre-COVID schedule (dismissal at 2:20 Monday-Thursday). As we have met with our Expanded Learning Committee this spring, we have communicated that our goal is to return to our pre-COVID schedule for the Fall of 2021.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for teachers around Blended Learning strategies	195,454	205,466	No
Wireless keyboards, stylus pens, and chargers for students to use with iPads while working from home during distance learning	185,195.36	158,207	No
The purchase of additional iPads for our Instructional Assistants and laptops for teachers to ensure they have access to all digital curriculum resources, and the ability to deliver distance learning to all students.	416,654.44	429,368	No
Full-Time Teachers to reduce combination classes and class sizes during distance learning	750,000	638,362	Yes
The purchase of the Seesaw Learning Management System to support our K-3rd grade teachers and their students access to distance learning.	8,360	8,360	No
The purchase of Virtual Math Manipulatives to support on-going Cognitively Guided Instruction (CGI) math work and students' mathematical thinking and problem-solving skills in distance learning.	5,000	0	No
The purchase of additional hotspots to provide to families with no other means of accessing Internet in their homes (due to homelessness, shared living spaces, inability to afford cable, etc.)	27,777	49,637	Yes
Rosetta Stone licenses to support Cloud Campus students from our Dual Language Immersion program	2,360	3,600	No
Zoom Pro accounts for community webinars for district and school sites	1,500	3,200	No

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

The only action item that was not implemented was related to math manipulatives. EUSD did not purchase the virtual math manipulatives that were built into the LCP to support distance learning for two reasons: the purchase required more staff learning time

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than was appropriate for the tool, and we found access to free tools available for students and staff use that met the same needs. The original funds budgeted for hotspots, to ensure all families had Internet access at home, were spent in fall 2020. Additional district funds were used midway through 2020-21 to purchase additional hotspots, based on the needs of our families.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Throughout our transitions from full distance learning to hybrid and then into a quarantine on occasion, all staff have maintained a continuity of instruction for all students. We had 100% of our students able to use a district-issued iPad and access to the Internet for distance learning. The purchase of additional hotspots to support families without connectivity ensured that all students had access. All EUSD teachers participated in distance learning professional development in August 2020 to support blended learning instruction, and through Zoom site and district trainings as needed throughout the year. From March 2020- September 20, 2020, EUSD staff members who were unable to perform their assigned duties were able to support our mentoring program and our hybrid preparation. Once EUSD returned in the hybrid model, staff were able to perform their assigned duties following all safety protocols.

Our Cloud Campus served as a fully virtual program for families who wishes to remain in distance learning for the entire school year, with an enrollment of approximately 500 students. The feedback we received from families in Cloud Campus was overwhelming positive all year, through multiple surveys, weekly parent chats, and individual communications. Parents appreciated the option to remain in a virtual setting while they were taking care of sick or vulnerable family members. In addition, the Cloud Campus focus on a Love of Learning and student-centered, personalized approach, made students and families feel connected and supported. Students received daily synchronous instruction in reading and math, had opportunities for whole school, whole grade level, and small group connections through assemblies, morning meetings, and "Treehouse" sessions where they were able to share their talents, strengths, and hobbies together. As student needs changed throughout the year, we added additional staff members to support the unique needs. Cloud Campus gained additional staff to support students with IEPs, a TRAC teacher to support Social Emotional Learning, and an intervention teacher to provide additional reading instruction for students reading below grade level. One of the challenges in Cloud Campus was the fact that we allowed a rolling enrollment, whenever families came to us with concerns about health and wellbeing. Due to this, our teacher in Cloud and in our traditional schools faced on-going roster changes throughout the year. In addition, the need for additional staff to support Cloud created a challenged for the Educational Services and Student Support Services departments, who had to pick up extra duties to support as needed.

In Spring of 2021 we created a Cloud Campus committee to gather additional stakeholder feedback on the strengths and challenges of the distance learning program this year, and to help make recommendations for a much smaller version for next year, to meet the needs of our community based on survey feedback.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Allocation of learning loss intervention funds to each site to support site-based mentoring and interventions for students who have experienced or may experience learning loss due to school closures, and to support student re-engagement when a student misses 3 or more days of distance learning live instruction in a week	135,000	135,000	Yes
Fall intersession for English Learners who have experienced or who many experience learning loss due to school closures	26,312	15,065	Yes
English Learner Summer Academy - small group instruction provided through distance learning for all English Learners who were at the early stages of language acquisition and more than a year behind in grade level academics.	32,312	32,312	Yes

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

The difference in the budgeted cost of a fall intersession and the estimated actual expenditures is due to the intersession taking place virtually, instead of in person, in fall 2020. Due to the virtual component, fewer costs were incurred to run the program.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

During summer 2020 we offered a distance learning EL Summer Academy for 137 students. Teachers focused on oracy to strengthen our English Learners' oral language development, through daily targeted small group instructional sessions. In addition to oracy, teachers also focused on providing social emotional support in order to create caring and connected virtual classrooms. They accomplished this by using student interests to drive the curriculum, personalized outreach to families, restorative questions, and daily check ins. Analysis of quantitative and qualitative data demonstrate an increase in students' oral proficiency levels and feelings of well-being and connectedness. Due to the virtual nature of the program, there was a need to add a support staff member to ensure consistent attendance of all students. The staff member was able to support attendance by making personal calls to absent students

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and rescheduling them for another session offered at a later time during the day. Additionally, the staff member supported attendance by solving access problems related to technology. The overall attendance for the summer academy was 85.2%.

For the Fall Intersession, 78 English Learners were enrolled in a five day distance learning academy focused on increasing English proficiency levels in speaking and writing. Teachers utilized small group instruction to build on strengths and address individual student needs. Comparison of student stories on day one and day five demonstrate an increase in use of descriptive detail, improvement in sentence structure, and improved organization and expression of ideas. Similar to the summer academy, teachers in the fall academy also promoted the social emotional growth of students. They accomplished this by highlighting student assets and valuing diverse identities through the vehicle of storytelling. Teacher accounts and student made videos illustrate a theme of confidence, courage, and connection in students as they shared their personal stories.

While in distance learning, the challenges we faced included internet access and management of technology. However, as we move from distance to in-person learning, we are faced with transportation and scheduling issues. For example, we are only able to offer English Learner Academies at one school site and the parents of our English Learners struggle to find transportation if the school is not near their home. In addition, we are usually limited to scheduling half day academy sessions. The half day sessions are challenging because working parents cannot pick up their children mid-day and the cost of before and after school care are not affordable for most of our families who have students attending the academies. Due to these challenges, our plans for the 2021 EL Summer Academy include a full-day program and the possibility of transportation for families who need support.

Once all teachers administered our MidYear Benchmark assessments in Reading and Math, we had data to determine our student learning needs. While our students demonstrated average progress in math, we saw more gaps in reading in our primary grades. Therefore, we used this data and our stakeholder input to begin plans for summer school programs that would be focused on primary grade students reading below grade level, as well as our English Learner Summer Academy and Extended School Year for identified students with special needs. Our Expanded Learning Committee gave significant feedback and recommendations about intervention and Multi-Tiered System of Supports needed across the district, which will address pupil learning loss.

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Analysis of Mental Health and Social and Emotional Well-Being

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

Despite COVID era changes and restrictions, the district was able to offer our SEL program, TRAC, this school year. This provided all students in the district much needed opportunities for first instruction in social emotional learning to support wellbeing. Due to the hybrid schedule, students participated in mostly biweekly lessons with their class, as scheduling did not permit weekly sessions. Lessons were provided virtually and asynchronously for the first month of school, and then offered in person once the district brought students back to campus in a hybrid model in mid September. TRAC teachers also continued to offer Tier 2 social emotional learning interventions. We feel fortunate that we were able to continue to offer this valuable service, especially in a year where social emotional concerns are heightened due to the pandemic. Some successes were that through the TRAC program we were able to create activities to help students feel connected to one another and their school setting. Also, we were able to provide TRAC supports to our Cloud Campus (full virtual learning) students, who are otherwise among our most isolated students this year. Additionally, our district has a full time school psychologist at each school site. The school psychologists provided counseling and guidance supports to students in need.

Some of our challenges included hybrid schedules not allowing for weekly lessons, and that Tier 2 availability was limited to the most needy students. Because of cohorting restrictions, Tier 2 sessions were mostly single student rather than small group. Another challenge was that with schedules filled with first instruction and Tier 2, there was less time available for community building activities and programs.

