



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escondido Union High School District

CDS Code: 37681060000000

School Year: 2024-25

LEA contact information:

Dr. Martin Casas

Assistant Superintendent

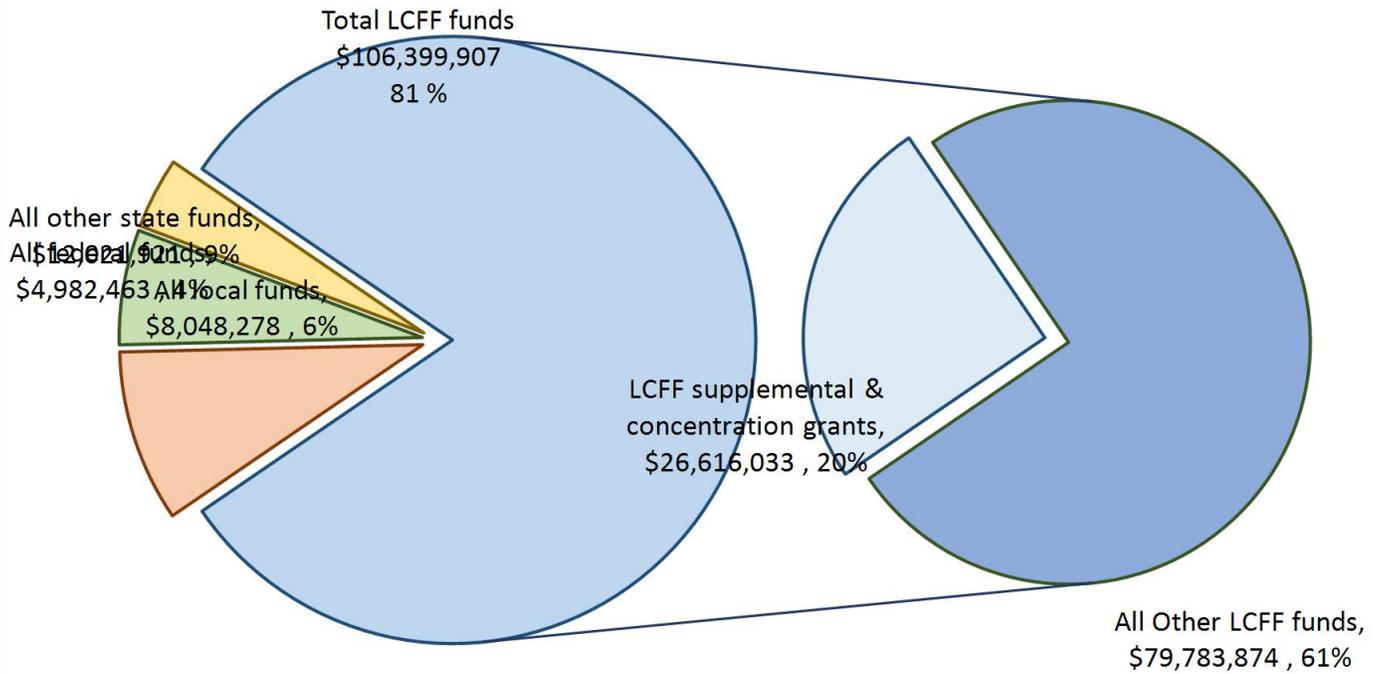
MCasas@euhsd.org

760-291-3250

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 2024-25 School Year

Projected Revenue by Fund Source

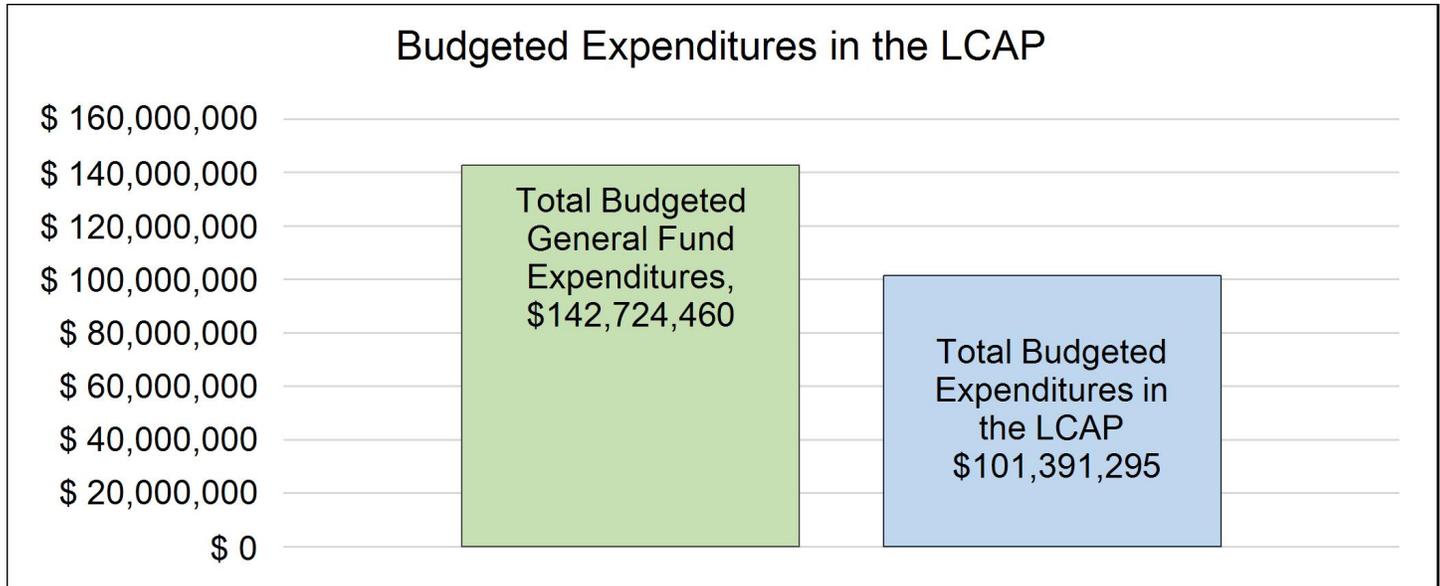


This chart shows the total general purpose revenue Escondido Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escondido Union High School District is \$131,452,569, of which \$106,399,907 is Local Control Funding Formula (LCFF), \$12,021,921 is other state funds, \$8,048,278 is local funds, and \$4,982,463 is federal funds. Of the \$106,399,907 in LCFF Funds, \$26,616,033 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Escondido Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Escondido Union High School District plans to spend \$142,724,460 for the 2024-25 school year. Of that amount, \$101,391,295 is tied to actions/services in the LCAP and \$41,333,165 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

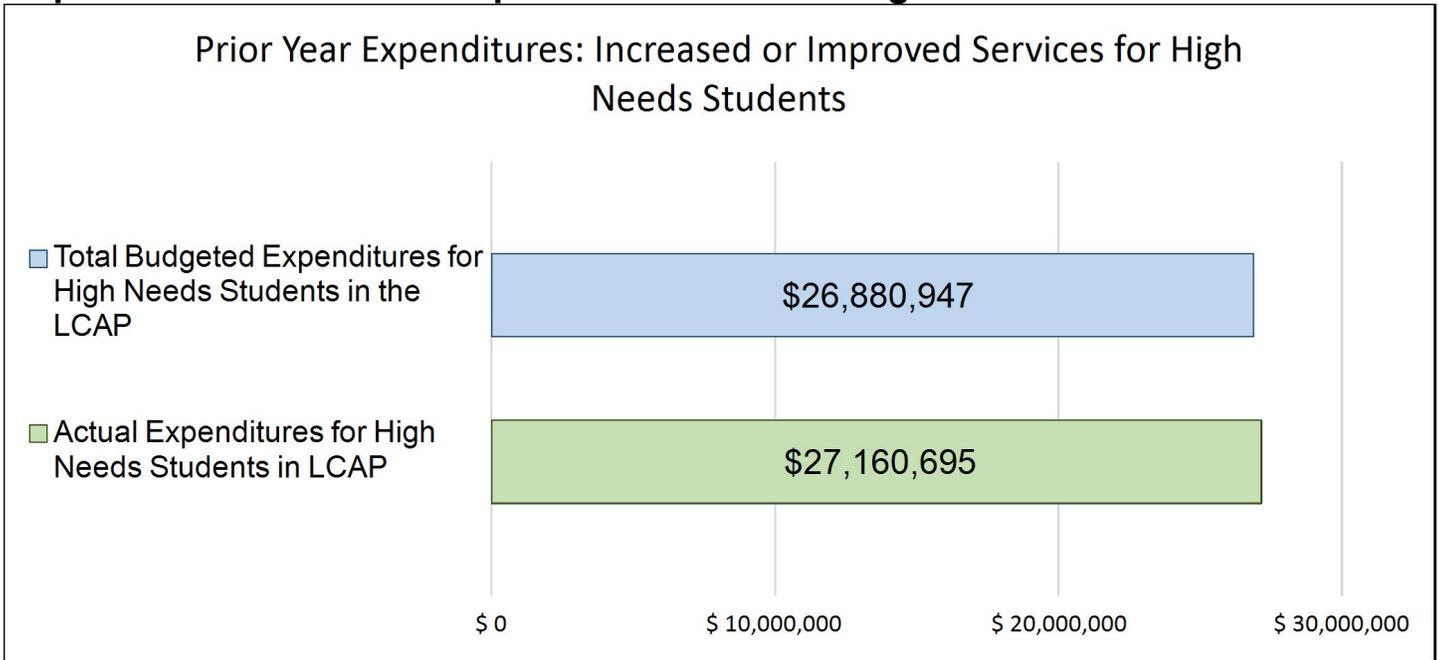
We budget for a variety of expenses out of the General Fund including: employee salaries, benefits, utilities, instructional materials, classroom supplies, travel and conference expenses, legal services, field trip and athletics transportation, technology infrastructure and replacement, software, custodial supplies, and facility repairs. We also budget for Special Education costs such as Non-Public School expenses, transportation, and service contracts that exceed the amount of money we receive from State and Federal programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Escondido Union High School District is projecting it will receive \$26,616,033 based on the enrollment of foster youth, English learner, and low-income students. Escondido Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Escondido Union High School District plans to spend \$26,616,033 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Escondido Union High School District's LCAP budgeted \$26,880,947 for planned actions to increase or improve services for high needs students. Escondido Union High School District actually spent \$27,160,695 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escondido Union High School District	Dr. Martin Casas Assistant Superintendent	mcasas@euhsd.org 760-291-3250