Analysis of Pupil and Family Engagement and Outreach

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

The EUSD teachers and principals followed the attendance and engagement plan that was outlined in the LCP. Whether a student missed a virtual day of learning, a Zoom session, or an in-person day of learning, teachers followed up with the student and the family. If a student/family was disengaged, the teacher involved other staff members for the re-engagement opportunities, from the TRAC teacher to the school psychologist or principal. The EUSD principals reported to the district the number of students who were "disengaged" (from 2-25 total per site). Principals shared strategies that worked to successfully re-engage families, from personal calls to home visits. Due to the changes in schedules throughout the year, the "disengaged" families expressed challenges with child care and transportation that limited students' ability to attend school virtually and/or in person. The EUSD staff members, including our Community Liaison, continued to work to find solutions that would provide students access to learning.

An additional challenge that came up once we returned to in-person school was the need to quarantine individual students and classes due to COVID-19 exposure. When an entire class had to quarantine, the class shifted to distance learning for the duration and was supported by the teacher through daily virtual instruction. When an individual student had to quarantine, our teachers were

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paid extra duty to prepare materials for the student to complete at home. In addition, the student was able to join the class daily Zoom sessions, and to have an additional Zoom session with the teacher for direct instruction and support with the quarantine work. From September, 2020-March, 2021 we had to quarantine over 900 individuals.

Analysis of School Nutrition

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

Successes:
- All students have access to free meals: this has allowed us to serve breakfast and lunch to all students for free, even on days when they are distance learning. Free meals also mean higher reimbursement for those meals, allowing us to recoup some of the lost revenue that we typically make during the school year.
- We have not compromised meal quality due to the circumstances. We are still providing scratch-made, high quality entrees that are made from high quality proteins, vegetables from the EUSD Farm, and with the typical love and attention that we put into our food.
- Staff morale and retention: staff have remained consistently positive and willing to help in any circumstance since school closed last March. They are working extra hours to ensure all students are fed, and most all staff have remained on our team during this time.
- Repurposing Farm Lab produce: we typically use our farm produce in our salad bar each day, but due to restrictions, we have had to find other ways to repurpose the produce. For our families that have opted to full distance learn, in the EUSD Cloud Campus, we are doing weekly meal bag pick-ups where we utilize all of our fresh farm produce. Families get a variety of whatever is in season each week, and it has been an incredible draw for these families who have students at home full time distance learning.
- Working with our Green Consultants to mitigate waste: we have worked closely with our Green Consultants (BCK) to repurpose discarded produce and plastic waste. Whether finding better alternatives to paper products in order to ensure recycling, or finding a donation stream for leftover produce, BCK has helped a ton in diverting waste coming from the lunch line.

Challenges:
- Food Waste: with all students eating for free, it is often hard to gauge how many kids will be eating any given day. There have been many days where we have had a lot of hot food waste from students being home due to COVID exposure, or unexpected changes in attendance. For a majority of the year, we have also been giving every child a fruit or vegetable (versus choosing), leading to a lot of produce being thrown in the trash.
- Plastic/Paper Goods Waste: With all entrée and side dishes needing to be fully packaged and wrapped, we now are using exponentially more paper and plastic goods in our meal service. This is leading to a much larger increase in single use plastics waste. The intention and hope is that all plastics are being recycled at school sites, but that is not guaranteed.

- Increased Food Cost: purchasing wrapped items can be more expensive, and a portion of our menu items that go home with students are fully wrapped, increasing our food costs substantially. Additionally, the increased use of paper and plastic goods to wrap/package all food has increased the cost of each food item significantly.
- Increased Labor Costs: CNS staff across the board are working extra hours every week to accommodate longer lunch schedules and after school meal distribution. On average, the department is seeing 75-100 extra hours each week.
- Lack of variety of fresh fruits and vegetables: With new tasks and entrees to wrap daily, there has been a shift in labor, preventing us from cutting and packaging fresh fruits and veggies for daily lunch sides. We are limited to whole produce or specialty wrapped items, versus the typical seasonal, organic salad bar that we offer daily. We are also unable to use produce from our organic Farm Lab on our daily lunch menu due to lack of time and staffing it takes to process and package it individually.
- Storage Space Issues: In order to accommodate the variety of meals we are serving to the community, we have had to expand our storage. We a have been renting a large freezer truck since school reopened to store the extra food. The rental cost alone is a significant monthly hit on our budget. School sites also have limited refrigerator and freezer space to hold meals on our big distribution days. We have had to move equipment to accommodate larger meal sites, and have had a number of units break due to over storage.
- Loss in revenue: Meal Participation is lower on average across the year, which means less meals being served due to half of the students being on campus during our hybrid model. With the majority of our meals are served to paid students, the revenue loss is larger than the reimbursement for the meals.
- No snack or non-program food sales: snack sales, catering, and non-program foods revenue make up a nice chunk of our revenue, and with none of this happening, there is a large loss in funds.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Overall Analysis

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

The EUSD team has learned many lessons throughout the 2020-21 school year. We have learned that our students, staff, and families are resilient, flexible, and happier to be together on campus. While all students had access to distance learning throughout spring and summer, we found great success when were able to implement our hybrid model beginning on September 21, 2020. Having smaller groups of students back on campus two days a week led to significant acceleration of learning, strengthening of peer relationships, and more personalization to address unique student needs.

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

All EUSD students are given a math and a reading assessment three times a year. Results are analyzed at the district, school, and classroom level to determine student strengths, needs, and to plan for intervention and support. An analysis of our student learning outcomes this year has shown us that our students have made consistent progress in math across all grade levels, and have made inconsistent growth in reading. The increase in students reading below grade level this year has resulted in additional summer school plans to support students in literacy, especially in primary grades, and additional intervention action items to address literacy needs in the 2021-24 LCAP. In addition, we know that we need a district-wide Multi-Tiered System of Support, and staff to create that program.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall, what was outlined in the LCP was what was implemented, using CARES funds and additional funds available to support student needs in distance learning and in-person instruction.

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

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

The analysis and reflection after the last year and a half has taught us many important lessons. An analysis of our student learning outcomes this year has shown us that our students have made consistent progress in math across all grade levels, and have made inconsistent growth in reading. The increase in students reading below grade level this year has resulted in additional summer school plans to support students in literacy, especially in primary grades, and additional intervention action items to address literacy needs in the 2021-24 LCAP and the Expanded Learning Opportunities (ELO) Grant Plan. In addition, we know that we need a district-wide Multi-Tiered System of Support (MTSS), and staff to create that program. Our ELO Plan builds in a Coordinator of Enrichment and Intervention as well as a Teacher on Special Assignment for each of our nine schools to address MTSS. Much of our LCP reflections led to the creation of our ELO Plan and the cohesive supports we will build into our system.

As our Equity Committee began a strategic professional learning journey, it became clear that equity work needed to be the center of our LCAP action items in 2021-22 and beyond. Our pupils with unique needs, including our English Learners, exceptional learners, foster students and students experiencing homelessness, need individualized supports that are tailored to their circumstances. These supports include the allocation of hotspots to ensure Internet access at home during distance learning, translation services for all documents, meetings, conferences, and calls, and a personalized learning approach in the classroom.

In our reflections, we are proud of the ways in which we communicated with all stakeholders, via weekly newsletters, videos, Superintendent and/or principal chats, FAQ documents, and website updates. We look forward to returning to our pre-COVID-19 schedule with students attending school in person five days a week. Our LCAP goals and action items are driven by the need to return to that schedule with additional supports for staff and students, especially our pupils with unique needs.

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Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

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- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	43,529,609.00	40,158,929.00
	0.00	0.00
LCFF	41,286,417.00	38,237,263.00
Lottery	369,181.00	330,891.00
Supplemental Concentration	1,746,011.00	1,527,112.00
Title II	78,000.00	0.00
Title III	50,000.00	63,663.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	43,529,609.00	40,158,929.00
	1,118,037.00	435,775.00
1000-1999: Certificated Personnel Salaries	39,883,595.00	37,562,039.00
2000-2999: Classified Personnel Salaries	660,730.00	660,750.00
4000-4999: Books And Supplies	458,300.00	491,844.00
5000-5999: Services And Other Operating Expenditures	60,607.00	417,537.00
5800: Professional/Consulting Services And Operating Expenditures	248,340.00	177,894.00
6000-6999: Capital Outlay	1,100,000.00	413,090.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	43,529,609.00	40,158,929.00
		0.00	0.00
	LCFF	725,856.00	189,445.00
	Lottery	314,181.00	246,330.00
	Title II	78,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	38,498,525.00	36,374,301.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration	1,335,070.00	1,124,075.00
1000-1999: Certificated Personnel Salaries	Title III	50,000.00	63,663.00
2000-2999: Classified Personnel Salaries	LCFF	577,953.00	579,609.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration	82,777.00	81,141.00
4000-4999: Books And Supplies	LCFF	150,000.00	171,779.00
4000-4999: Books And Supplies	Lottery	55,000.00	38,399.00
4000-4999: Books And Supplies	Supplemental Concentration	253,300.00	281,666.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,673.00	410,037.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration	44,934.00	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	218,410.00	99,002.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	0.00	46,162.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration	29,930.00	32,730.00
6000-6999: Capital Outlay	LCFF	1,100,000.00	413,090.00
		1,100,000.00	413,090.00
		1,100,000.00	413,090.00
		1,100,000.00	413,090.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	34,232,940.00	31,770,381.00
Goal 2	257,100.00	188,702.00
Goal 3	3,862,130.00	3,171,370.00
Goal 4	4,538,346.00	4,492,080.00
Goal 5	639,093.00	536,396.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$197,917.27	$366,203.00
Distance Learning Program	$1,592,300.80	$1,496,200.00
Pupil Learning Loss	$193,624.00	$182,377.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,983,842.07	$2,044,780.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$172,660.91	$346,203.00
Distance Learning Program	$814,523.80	$808,201.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$987,184.71	$1,154,404.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$25,256.36	$20,000.00
Distance Learning Program	$777,777.00	$687,999.00
Pupil Learning Loss	$193,624.00	$182,377.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$996,657.36	$890,376.00

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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
Encinitas Union Elementary School District	Dr. Amy Illingworth Assistant Superintendent	amy.illingworth@eusd.net 7609444300

Plan Summary [2021-22]

General Information

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

The Encinitas Union School District (EUSD) is located in North San Diego County along the coast where Engaging Students in Purpose, Passion, Power, and Play is our mission. We serve nine Kindergarten through Sixth grade schools. EUSD has 16% of students receiving free or reduced lunch, 15% of students receive Special Education services, and 9.5% of students are Emerging Bilinguals/English Learners. Four district pillars are supported in all nine schools: Academic Excellence, 21st Century Learning, Health and Wellness and Environmental Stewardship. These priorities are reflected in our sites and their individual brands, as well as our Local Control and Accountability Plan.

Reflections: Successes

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

Due to the COVID-19 pandemic, the 2019-20 school year did not end as was planned. All CAASPP and summative ELPAC testing was suspended, so the California Dashboard has not been updated. As a district, we also suspended our local end-of-year assessments in Spring 2020. The EUSD local assessment measures showed an increase in Math from the beginning of the 2020-21 school year to the middle of the year assessment windows. Our local ELA assessment measures showed a different trend: students reading above grade level continued to make progress, however students reading below grade level did not make as much progress. Supports for this progress included: on-going professional development and communication with principals and teachers regarding assessment protocols, data analysis, and small group intervention and support. Prior to the COVID-19 switch to distance learning, EUSD had focused on improving student attendance through monthly parent communication, school-based incentives, and on-going data analysis with principals. The average percent absent rate in December 2018 was 13.2% and in December 2019 it dropped to 12.9%. An end of the year student survey in June 2020 showed that students appreciated the learning applications, missed being in school in-person, and had learned new technology skills during distance learning.

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.

Based on the 2019 CA Dashboard data, the following are areas of identified need:
- Chronic Absenteeism for Homeless
- ELA for SED & SWD
- Math for SED, SWD, Hispanic

EUSD began the 2019-20 school year with a strategic focus on improving attendance for all students, with a focus on chromic absenteeism for our students experience homelessness. We shared monthly communication with our community on attendance goals and incentives. We used our newsletters and social media accounts to share this information.

Prior to the 2020 suspension of summative assessments, EUSD was focused on improving the academic achievement of English Learners in both Math and ELA, and continuing to see growth in English Learner Proficiency Levels. These continues to be areas of identified need for the district. The District will continue to support teachers and principals with the use of district ELD materials, Site Program Support Teachers to support Newcomers, a full-day EL Summer Academy and the on-going development of Spanish language resources.

Based on the EUSD local assessment measures during the 2020-21 school year, students reading below grade level made less progress this year than in past years, with more students not meeting grade level expectations than in typical years. Due to this data, EUSD is planning a literacy-focused Summer School Program for students who meeting eligibility requirements aligned to multiple measures of reading assessment data.

LCAP Highlights

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

Encinitas Union School District will continue to focus on our four pillars as a basis for engaging all students in purpose, power, passion and play, while focusing on ensuring we have all students attending in person five days a week. First and foremost is our intentional work around academic excellence ensuring students are achieving State Standards at high levels (Goal 1) while considering the necessary skills needed in the 21st Century. This will include a greater emphasis on personalized learning (Goal 5) and intervention/safety nets to support all levels of learners with the development of a district-wide Multi-Tiered System of Support (Goal 4). Recognizing the need for greater access to a wide range of content, we have included Social Emotional Learning and Health and Wellness teachers as well as other enrichment teachers in our updated plan (Goal 1, Goal 4). Additional safety nets for social and emotional learning and school safety will be added (Goal 3). English Language learners will receive increased targeted supports to promote their progress in learning and applying English skills as part of our multiyear focus (Goal 1). The district's multi-year equity plan will have action items in all five goals, demonstrating a commitment to long-term systemic changes.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

EUSD has a culture of close communication and collaboration with stakeholders. Throughout the year, and specifically during the LCAP development process, EUSD engaged with these stakeholders and in the following outreach efforts:
- Management Team(principals and district leadership) and Board
- Parent Advisory Committee meetings
- Local Bargaining Units (TOE and COE) - regular informal meetings, formal negotiations
- PTA Presidents' meetings
- EEF meetings
- DELAC meetings
- Equity Committee meetings
- Special Education Parent Advisory Meetings
- Weekly Principal meetings
- PTA, SSC, and ELAC meetings at sites
- SELPA - monthly collaboration
- Superintendent's weekly podcast to the Board
- Regular Board and Executive Cabinet classroom walkthroughs
- Weekly Superintendent newsletter to staff and community
- Bimonthly Educational Services staff newsletter
- Weekly Principal/ PTA newsletters
- Emails, phone calls, and individual meetings with staff members, parents, and community members
- Social Media and District app updates
- Community partnerships and meetings (i.e., Green Schools Network, Encinitas 4 Equality)
- Planning committees (engaged from Spring of 2020 - Spring of 2021)

Specifically for the development of the 2021-2022 LCAP, the following process was used:
- All staff, students, and parents were emailed a survey (the same annual survey) in March or April
- Teachers walked students through the survey, principals encouraged staff to complete survey and answered questions, and principals worked with parents on a site and district survey
- In addition, the LCAP goals were reflected on in meetings with the DELAC, PTA Presidents, all of Management, Cabinet, and departments/sites in January- April

A summary of the feedback provided by specific stakeholder groups.

Throughout our feedback methods, we heard the following themes:

- Academics: A desire to ensure that all students can return to in-person learning 5 days a week with a focus on student learning and support for any gaps in achievement, especially related to the COVID-19 pandemic.
- Social Emotional Learning: A desire to ensure that all of our students have access to SEL within the school day, and that staff have supports to handle any SEL needs that come up, especially as a result of COVID-19.
- Equity: A desire to increase the focus on our diversity, equity, and inclusion work, with a plan that involves all stakeholders in professional development, and more specific, focused language and action items.

Our DELAC parents shared the following feedback. First, a desire to see the following continue:
* professional development for teachers, including equity-focused work for all
* a teacher to support Newcomer English Learners
* frequent communication from district and site
* TRAC program for all students to have Social Emotional Learning
* Health and Wellness teacher (continue Yoga for all students)

In addition, DELAC expressed a desire to see more of the following:
* Greater diversity in hiring across the district, so students can see people who look like them in all positions, including leadership
* Greater diversity in books and curriculum, so students see themselves and their culture within daily lessons
* Incorporation of students interests into lessons so students are more engaged and connected
* Additional intervention services during school and summer/ intersessions, especially for students who may have fallen behind
* Support for spotty Internet connections at home, even when using district-issued hotspots
* A return to full-day instruction for all students
* More staff to clean and support hygiene protocols

Management shared the following feedback:
* The students, staff and community of EUSD has demonstrated incredible flexibility in the last year and a half.
* Managers look forward to a return to our pre-COVID schedules, and a return to the goals that had not yet been completed.
* Desire to see additional supports in place for Tier I, Tier II, and Tier III academic and social and emotional supports for students
* Importance of having site-based personnel dedicated to creating and maintaining an intervention process
* Need for additional professional development to support intervention, UDL, DBCI
* Desire to expand the equity work to all staff, with resources and support
* A great strength of EUSD is that before COVID, we already had a robust 1:1 digital curriculum program in place for all students, making the transition to distance learning easier
* Structured collaboration time for staff is critical - grade level teams, including LRC staff, need regular time for collaboration
* Continue with the regular communication structures that kept staff and families informed
* Consider how virtual meetings can support efficiency and collaboration across sites and departments in the future
* Continue green initiatives to reduce waste and educate students and staff
* Continue to support Health and Wellness with TRAC and Yoga DET's