Goals and Actions

Goal

Goal #	Description
1	Academic Achievement Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the English Learner Progress Indicator by 2% annually as reported on the California School Dashboard	Current dashboard data are not available due to suspension in state testing due to the COVID-19 pandemic. However, baseline was determined by data on CA School Dashboard 2018-19 Baseline 42.3% making progress towards English language proficiency	2020-2021: Dataquest Proficient: 11.15% Level 1: 23.17% Level 2: 30.27% Level 3: 35.41% Level 4: 11.15%	2021-2022: California School Dashboard 31% making progress towards English Proficiency	2022-2023: California School Dashboard 43% making progress towards English Proficiency	Increase by 2% from prior year
Maintain 100% of English Learners access to CCSS and	100% of English Learners have access to Common Core	100% of English Learners have access to Common Core	100% of English Learners have access to Common Core	100% of English Learners have access to Common Core	Maintain 100% access to CCSS and EL standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD standards as measured through master schedule audits annually .	State Standards (CCSS) and ELD Standards. Baseline was determined by local master schedule audit.	State Standards (CCSS) and ELD Standards. Baseline was determined by local master schedule audit.	State Standards (CCSS) and ELD Standards as determined by local master schedule audit.	State Standards (CCSS) and ELD Standards as determined by local master schedule audit.	
Increase the EL redesignation rate by 2% annually	Internal: Data Quest Current dashboard data are not available due to suspension in state testing due to the COVID-19 pandemic. However, baseline was determined by data on CDE Data Quest, 19-20 2019-20: 27.7%	2020-21 Data: 0.8%	2021-22 Data: 16.3%	2022-23 Data: 19.0%	Increase by 2% from prior year
Increase the percent of 9th grade students earning a "C" or better in College/Career Ready ELA and Math Classes by 2% annually	EUHSD Internal Baseline data from 19-20: ELA All- 77.9% Asian- 96.8% Black/African American- 82.7% Filipino- 98.3%	2020-21 Data ELA All- 68.2% Asian- 93.3% Black/African American- 73.3% Filipino- 90.5% Hispanic/Latino- 64.1% White- 85.6% ELL- 50.1% RFEP- 73.2%	2021-22: Internal Data ELA All- 75.1% Asian- 97.9% Black/African American- 75.4% Filipino- 88.6% Latino/Hispanic- 71.6% White- 90.3% ELL- 54.3%	2022-23 : Internal data ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9%	Increase by 2% from prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic/Latino- 74.1% White- 89.0% ELL- 60.3% RFEP- 78.7% Spec Ed- 63.8% SED- 74.4% Foster Youth- 70.0% Homeless- 47.2% MATH All-79.1% Asian- 96.8% Black/African American- 87.7% Filipino- 96.6% Hispanic/Latino- 75.5% White- 89.5% ELL- 60.9% RFEP- 81.4% Spec Ed- 66.5% SED- 75.4% Foster Youth- 90.0% Homeless- 61.9%	Spec Ed- 57.7% SED- 64.1% Foster Youth- 55.6% Homeless- 50.7% MATH All-61.1% Asian- 93.3% Black/African American- 73.9% Filipino- 88.9% Hispanic/Latino- 55.4% White- 81.0% ELL- 40.2% RFEP- 65.9% Spec Ed- 46.2% SED- 56.3% Foster Youth- 56.3% Homeless- 38.4%	RFEP- 80.7% Spec Ed- 59.2% SED- 71.7% Foster Youth- 50.0% Homeless- 63.6% Math All- 71.8% Asian- 92.4% Black/African American- 63.9% Filipino- 88.6% Latino/Hispanic 68.5% White- 87.3% ELL- 54.8% RFEP- 77.5% Spec Ed- 60.5% SED- 68.9% Foster Youth- 58.3% Homeless- 59.3%	ELL- 63.3% RFEP- 85.5% Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6% Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9% SED- 68.7% Foster Youth- 66.7% Homeless- 56.3%	
Increase the percent of 11th grade students that meet or exceed standards as established for	Current CA School Dashboard data are not available due to suspension in state	2020-21 Data ELA All- 56.7% Asian- 83.8%	2021-22 Data ELA CAASPP All: 43.3% Asian: 66.7% Black: 41.4%	2022-23 ELA All: 53.7% Asian: 85.71%	Increase by 1% from prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP by 1% annually; 2% to close the achievement gap.	<p>testing due to the COVID-19 pandemic</p> <p>CAASPP ELA Achievement Gap 2018-2019</p> <p>Baseline</p> <p>ELA All: 57.3% EL: 0.5% RFEP: 61.5% SWD: 15.0% Hispanic/Latino: 52.7% Black/African American 59.3% Homeless: 32.2% Foster Youth: 50.0% SED: 51.3% Asian: 75.0% White: 72.3%</p> <p>Math All: 20.5% EL: 0.0% RFEP: 18.3% SWD: 2.3% Hispanic/Latino 14.8% Black/African American: 18.5% Homeless: 3.1% Foster: 0.0% SED: 14.7%</p>	<p>Black/African American- 50.0% Hispanic/Latino- 49.4% White- 75.7% ELL- 6.9% RFEP- 57.1% Spec Ed – 17.6% SED- 49.6% Foster Youth- 50.0% Homeless- 41.4%</p> <p>Math All- 19.6% Asian- 50.0% Black/African American- 5.9% Hispanic/Latino- 12.9% White- 38.2% ELL- 2.8% RFEP- 15.1% Spec Ed- 5.3% SED- 13.5% Foster- 40.0% Homeless- 14.7%</p>	<p>Filipino: 66.7% Latino/a: 36.9% White: 68.5% ELL: 3.8% RFEP: 46.5% SWD: 10.4% SED: 37.8% FY: 25.0% Homeless: 37.5%</p> <p>Math CAASPP All: 14.2% Asian: 42.2% Black: 10.7% Filipino: 26.7% Latino/a: 9.4% White: 31.9% ELL: 0.8% RFEP: 12.8% SWD: 1.4% SED: 10.8% FY: 0.0% Homeless: 6.1%</p>	<p>Black: 51.72% Filipino: 74.29% Latino/a: 47.75% White: 74.54% ELL: 7.71% RFEP: 61.72% SWD: 15.98% SED: 50.15% FY: N/A Homeless: 26.32%</p> <p>Math: All: 15.75% Asian: 51.02% Black: 6.90% Filipino: 33.33% Latino/a: 10.66% White: 35.48% ELL: 0.62% RFEP: 15.70% SWD: 2.82% SED: 12.43% FY: N/A Homeless: 12.82%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian: 59.6% White: 34.9%				
Increase the percent of 11th grade students that meet the EAP requirement of 'Ready' as determined by CAASPP results by 1% annually and by 2% to close the achievement gaps.	<p>Due to the COVID-19 pandemic and the suspension of state testing, reporting is taking place on 18-19 CA School Dashboard data.</p> <p>Increase the percent of 11th grade students that meet the EAP requirement of 'Ready' as determined by CAASPP results by 1% and by 2% to close the achievement gaps.</p> <p>18-19 Dashboard Data ELA All-22.1% Asian-46.2% Black/African American-33.3% Hispanic/Latino-16.9% White-36.5% ELL-0%</p>	<p>2020-21 Data ELA All-23.5% Asian-40.5% Black/African American-25.0% Hispanic-16.8% White-42.5% ELL-0.7% RFEP-20.2% Spec Ed-4.6% SED-17.2% Foster Youth-0.0% Homeless-20.7%</p> <p>MATH All-5.1% Asian-14.7% Black/African American-0.0% Hispanic/Latino-2.4% White-13.6% ELL-0% RFEP-3.0% Spec Ed-3.1% SED-2.6% Foster Youth-0.0% Homeless-1.60.0%</p>	<p>2021-22 Data EAP ELA CAASPP All: 15.5% Asian: 26.7% Black: 20.7% Filipino: 26.7% Latino/a: 10.7% White: 35.4% ELL: 0.0% RFEP: 14.6% SWD: 1.4% SED: 11.4% FY: 25.0% Homeless: 9.4%</p> <p>EAP Math CAASPP All: 3.3% Asian: 13.3% Black: 0.0% Filipino: 6.7% Latino/a: 1.4% White: 10.4% ELL: 0.0% RFEP: 2.2% SWD: 0.0% SED: 1.9% FY: 0.0% Homeless: 0.0%</p>	<p>2022-23 Data EAP ELA CAASPP All: 22.90 Asian: 55.10% Black/African American: 20.69% Filipino: 42.86% Latino: 18.01% White: 41.36% ELL: 0.69% RFEP: 25.00% SWD: 3.65% SED: 19.67% FY: N/A Homeless: 10.53%</p> <p>EAP Math CAASPP Math All: 4.48% Asian: 20.41% Black/African American: 3.45% Filipino: 8.33% Latino: 2.70% White: 11.52 ELL: 0.0% RFEP: 4.71% SWD: 0.0% SED: 3.20%</p>	Increase by 1% from the prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RFEP-19.5% Spec Ed-5.6% SED-16.4% Homeless-8.5% MATH All-6.3% Asian-30.8% Black/African American-0.0% Hispanic/Latino-3.4% White-14.5% ELL-0% RFEP-4.7% Spec Ed-0% SED-4.0% Homeless-1.6			FY: N/A Homeless: 0.0%	
Increase the percent of students scoring a 3 or higher on an Advanced Placement (AP) exam by 1% annually; 2% to close the achievement gap.	EUHSD Internal Baseline date 2019-20 All- 45.8% Asian- 56.2% Black/African American- 36.5 Filipino- 46.9 Hispanic/Latino- 41.4% White- 55.1% ELL- 60.0% RFEP- 43.7% Spec Ed- 38.6% SED 41.8% Foster Youth- 0.0% Homeless- 47.8%	EUHSD Internal 2020-21 Data All- 33.0% Asian- 46.1% Black/African American- 27.3% Filipino- 40.8% Hispanic/Latino- 27.2% White- 43.5% ELL- 41.4% RFEP- 29.0% Spec Ed- 24.3% SED 29.2% Foster Youth- 0.0% Homeless- 47.8%	EUHSD Internal 2021-22 All- 40.1% Asian- 45.0% Black/African American- 38.1% Filipino- 43.6% Latino/Hispanic- 34.8% White- 52.5% ELL- 55.7% RFEP- 34.3% Spec Ed- 18.8% SED- 34.1% Foster Youth- 33.3% Homeless- 14.3%	EUHSD Internal 2022-23 All- 36.6% Asian- 46.7% Black/African American- 42.2% Filipino- 25.4% Latino/Hispanic- 32.0% White- 47.6% ELL- 40.0% RFEP- 31.9% Spec Ed- 18.7% SED- 32.3% Foster Youth- 42.9% Homeless- 12.0%	Increase by 1% from prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>..