Classified staff shared the following feedback:

* Continue to provide opportunities for job-alike collaboration
* Provide structured training and support for new hires
* Provide professional growth opportunities for Classified staff to learn and grow
* Need to be more informed of district initiatives
* Would like to see a process to hire more staff members of ethnicities and identities that match EUSD students

Certificated staff shared the following feedback:
* Ready for a return to pre-COVID schedule
* Appreciate the variety of digital programs and support available to staff and students
* Desire time to learn about the equity plan, desire for equity resources to enhance representation in curriculum, need to understand standards and application
* Professional development opportunities on the teaching of reading, guided reading, writing, equity, CGI, SEL, supporting EL's
* More support for reading and math intervention resources and supports
* Need for collaboration time
* Spanish resources for DLI teachers
* Enrichment for students independent of classroom teachers

Students shared the following feedback:
* 74% of students ask questions often in their class
* 83% of student read more for please this year than last year
* 87% of students learned at the right pace for them
* 85% of students enjoyed coming to school
* 86% of students know that someone cares about them at school
* 80% of students prefer to learn collaboratively with teacher and peers

* The majority of students prefer paper when reading (books) and drawing and worksheets.
* Students do not have a preference between digital and print with writing.
* Google Classroom is the top LMS for upper grade over Power School
* 66% of students engaged in their own research project for class Of the 66%, 82% did more than one research project this year.

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

EUSD is proud of our on-going collaboration with stakeholders across our district community. All of the actions and services within this LCAP were included based on stakeholder input and data analysis. The following items were added or revised this year based on specific stakeholder input (in this LCAP and/or in the Expanded Learning Grant Plan):

* We have incorporated the multi-year equity plan into all five goals of the LCAP, with action items related to Educational Services, Administrative Services, curriculum, library books, and all school sites and staff.

* We have added a Coordinator of Enrichment and Intervention position to support the concerns related to any gaps in student achievement and to ensure that EUSD has a robust multi-tiered system of support for all students.
* We have added a Teacher on Special Assignment (TOSA) dedicated to Multi-Tiered Systems of Support (MTSS) at each school site this year to support the development/ enhancement of an MTSS system.
* We are providing a release day for each teacher for additional planning related to student intervention, literacy, or math needs.
* We are providing release days for all teachers to meet with the MTSS TOSA for progress monitoring of students twice a year.
* We are maintaining our District Enrichment Teacher positions to have a TRAC (SEL) and Health and Wellness Teacher at each of the 9 school sites.
* We are increasing our Newcomer Support Teacher position from one to two positions.
* We are providing professional development for staff in the areas of equity, CGI, literacy, and MTSS.
* We are providing structured collaboration time for teachers with site-based Enrichment schedules.
* We will include Classified staff in the district-wide equity professional development

The 5 LCAP goals and many action items remained the same from the previous LCAP to this current plan, as a reflection of feedback from our stakeholders who are pleased with:
* Our robust and diverse personalized learning approach to student learning
* Our continued focus on developing Environmental Stewardship through our green initiatives
* The success we had transitioning into distance learning due to the 1:1 iPad program already in place, with continued support from Educational and Information Technology
* Continued professional development opportunities that allow teachers to explore new learnings

Goals and Actions

Goal

Goal #	Description
1	EUSD students will demonstrate high levels of learning in English Language Arts, Math, Science and Social Science.

An explanation of why the LEA has developed this goal.

Stakeholder feedback prioritized a strong academic program for all students, from students with exceptional needs, to students with special needs and those learning English as a second/third language. The staff, parent, and student feedback also prioritize flexibility in curricular resources and instructional approaches. The community of Encinitas prides itself on the high-achieving schools with unique programs available to families (such as our DLI or IB programs). Prior CA Dashboard data indicates that the majority of EUSD students are achieving at high levels, but that there are gaps between overall achievement and that of our unique populations (i.e., English Learners, Students with Disabilities, and students experiencing low socioeconomic status).

EUSD will continue to provide a broad course of study for all students that includes State Standards. Goal 1 ensures that we have a focus on academics and all students learning at all high levels across the school day. This continues to be a maintenance goal for the district, both because of the required academic standards and the importance of providing our students with high quality learning experiences. Our families expect that we are preparing students to be successful in middle and high school, and a strong academic foundation is critical for that success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP: CAASPP data will be used to inform and improve student progress in ELA and Math.	CAASPP 2019 data: ELA: 75% all and 16% for EL's Math: 71% all and 14% for EL's				CAASPP: ELA: 77% all and 25% for EL's Math: 75% all and 25% for EL's
Schools will utilize local ELA and Math standards-aligned	2021 MOY iReady Math data: • 53% of all students at				iReady Math data: • Increase of students at or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments to track progress.	or above grade level • 38% near grade level • 9% below grade level 2021 MOY Literably data: • 69% of all students meeting or exceeding expectations • 8% approaching expectations • 23% not meeting expectations				grade level from 53% to at least 60% Literably data: • Decrease of students not meeting expectations from 23% to at least 18%
Williams Report: All EUSD students will have access to standards-aligned instructional materials as measured by annual audit of materials.	Williams Report 2021: No pending complaints				Williams Report: No pending complaints
ELPAC/ CA Dashboard: English Learner progress towards English language proficiency	ELPAC/ CA Dashboard in 2019: 55.1% making progress towards				ELPAC/ CA Dashboard: 60% making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
will increase from 55.1% to 60%	English language proficiency				
Reclassification Rate: EUSD will increase the reclassification rate of English Learners	2019-20 reclassifications: 5 students out of 469, which was 7%				Reclassifications: 10% of total number of English Learners
CAST: NGSS Progress on CA Science Test- Show continued growth on science assessment	CAST 2019: 59.07% of 5th graders met or exceeded standards				CAST: 65% of 5th graders will meet or exceed standards
Implementation of State Standards: As measured by classroom walkthrough data, 100% of students, including unduplicated students and those with exceptional needs will receive instruction aligned to the CA State Standards.	Baseline to be established in the 2021-22 school year through principal Triad walkthroughs.				100% of students, including unduplicated students and those with exceptional needs, will receive instruction aligned to the CA State Standards

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-based instruction	EUSD teachers will provide an educational program to include standards-based instruction in all content areas for all students, inclusive of ELA, math, science, history-social science, physical education, and social emotional learning.	$32,394,489.00	No

Action #	Title	Description	Total Funds	Contributing
2	Teacher Planning Days	Teachers will plan and monitor implementation of state standards through establishing, improving, and refining curriculum resources and maps demonstrating access to standards-aligned curriculum, development of quality local assessments, and alignment to site and district MTSS plan.	$55,000.00	Yes
3	Support for new teachers	The District will continue to support newly hired teachers that need to clear their preliminary credentials by offering them the opportunity to participate in the North Coastal Consortium Teacher Reflection and Induction Program free of charge. With oversight from the California Department of Education (CDE), the NCC TRI New Teacher Induction Program is accredited to clear Preliminary Multiple Subject credentials, Level 1 Education Specialist Credentials, and Preliminary Single Subject Physical Education credentials.	$103,061.00	No
4	Digital Tools for Learning	All teachers will continue to use one of the district Learning Management Systems available (PowerSchool, Google Classroom, and Seesaw) in order to provide students access to digital curriculum and support at home and as needed. The district will train teachers in the use of Performance Matters in the PowerSchool SIS for assessment creation and data management, in order to assess student learning and monitor progress towards standards.	$142,179.00	No
5	CAASPP and local measures	The district will provide site with additional supports, systems, and tools, including but not limited to keyboards and headphones, in order for students to complete the CAASPP (Interim and Summative assessments) and local measures.	$30,000.00	No
6	Primary class size	The district will maintain average class size of 24:1 in primary grades at all schools to enhance student achievement. [Cost embedded into 1.1]		No

Action #	Title	Description	Total Funds	Contributing
7	District community liaison	The District community liaison will work at each school site to provide families with access to community services, and ensure that the families of Foster Youth, Homeless students, Economically Disadvantaged Students, and English Learners have access to school communication and resources. Principals will collaborate with district community liaison to provide families additional supports, including transportation options for Homeless Youth.	$83,783.00	Yes
8	English Learner Support	The district will provide an EL Summer Academy for English Learners to increase reading, writing, listening, and speaking skills, with a focus on Newcomers and students who haven't made progress towards English proficiency.	$55,000.00	Yes
9	Spanish supplemental supports	The district will purchase print grade-level Spanish books for supplemental support for English Learners in the Dual Language Immersion program.	$6,100.00	Yes
10	Curriculum audit	The Equity Committee and the Ed Services Department will conduct an audit on all curriculum, determining needs for new materials, revisions to existing materials, and professional development. New books for school and classroom libraries will be purchased to increase representation of cultural identities within curriculum. [Cost embedded in 5.2]		No
11	Academic and instructional support for teachers	Maintain Teachers on Special Assignment to support the creation and implementation of Next Generation Science Standards (NGSS) curriculum, support the implementation of all district-adopted instructional materials, support access to standards for students with IEPs, and facilitate professional development for all teachers.	$447,281.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	EUSD will foster parent, staff and community engagement by involving them in district activities and keeping them informed through various communication forms in order to enhance learning.