</p> <p>Baseline data 2018-19 All= 45.2%</p>	<p>CA Dashboard CCI Report: Number and percentage of four-year graduation rate cohort students.</p> <p>2020-21 All- 237; 14.8% Black/African American- 2; 5.1 Asian- 12; 23.5% Filipino- 14; 28.6% Hispanic/Latino- 137; 11.9% White- 69; 23.7% ELL- 4; 1.3% SED- 150; 11.9% Spec Ed- 6; 2.6% Foster Youth- 0; 0.0% Homeless- 4; 5.9%</p> <p>The data show students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.</p> <p>There is no comparable data for "CCI Report" in the CA Dashboard.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of students enrolled in AP courses by 1% annually; 2% to close the achievement gap.	<p>EUHSD Internal Data</p> <p>Baseline date 2019-20</p> <p>All- 11.1%</p> <p>All-11.1%</p> <p>Asian-20.9%</p> <p>Black/African</p> <p>American-9.6%</p> <p>Filipino-19.7%</p> <p>Hispanic/Latino-9.5%</p> <p>White-15.8%</p> <p>ELL-1.4%</p> <p>RFEP-11.8%</p> <p>Spec Ed-1.6%</p> <p>SED-9.6%</p> <p>Foster Youth-1.2%</p> <p>Homeless- 6.2%</p> <p>2018-2019 Baseline data</p> <p>All= 10.3%</p>	<p>EUHSD Internal Data</p> <p>2020-21 Data</p> <p>All- 10.2%</p> <p>Asian- 17.2%</p> <p>Black/African</p> <p>American- 9.7%</p> <p>Filipino- 20.7%</p> <p>Hispanic/Latino- 8.4%</p> <p>White- 16.4%</p> <p>ELL- 1.3%</p> <p>RFEP- 11.3%</p> <p>Spec Ed- 1.7%</p> <p>SED 8.7%</p> <p>Foster Youth- 6.7%</p> <p>Homeless- 5.1%</p>	<p>EUHSD Internal Data</p> <p>2021-22 Data</p> <p>All- 7.7%</p> <p>Asian- 14.0%</p> <p>Black/African</p> <p>American- 6.0%</p> <p>Filipino- 16.3%</p> <p>Latino/Hispanic- 6.2%</p> <p>White- 13.6%</p> <p>ELL- 1.2%</p> <p>RFEP- 8.6%</p> <p>Spec Ed- 0.9%</p> <p>SED- 6.4%</p> <p>Foster Youth- 5.9%</p> <p>Homeless- 3.6%</p>	<p>EUHSD Internal Data</p> <p>2022-23 Data</p> <p>All- 10.2%</p> <p>Asian- 21.1%</p> <p>Black/African</p> <p>American- 10.0%</p> <p>Filipino- 16.8%</p> <p>Latino/Hispanic- 8.4%</p> <p>White- 17.1%</p> <p>ELL- 1.9%</p> <p>RFEP- 11.6%</p> <p>Spec Ed- 2.2%</p> <p>SED- 8.7%</p> <p>Foster Youth- 11.8%</p> <p>Homeless- 5.2%</p>	Increase by 1% from prior year
Increase the percent of students meeting the UC a-g requirements by 1% annually; 2% to close the achievement gap.	<p>EUHSD Internal Data</p> <p>2019-20 Baseline data</p> <p>All-49.0%</p> <p>Asian-65.4%</p> <p>Black/African</p> <p>American-37.9%</p>	<p>EUHSD Internal Data</p> <p>2020-21 Data</p> <p>All-43.9%</p> <p>Asian-60.4%</p> <p>Black/African</p> <p>American-43.2%</p> <p>Filipino-62.0%</p>	<p>EUHSD Internal Data</p> <p>2021-22 Data</p> <p>All- 45.4%</p> <p>Asian- 76.2%</p> <p>Black/African</p> <p>American- 32.0%</p> <p>Filipino- 75.8%</p>	<p>EUHSD Internal Data</p> <p>2022-23 Data</p> <p>All- 45.2</p> <p>Asian- 80.0%</p> <p>Black/African</p> <p>American- 48.3%</p> <p>Filipino- 70.0%</p>	Increase by 1% from prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Filipino-63.2% Hispanic/Latino-44.7% White-64.9% ELL-6.5% RFEP-48.9% Spec Ed-14.0% SED-43.2% Foster Youth-0.0% Homeless- 15.4% 2018-2019 Baseline data All= 48.0% Asian: 84.3% White: 66.0% Filipino: 60.0% Foster Youth: 50.0% RFEP: 48.3% SED: 41.8% Hispanic/Latino:41.8% Black/African American: 31.6% SWD: 18.7% Homeless: 17.6% ELL: 2.7%	Hispanic/Latino-38.2% White-63.1% ELL-10.2% RFEP-41.2% Spec Ed-15.2% SED-38.9% Foster Youth-0.0% Homeless- 22.4%	Latino/Hispanic-40.8% White- 59.2% ELL- 17.0% RFEP- 46.6% Spec Ed- 13.4% SED- 39.7% Foster Youth- 16.7% Homeless- 22.6%	Latino/Hispanic-39.9% White- 60.8% ELL- 11.8% RFEP- 46.8% Spec Ed- 16.4% SED- 41.2% Foster Youth- 25.0% Homeless- 14.0%	