An explanation of why the LEA has developed this goal.

Engaging parents, staff, and community brings greater communication, innovation, supports and solutions, and cross-industry partnerships that enhance our students' learning experiences. EUSD has always valued communication through a variety of methods, and found it even more important for transparency and clarity throughout the last year. Our community appreciates regular communication from the district and from the school site.

Stakeholder feedback from surveys, principal chats, newsletter responses, and individual communication highlight how much our community has appreciated the weekly communication they have received over the last year. Staff and parents expressed appreciation for the weekly newsletter updates from the Superintendent, the weekly PTA and principal newsletters, and the regular principal chats that were held this year. Parents shares how valuable it was to have access via Zoom to activities such as Parent/Teacher Conferences, Principal Chats, Superintendent updates, and more. Staff also appreciated the weekly Superintendent updates highlight staff across the district and the regular updates from district office staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family engagement will increase by the percentage of families represented at Fall Parent Teacher conferences, including unduplicated students, exceptional students, and students with special needs.	Approximately 90% of all families attended Fall 2020 virtual conferences				96% attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences, including unduplicated students, exceptional students, and students with special needs.	Approximately 90% of all families attended Spring 2020 virtual conferences				96% attendance
Parents perception of their child receiving a well-rounded education will increase as measured on yearly parent surveys.	Parent surveys noted 83% of parents perceive their child is receiving a well-rounded education				Parent perception of their child receiving a well-rounded education will increase to 88% as measured on yearly parent surveys.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve district communications	The District will implement a roll-out of new District and site website to maximize communication between the district/schools and the community and to inform all stakeholders. The District will continue community and staff digital newsletters and video messages, provided in English and Spanish, on a regular basis for all community members.	$13,400.00	No
2	Ensure district communication accessibility	The District will use translation services for website news, digital communications, and webinars so all materials are shared with families in English and Spanish.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Provide comprehensive family workshops	The District will provide increased family workshops to support family engagement with all subgroups of students, including workshops for parents of students with IEPs, and the Parent Council for Special Education.	$15,000.00	No
4	Improve outreach and communication	The District will continue to fund a Community Liaison position for utilization throughout the district. The Community Liaison will improve outreach and communication with Spanish-speaking families, families of English Learners, families of Homeless and Foster Youth, and low-income families, connecting families with community resources and support. [Costs embedded into 1.7]	$0.00	Yes
5	Child care for family workshops	The District will provide child care for families attending workshops based on input from targeted populations, including digital supports and parenting workshops.	$1,500.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	EUSD will maintain and improve safe, green, and innovative learning environments that engage students and promote health and wellness.

An explanation of why the LEA has developed this goal.

Three of the district's four main pillars are: 21st Century Learning, Health and Wellness, and Environmental Stewardship. Goal 3 represents three important areas that impact our students, our staff, our school sites, and our department and office cultures.

Stakeholder feedback over the last year expressed concerns about student and staff Mental Health and Wellbeing, which makes our Wellbeing Committee and our TRAC program critical for ongoing SEL support. Students and parents expressed frustrations with the lack of regular, live Enrichment and Health and Wellness lessons this year, due to our schedule changes. Our community supports a range of enrichment opportunities for students. Due to COVID-19 protocols, many of the district Green Initiatives had to be revised or paused, and our stakeholder feedback expressed the desire to return to pre-COVID expectations in order to support environmental stewardship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool: As measured by the Facility Inspection Tool (FIT), EUSD will maintain a score of 100% in all eight evaluation categories at all nine schools. EUSD will maintain the "Exemplary" school rating level at all nine schools.	9/9 schools have 100% FIT scores				9/9 schools have 100% FIT scores
CA Healthy Kids Survey: All EUSD	2020 CHKS data shows that 72% of				85% of students will feel they have caring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
schools will administer the CA Healthy Kids Survey, with averages at or above the state in the areas of caring relationships, meaningful participation in decision making, and access to social emotional learning supports.	students feel they have caring relationships with staff at school, 42% feel they have meaningful participation in decision making and 74% of students feel the district provides access to social emotional learning supports.				relationships with staff at school and access to social emotional learning supports, and 60% of students will feel they have meaningful participation in decision making
As measured by local data, suspension rates will be less than 1% and expulsion rate will remain 0.	In 2019-20 there were 5 suspensions (.09%) and 0 expulsions.				Suspension rates will remain less than 1% of student population and expulsion rates will remain 0.
Attendance: As measured by district attendance data, EUSD attendance rates will remain at or above 95%, districtwide and within subgroups.	District attendance data for the 2019-20 school year was 93%. EL: 89% SWD: 91% SES: 88%				District attendance data will grow to be at or above 95% districtwide and within subgroups: EL: 91% SWD: 93% SES: 90%
Chronic Absenteeism: As measured by the CA Dashboard, chronic absenteeism will be yellow or higher.	7% of district students were chronically absent in 2019-20. Subgroup data: 11% - EL's 9% - Students With Disabilities 12.4% - Students with low SES				Chronic Absenteeism will drop to 6% districtwide and for subgroups will drop to: EL: 10% SWD: 8% SES: 11%

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Green upgrades to all school site facilities	The District will increase food waste and recycling diversion at all sites, will install additional bottle filling stations, will use new battery-powered blowers, and . will implement steam-powered chemical free weed killing machine.	$10,000.00	No
2	Safety audit and safety improvements	School site safety inspections will be conducted on a quarterly basis by Facilities Director, site representatives, and maintenance leads. All interior and exterior areas will be inspected and any safety hazards will be addressed as necessary.	$4,000.00	No
3	Learning environment for students with special needs	District will provide transportation for students with special needs who are attending programs outside of EUSD or at sites outside of their home school within EUSD.	$600,000.00	No
4	District Enrichment Opportunities	Each school site will have one Health and Wellness District Enrichment Teacher, funded by the District. A portion of Site Enrichment Teachers for each site will be provided by the district, with the other portion provided by site-based fundraising and parent support.	$734,751.00	No
5	Green and innovative learning environments	All nine schools will receive support for Green Consultants to provide for lessons, units, and extracurricular needs to support green initiatives aligned with grade level standards.	$199,848.00	No

Action #	Title	Description	Total Funds	Contributing
6	Technology infrastructure	The District will allocate ongoing technology infrastructure funding for staffing and materials to all sites, in order to provide flexible and innovative learning spaces and a well-maintained wireless environment to support all students and staff.	$529,219.00	No
7	Farm Lab DREAMS Campus	EUSD will maintain the Farm Lab DREAMS Campus to provide students with innovative experiences around design, research, engineering, art, math, science, and nutrition and provide farm to table lunch table produce. EUSD Farm Lab will be supported by a Coordinator, a TOSA, and two Site Enrichment Teachers for educational programming for all students K-6.	$451,034.00	No
8	School gardens	The District will provide additional grounds staffing and green consultants to support school gardens.	$35,987.00	No
9	Social Emotional Learning instruction	The District will provide Social Emotional Learning instruction to all students through theTRAC program. SEL instruction will be provided by a full time TRAC teachers at each school site.	$408,195.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
4	EUSD will train and retain highly qualified staff to facilitate the personal and academic success of each student.

An explanation of why the LEA has developed this goal.

EUSD is committed to hiring the most qualified people possible, and then training and supporting them in order for long-term success and low staff turnover. By committing resources to support the professional growth of staff, the district is creating a culture where all staff can meet the needs of each student. In order to meet the district pillars of Academic Excellence, 21st Century Learning, Health and Wellness and Environmental Stewardship, EUSD needs highly qualified staff.