Increase the percent of students qualifying for the Seal of	EUHSD Internal Data: 2019-20 Baseline All-19.2% Asian-0.0%	EUHSD Internal Data 2020-21 Data All-18.0% Asian-2.1%	EUHSD Internal Data 2021-22 Data All- 12.8% Asian- 5.0%	EUHSD Internal Data 2022-23 Data All- 10.9% Asian- 2.3%	Increase by 2% from prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Biliteracy by 2% annually	Black/African American-0.0% Filipino-0.0% Hispanic/Latino-25.2% White-2.5% ELL-0.0% RFEP-29.8% Spec Ed-2.4% SED-23.7% Foster Youth- 0.0% Homeless-15.6% 2018-2019 Baseline data All= 19.1%	Black/African American-2.9% Filipino-8.2% Hispanic/Latino-24.4% White-5.5% ELL-7.9% RFEP-29.2% Spec Ed-2.8% SED-22.4% Foster Youth- 0.0% Homeless-12.8%	Black/African American- 0.0% Filipino- 6.1% Latino/Hispanic-15.6% White- 4.0% ELL- 0.7% RFEP- 20.5% Spec Ed- 0.6% SED- 14.1% Foster Youth- 0.0% Homeless- 6.5%	Black/African American- 0.0% Filipino- 3.4% Latino/Hispanic-13.6% White- 3.6% ELL- 0.0% RFEP- 17.6% Spec Ed- 1.5% SED- 12.2% Foster Youth- 0.0% Homeless- 5.0%	
Increase the percent of students qualifying as CTE completers by 2% annually	EUHSD Internal Data 2019-20 EUHSD All-16.3% Asian-13.7% Black/African American-19.4% Filipino-7.9% Hispanic/Latino-17.6% White-11.6% ELL-18.7% RFEP-17.4% Spec Ed-27.8% SED-17.1% Foster Youth- 6.7% Homeless-11.1%	EUHSD Internal Data 2020-21 Data All-26.4% Asian-20.8% Black/African American-19.5% Filipino-34.0% Hispanic/Latino-25.5% White-32.7% ELL-19.6% RFEP-%-27.3% Spec Ed-26.2% SED-25.5% Foster Youth- 7.1% Homeless-15.6%	EUHSD Internal Data 2021-22 Data All- 22.8% Asian- 33.3% Black/African American- 13.8% Filipino- 22.2% Hispanic- 20.7% White- 33.6% ELL- 14.7% RFEP- 23.6% Spec Ed- 28.3% SED- 20.9% Foster Youth- 0.0% Homeless- 16.0%	EUHSD Internal Data 2022-23 Data All- 27.6% Asian- 44.4% Black/African American- 27.3% Filipino- 25.8% Latino/Hispanic-26.7% White- 30.6% ELL- 20.1% RFEP- 31.0% Spec Ed- 27.1% SED- 27.1% Foster Youth- 28.6% Homeless- 18.9%	Increase by 2% from prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of CTE enrollment by 1% annually	2019-20 EUHSD Internal All-37.5% Asian-28.6% Black/African American-40.0% Filipino-27.9% Hispanic/Latino-38.4% White-35.0% ELL-31.5% RFEP-39.8% Spec Ed-44.0% SED-38.5% Foster Youth- 0.0% Homeless-43.6%	2020-21 EUHSD Internal All-38.2% Asian-30.3% Black/African American-36.3% Filipino-26.4% Hispanic/Latino-39.2% White-36.0% ELL-35.0% RFEP-40.9% Spec Ed-45.0% SED-39.3% Foster Youth- 0.0% Homeless-33.6%	2021-22 EUHSD Internal All- 37.9% Asian- 29.7% Black/African American- 34.3% Filipino- 31.2% Latino/Hispanic- 38.7% White- 36.6% ELL- 37.3% RFEP- 38.9% Spec Ed- 43.6% SED- 38.8% Foster Youth- 0.0% Homeless- 31.0%	2022-23 EUHSD Internal Data All: 37.1% Asian- 34.3% Black/African American- 35.3% Filipino- 31.4% Latino/Hispanic- 38.2% White- 33.2% ELL- 36.3% RFEP- 38.4% Spec Ed- 40.7% SED- 38.1% Foster Youth -0.0% Homeless- 36.7%	Increase by 1% from prior year
Maintain the level of standards implementation annually as reported on the CA School Dashboard local indicator.	2019 CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE	2021 CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE	2022 CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE	2023 CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE	Maintain or Increase the level of standards implementation from the prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of ELA courses are aligned to state standards.</p> <p>100% of math courses are aligned to state standards.</p> <p>100% of History/Social Science courses are aligned to state standards.</p> <p>100% of science courses, including electives, are aligned to state standards.</p>	<p>100% of ELA courses are aligned to state standards.</p> <p>100% of math courses are aligned to state standards.</p> <p>100% of History/Social Science courses are aligned to state standards.</p> <p>100% of science courses, including electives, are aligned to state standards.</p>	<p>100% of ELA courses are aligned to state standards.</p> <p>100% of math courses are aligned to state standards.</p> <p>100% of History/Social Science courses are aligned to state standards.</p> <p>100% of science courses, including electives, are aligned to state standards.</p>	<p>100% of ELA courses are aligned to state standards.</p> <p>100% of math courses are aligned to state standards.</p> <p>100% of History/Social Science courses are aligned to state standards.</p> <p>100% of science courses, including electives, are aligned to state standards.</p>	