Stakeholder feedback has included the desire to ensure that our students see employees who look like them, and/or who come from similar identities and backgrounds. The Expanded Learning Committee and stakeholder feedback have expressed the need for a district-wide Multi-Tiered System of Supports, including a DBCI process followed at all school sites. With a new MTSS comes a need for professional development to support staff as well. Staff feedback also speaks to the need to support the Dual Language Immersion (DLI) program and our Newcomer students with additional staffing to support students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credential Audit: EUSD will maintain current 100% teaching staff in appropriate teaching assignments as measured by credential audits and assignment review pursuant to CA Ed Code 44258.9.	Currently EUSD has 98.54% staff in appropriate teaching assignments				EUSD will have 100% of staff in appropriate teaching assignments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Intervention: All sites will use the DBCI process for identifying and monitoring students in need of intervention support.	Currently 3 of the 9 school sites use the DBCI process for identifying and monitoring students in need of intervention support.				All 9 school sites will use the DBCI process for identifying and monitoring students in need of intervention support.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Equitable hiring practices	EUSD will recruit, hire, and retain highly qualified administrators, teachers, counselors, certified interpreter/translators, paraeducators, and staff members who are representative of student demographics	$3,000.00	No
2	District-wide tiered intervention	EUSD will hire a Coordinator of Intervention and Enrichment to create, implement, and support a district-wide tiered intervention program (MTSS) to support struggling learners, maintain the data in Performance Matters, and track the expanded learning plan.	$188,273.00	Yes
3	Professional development	All EUSD teachers are given weekly release time for collaboration around grade level standards, curriculum, assessments, intervention, and planning to meet student needs. All teachers are provided release time or additional compensation to participate in ongoing professional development around Cognitively Guided Instruction, Equity, MTSS, and optional choice trainings.	$344,580.00	Yes
4	Maintain alternate program for English Learners	EUSD will provide two additional FTEs to account for primary to upper grade transition of DLI Programs in order to support the alternate program for English Learners.	$288,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Newcomer Support	The Educational Services department will hire 2 Site Program Support Teachers (SPSTs) to provide direct instruction to English Learner Newcomers.	$71,000.00	Yes
6	Intervention supports	The district will provide funds for site-based intervention supports for at-risk students performing below grade level in reading or math.	$457,311.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
5	EUSD will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

An explanation of why the LEA has developed this goal.

The EUSD pillars of Academic Excellence, 21st Century Learning, Health and Wellness and Environmental Stewardship, are met through our site's unique brands, and our programs designed to capitalize on our students strengths and passions. Personalized learning at the student and staff learning level energizes everyone and creates a culture of continuous growth.

Stakeholder feedback continues to celebrate the unique attributes of EUSD that include: personalization, autonomy for teachers, student passions driving learning, and a robust 1:1 program with a variety of digital programs available to all. Feedback also indicates a need to ensure that all classroom and school libraries have a wide range of diverse books available for all students, demonstrating a representation of all identities and backgrounds. Staff and families continue to express a desire to support the students and families of our English Learners, ensuring that all students have access to the core curriculum as well as supplemental supports for learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Report Cards & Enrichment Schedules: EUSD will provide all students, K-6, access to a broad course of study prescribed by the local governing board, using standards-aligned instructional materials and weekly enrichment opportunities.	100% of students will receive the EUSD Report Card and will receive weekly Enrichment lessons, including Unduplicated Students, and students with exceptional needs.				100% of students will receive the EUSD Report Card and will receive weekly Enrichment lessons, including Unduplicated Students, and students with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EUSD students will have access to the EUSD Student Survey Learner Profile and will complete the survey.	The 2021 Student Survey will provide a baseline for the EUSD Student Survey Learner Profile. This year's data will provide us with the percentage of students who report that academic pacing was appropriate to their personal needs. It will also provide the percentage of students who report that they enjoyed the school learning experience. Additionally, it measures the percentage of students who perceived that they were treated as an important part of the learning community.				2023--2024 85% of students will report that the academic pacing addressed their learning needs. 85% of students will report that they enjoyed learning and had a voice in what was learned. And 85% of students will report that they had been part of a positive community of learners.
Enrichment Awareness: Increase parents' awareness of the district's broad range of offerings as measured by annual survey	On the 2021 parent survey, 21% of parents felt extremely informed (5/5), 37% felt very informed (4/5), 30% felt informed, 7% felt not very informed (2/5),				On the 2024 parent survey, at least 90% of parents will feel informed (3-5/5) about enrichment offerings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and 6% felt not at all informed (1/5) about enrichment offerings. 88% of parents felt informed to some degree (3-5/5).				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad course of study	EUSD will provide all students, K-6, including Unduplicated Pupils and students with exceptional needs, access to a broad course of study prescribed by the local governing board using standards-aligned instructional materials, pedagogy, and personalized learning opportunities through digital curriculum programs. EUSD will provide all staff and students ongoing access to standards-aligned digital curriculum resources and district-issued iPads.	$350,000.00	No
2	Diversity, Equity and Inclusion in Books	EUSD will ensure that all school libraries include books that represent the cultural diversity of our community and our global society. In order to do this, EUSD will provide funds for each school library to purchase additional books that include greater representation of characters of color, characters of diverse abilities, from diverse backgrounds, and cultural identities.	$50,000.00	Yes
3	Technology Plan	The district will ensure students and staff have adequate equipment for the implementation of a personalized digital curriculum. In order to do this, EUSD will continue to fund a technology refresh plan for additional devices, equipment, accessories, repairs, and infrastructure as needed to ensure that all staff and students have access.	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Access for Foster Youth and Students Experiencing Homelessness	EUSD will provide access to hotspots and support from the District Liaison to ensure Foster Youth and students experiencing homelessness can use digital resources wherever needed.	$12,000.00	Yes
5	ELD instructional materials	EUSD will maintain English Language Development (ELD) instructional materials for use in all school sites with all English Learners as part of the core instruction.	$5,100.00	Yes
6	Supplemental ELD Materials	EUSD will purchase supplemental English Language Development (ELD) instructional materials for use in all school sites with all English Learners as an enhancement to the core program.	$5,700.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.43%	$1,501,891

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

Required Descriptions

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

The Encinitas Union School District is committed to allocating funding to the attainment of the goals established in this LCAP, supported by stakeholder input. The percentage of students in EUSD who are identified as "unduplicated" is 17%. Steps needed to support foster youth, English learners, and low-income students were identified, action steps were determined, and the necessary budget was allocated accordingly. The actions and services provided by the Supplemental/Concentration grant funding were developed after researching evidence-based best practices for supporting academic and emotional success for all students. The work of Elena Aguilar, John Hattie, and The Collaborative of Academic, Social, Emotional Learning (CASEL) were of significant importance throughout the development of this plan.

The following actions/ services being funded are supported by the required descriptions below:

* A broad course of study aligned to the state standards, including ELD for English Learners, and personalized learning, will continue to make up the EUSD academic program (Goal 1 and Goal 5).
* A Multi-tiered System of Supports (MTSS) intervention plan will be created district-wide, to support struggling students including our foster youth, EL's and low-income students (Goal 1 and Goal 4). These action items will address performance gaps reflected between student groups on CAASPP and local measures for ELA and Math.
* New teachers continue to participate in the TRI Induction Program, which provides training, mentoring, and support. As part of the training, new teachers receive workshops on working with students who are English learners and equity.
* All district staff will participate in professional development around Equity (Goal 4), which will allow staff to better understand and meet the needs of all students, including our foster youth, EL's and low-income students.
* All students are given a district-issued iPad for all digital curriculum, which ensures that 100% of students have access to all curriculum at home and at school (Goal 1 and Goal 5).

* All district communication is sent home in English and in Spanish, available on the website, through social media, and through a verbal phone call for families without email (Goal 2).
* Providing child care and interpretation services for in-person parent workshops allows for greater parent representation in workshops designed to support parents (Goal 2)
* All school sites have two District Enrichment Teachers, to support the Social Emotional Learning and the Health and Wellness of all students (Goal 3). By providing these positions from the district, we ensure that all sites have the same access to these enrichment areas, regardless of parent donations or outside influence.
* All teachers have weekly professional learning and collaboration time built into their schedule (Goal 1 and Goal 4) to ensure they collaborate on standards-based instruction, curriculum, assessments, student monitoring, and professional development. TOSAs and principals support collaboration, ensuring that specific student and pedagogical needs are discussed as needed.

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

The following action items are services that are being increased or improved in support of foster youth, English learners, and low-income students:

- English Learner Summer Academy is going from a half to a full day program
- We provided hotspots to families in need to ensure Internet access at home
- We provide English Language Development (ELD) materials to all schools to support the instruction of English learners
- The district provides additional Dual Language Immersion (DLI) teachers to reduce FTE rations in order to support English learners in upper grades in the DLI program.
- District Community Liaison position supports foster youth, EL's and low-income students and their families
- The district provides Spanish supplemental supports to our schools
- Educational Services will employ two Site Program Support Teachers to support newcomer English learners, an increase of 1 position
- Educational Services will provide all school libraries and all classroom libraries with new books to add representation in our rooms in support of our equity plan and our students, including English learners and low-income students -$18,000 to each library and $10,000 for all teachers classroom libraries
- In alignment with the EUSD Expanded Learning Grant Plan, EUSD will be adding 1 district Coordinator of Enrichment and Intervention and 9 site-based TOSA's to support the development of a systematic Multi-Tiered System of Supports (MTSS) for the district.