Maintain 100% sufficiency of standards-aligned instructional materials annually	CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE	CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE	CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE	CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE	Maintain 100% sufficiency of standards-aligned instructional materials
Increase the percent of students completing a broad course of study by the end of their Senior year.	<p>2019-20 EUHSD Internal All-90.1% Asian-98.1%</p>	<p>2020-21 EUHSD Internal All-89.2% Asian-96.2%</p>	<p>2021-22 EUHSD Internal All: 87.5% Asian: 97.6%</p>	<p>2022-23 EUHSD Internal Data All- 87.7% Asian- 100.0%</p>	Increase by 1% from prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase the percent of unduplicated students and students with exceptional needs completing 3 years of Social Science by the end of their Senior year by 1% annually; 2% to close the achievement gap.</p> <p>(3.2.9) Provide unduplicated students and students with exceptional needs increased access to opportunities for in - depth college and career exploration by expanding/diversifying CTE course offerings (added two new CTE programs). Unduplicated students have a lower CTE completion rate, ELL 1.6%, SED 3.7%, Foster Youth 0%, and Homeless 4.9%, when compared to other students, Asian 2.0%, Black/African American 3.9%,</p>	<p>Black/African American-96.7% Filipino-97.3% Hispanic/Latino-91.3% White-94.9% ELL-69.0% RFEP-94.6% Spec Ed-82.2% SED-90.9% Foster Youth- 50% Homeless-74.1%</p>	<p>Black/African American-94.9% Filipino-100% Hispanic/Latino-90.6% White-94.1% ELL-74.1% RFEP-93.5% Spec Ed-79.3% SED-90.3% Foster Youth- 50.0% Homeless-77.2%</p> <p>(Metric 9, G1) Increase the percent of unduplicated students and students with exceptional needs meeting the UC A-G requirements by 1% annually; 2% to close the achievement gap. Unduplicated students and students with exceptional needs have a lower A-G completion rate, ELL 10.2%, SED 38.9%, Foster Youth 0%, Spec Ed 15.2%, and Homeless 22.4%, when compared to other students, Asian</p>	<p>Black/African American: 82.1% Filipino: 94.1% Hispanic/Latino: 89.6% White: 95.5% ELL: 73.6% RFEP: 93.7% SWD: 82.1% SED: 90.0% FY: 88.9% Homeless: 76.8%</p> <p>(Metric 9, G1) Increase the percent of unduplicated students and students with exceptional needs meeting the UC A-G requirements by 1% annually; 2% to close the achievement gap. Unduplicated students and students with exceptional needs have a lower A-G completion rate, ELL- 17.0%, SED- 39.7%, Foster Youth- 16.7%, Spec Ed- 13.4%,and Homeless- 22.6%, when compared to other students, Asian- 76.2%, Black/African American- 32.0%,</p>	<p>Black/African American- 96.8% Filipino- 96.8% Latino/Hispanic- 90.1% White- 94.5% ELL- 74.1% RFEP- 94.1% Spec Ed- 80.1% SED- 90.5% Foster Youth- 66.7% Homeless- 68.3%</p> <p>(Metric 9, G1) Increase the percent of unduplicated students and students with exceptional needs meeting the UC A-G requirements by 1% annually; 2% to close the achievement gap. Unduplicated students and students with exceptional needs have a lower A-G completion rate: ELL- 11.8%, RFEP- 46.8%, Spec Ed- 16.4%, SED- 41.2%, Foster Youth- 25.0%, Homeless- 14.0%,</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Filipino 2.0%, Hispanic/Latino 3.8%, White 1.9%, and RFEP 4.4%.</p> <p>(Metric 9, G1) Increase the percent of unduplicated students and students with exceptional needs meeting the UC A-G requirements by 1% annually; 2% to close the achievement gap. Unduplicated students and students with exceptional needs have a lower A-G completion rate, ELL 6.5%, SED 43.2%, Foster Youth 0%, Spec Ed 14.0%, and Homeless 15.4%, when compared to other students, Asian 65.4%, Filipino 63.2%, and White 64.9%.</p>		60.4%, Filipino 62.0%, and White 63.1%.	Filipino- 75.8%, Latino/Hispanic- 40.8%, White- 59.2%	when compared to other students, Asian- 80.0%, Black/African American- 48.3%, Filipino- 70.0%, Latino/Hispanic- 39.9%, White- 60.8%	