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$36,786,013.00	$872,943.00		$616,175.00	$38,275,131.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$36,663,804.00	$1,611,327.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Standards-based instruction	$32,394,489.00				$32,394,489.00
1	2	English Learners Foster Youth Low Income	Teacher Planning Days	$5,000.00			$50,000.00	$55,000.00
1	3	All Students with Disabilities	Support for new teachers	$103,061.00				$103,061.00
1	4	All Students with Disabilities	Digital Tools for Learning	$142,179.00				$142,179.00
1	5	All Students with Disabilities	CAASPP and local measures	$30,000.00				$30,000.00
1	6	All Students with Disabilities	Primary class size					
1	7	English Learners Foster Youth Low Income	District community liaison	$83,783.00				$83,783.00
1	8	English Learners	English Learner Support	$5,000.00			$50,000.00	$55,000.00
1	9	English Learners	Spanish supplemental supports	$100.00	$6,000.00			$6,100.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All Students with Disabilities	Curriculum audit					
1	11	All Students with Disabilities	Academic and instructional support for teachers	$447,281.00				$447,281.00
2	1	All Students with Disabilities	Improve district communications		$13,400.00			$13,400.00
2	2	English Learners Foster Youth Low Income	Ensure district communication accessibility	$5,000.00				$5,000.00
2	3	All Students with Disabilities	Provide comprehensive family workshops	$5,000.00			$10,000.00	$15,000.00
2	4	English Learners Foster Youth Low Income	Improve outreach and communication					$0.00
2	5	English Learners Low Income	Child care for family workshops	$1,500.00				$1,500.00
3	1	All	Green upgrades to all school site facilities	$10,000.00				$10,000.00
3	2	All	Safety audit and safety improvements	$4,000.00				$4,000.00
3	3	Students with Disabilities	Learning environment for students with special needs	$600,000.00				$600,000.00
3	4	All Students with Disabilities	District Enrichment Opportunities	$734,751.00				$734,751.00
3	5	All Students with Disabilities	Green and innovative learning environments	$145,848.00	$54,000.00			$199,848.00
3	6	All Students with Disabilities	Technology infrastructure	$529,219.00				$529,219.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	All Students with Disabilities	Farm Lab DREAMS Campus	$451,034.00				$451,034.00
3	8	All Students with Disabilities	School gardens	$35,987.00				$35,987.00
3	9	All Students with Disabilities	Social Emotional Learning instruction				$408,195.00	$408,195.00
4	1	All Students with Disabilities	Equitable hiring practices	$3,000.00				$3,000.00
4	2	English Learners Foster Youth Low Income	District-wide tiered intervention	$2,930.00	$185,343.00			$188,273.00
4	3	English Learners Foster Youth Low Income	Professional development	$1,000.00	$245,600.00		$97,980.00	$344,580.00
4	4	English Learners Low Income	Maintain alternate program for English Learners	$288,340.00				$288,340.00
4	5	English Learners	Newcomer Support	$71,000.00				$71,000.00
4	6	English Learners Foster Youth Low Income	Intervention supports	$457,311.00				$457,311.00
5	1	All Students with Disabilities	Broad course of study		$350,000.00			$350,000.00
5	2	English Learners Foster Youth Low Income	Diversity, Equity and Inclusion in Books	$50,000.00				$50,000.00
5	3	All Students with Disabilities	Technology Plan	$175,000.00				$175,000.00
5	4	Foster Youth	Access for Foster Youth and Students Experiencing Homelessness	$4,000.00	$8,000.00			$12,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5	English Learners	ELD instructional materials	$100.00	$5,000.00			$5,100.00
5	6	English Learners	Supplemental ELD Materials	$100.00	$5,600.00			$5,700.00

Totals by Type	Total LCFF Funds	Total Funds
Total:	$975,164.00	$1,628,687.00
LEA-wide Total:	$682,724.00	$1,322,247.00
Limited Total:	$4,000.00	$12,000.00
Schoolwide Total:	$288,440.00	$294,440.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Teacher Planning Days	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$55,000.00
1	7	District community liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,783.00	$83,783.00
1	8	English Learner Support	LEA-wide	English Learners	All Schools	$5,000.00	$55,000.00
1	9	Spanish supplemental supports	Schoolwide	English Learners	Specific Schools: Capri, Paul Ecke Central	$100.00	$6,100.00
2	2	Ensure district communication accessibility	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	4	Improve outreach and communication	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	5	Child care for family workshops	LEA-wide	English Learners Low Income	All Schools	$1,500.00	$1,500.00
4	2	District-wide tiered intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,930.00	$188,273.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$344,580.00
4	4	Maintain alternate program for English Learners	Schoolwide	English Learners Low Income	Specific Schools: Capri and Paul Ecke Central	$288,340.00	$288,340.00
4	5	Newcomer Support	LEA-wide	English Learners	All Schools	$71,000.00	$71,000.00
4	6	Intervention supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$457,311.00	$457,311.00
5	2	Diversity, Equity and Inclusion in Books	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
5	4	Access for Foster Youth and Students Experiencing Homelessness	Limited to Unduplicated Student Group(s)	Foster Youth		$4,000.00	$12,000.00
5	5	ELD instructional materials	LEA-wide	English Learners		$100.00	$5,100.00
5	6	Supplemental ELD Materials	LEA-wide	English Learners	All Schools	$100.00	$5,700.00

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

  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* 52064(b)(4-6)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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

Local Educational Agency (LEA) Name: Encinitas Union Elementary School District

CDS Code: 37680800000000

School Year: 2021-22

LEA contact information:
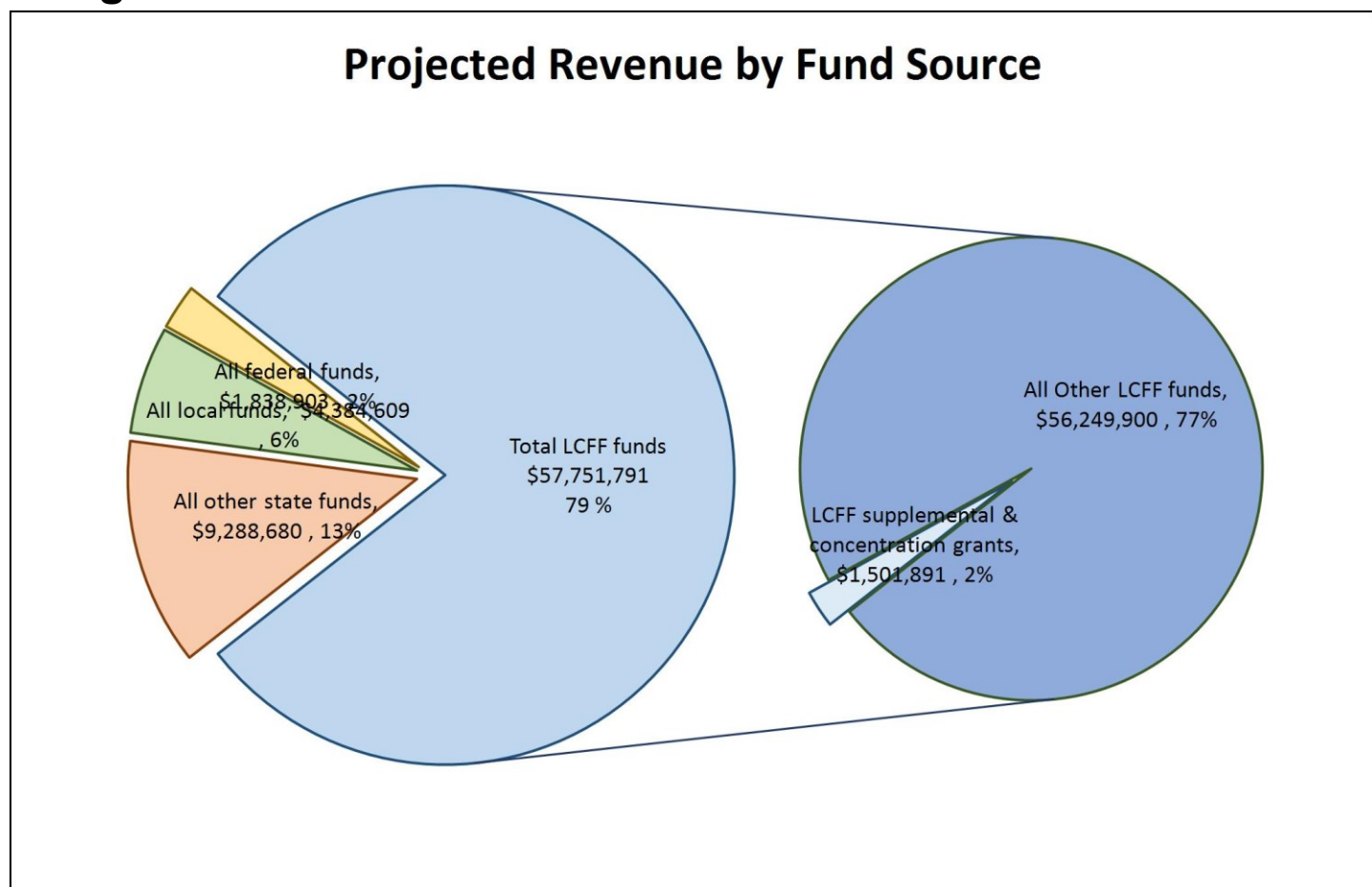
Dr. Amy Illingworth

Assistant Superintendent

amy.illingworth@eusd.net

7609444300

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

- All federal funds, $1,838,903 , 2%
- All local funds, $4,384,609 , 6%
- All other state funds, $9,288,680 , 13%
- Total LCFF funds $57,751,791 79 %
- All Other LCFF funds, $56,249,900 , 77%
- LCFF supplemental & concentration grants, $1,501,891 , 2%

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

The total revenue projected for Encinitas Union Elementary School District is $73,263,983, of which $57,751,791 is Local Control Funding Formula (LCFF), $9,288,680 is other state funds, $4,384,609 is local funds, and $1,838,903 is federal funds. Of the $57,751,791 in LCFF Funds, $1,501,891 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
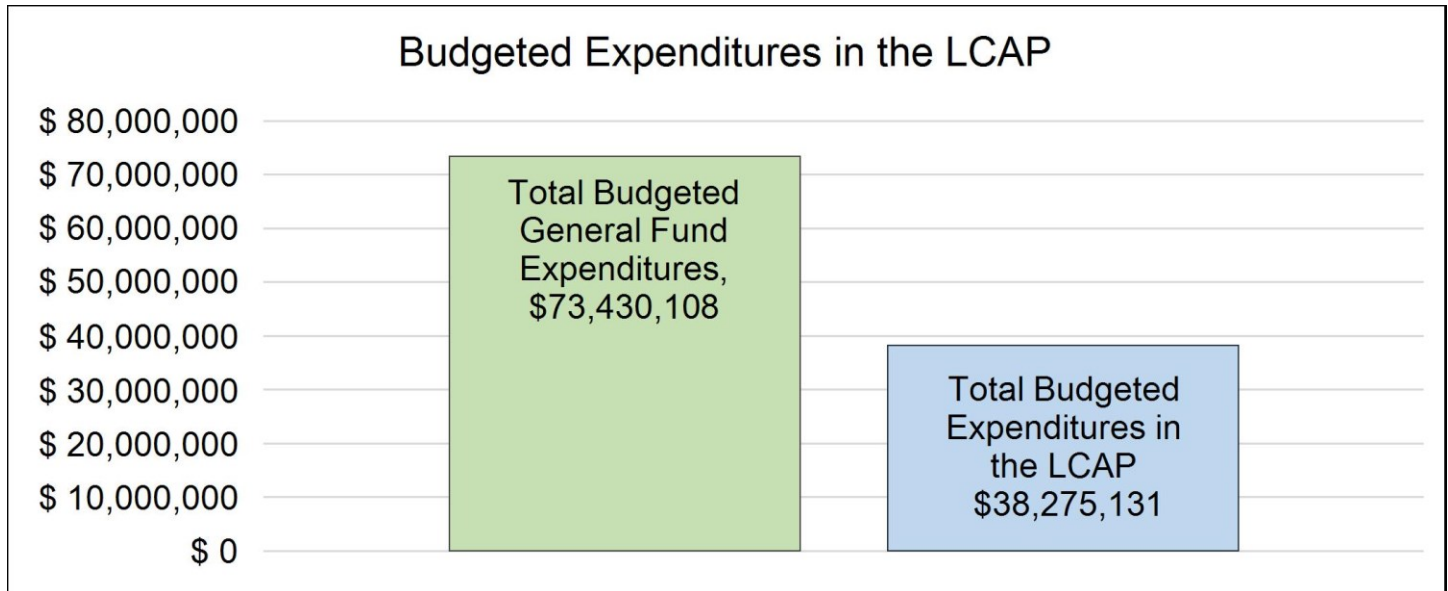
This chart provides a quick summary of how much Encinitas Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Encinitas Union Elementary School District plans to spend $73,430,108 for the 2021-22 school year. Of that amount, $38,275,131 is tied to actions/services in the LCAP and $35,154,977 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following items were not included in our LCAP: Classified management salaries (Executive Cabinet, Cabinet) and most Classified staff salaries. In addition, the Expanded Learning Opportunities Grant Plan, Board approved on 5/4/21, included extensive supports for student learning through a Multi-Tiered System of Supports, summer school learning opportunities, and homework clubs for our Title I schools.

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

In 2021-22, Encinitas Union Elementary School District is projecting it will receive $1,501,891 based on the enrollment of foster youth, English learner, and low-income students. Encinitas Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Encinitas Union Elementary School District plans to spend $1,628,687 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 2020-21
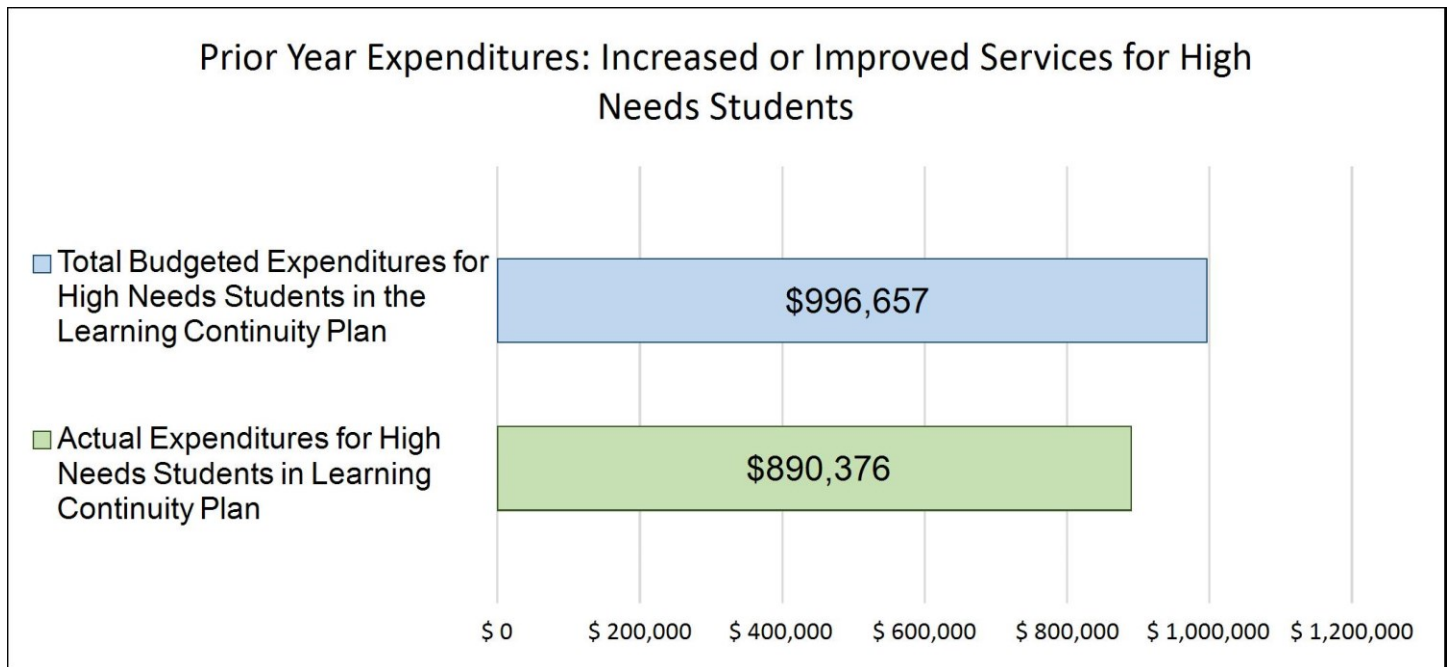
This chart compares what Encinitas Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Encinitas Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Encinitas Union Elementary School District's Learning Continuity Plan budgeted $996,657 for planned actions to increase or improve services for high needs students. Encinitas Union Elementary School District actually spent $890,376 for actions to increase or improve services for high needs students in 2020-21.

EUSD budgeted to hire two Site Program Support Teachers to support Newcomer English Learners in 2020-21, however only one was hired for the year. One SPST was able to provide direct services to the eligible students via distance learning and in-person throughout the year.