Goal Analysis

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

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

Implementation Overview:

The academic achievement goal at EUHSD for the 2023-24 school year was fully executed with a range of strategies and interventions. The implemented actions included additional support measures for English learners in core academic classes through bilingual instructional aides, reduced class sizes in English Language Development (ELD) support classes, interim assessment data analysis to identify learning gaps, promotion of Career Technical Education (CTE) pathways, and targeted reductions in class sizes, particularly in classes with a substantial percentage of unduplicated students.

Discrepancies between Planned Actions and Actual Implementation:

Notably, there were no significant differences between the planned actions outlined in goal one and the actual implementation. The district successfully executed the proposed strategies as intended, ensuring alignment between planning and implementation.

Achieved Successes and relevant challenges:

EUHSD celebrated substantial successes in goal 1, with most academic metrics meeting or exceeding targets. Key achievements included a notable 12% increase in the English Learner Progress indicator and a 2.7% rise in the EL redesignation rate. In 9th-grade performance, students earning a C or better showed improvement, particularly in English, where students demonstrated a 5.5% increase overall. English Language Learners exhibited a 5.5% improvement, socioeconomically disadvantaged (SED) students improved by 6.2%, foster youth experienced a 50% decrease, and homeless students improved by 12%. Despite growth observed across most demographic groups, the district remains committed to prioritizing the academic needs of students and ensuring that appropriate supports are in place to facilitate high levels of achievement for all demographics, with the overarching goal of narrowing the achievement gap.

While the district overall increased the percentage of 9th-grade students passing Math with a C or better by 0.5%, unduplicated students displayed varied performance. English Language Learners decreased by 4.6%, students with disabilities (SWD) decreased by 3.6%, SED students decreased by 0.2%, foster youth increased by 8.4%, and homeless students maintained the same performance as the previous year. Similar variability was observed among other demographic groups. Asian, Black/African American, Filipino, White, and RFEP students demonstrated improvements, whereas Latino/Hispanic students experienced a decline of 0.8%. The district acknowledges the need for substantial growth and improvement in mathematics and commits to implementing additional supports with a concentrated emphasis on enhancing student performance and engagement.

Additionally, there was a rise in the percentage of 11th-grade students meeting or exceeding standards in CAASPP. In ELA, there was a substantial increase of 10.4%, and in Math, there was an increase of 1.55%. Most unduplicated students in the district showed improvement in both exams. English Language Learners improved by 3.91% in ELA and decreased by 0.18% in Math. Socioeconomically disadvantaged students improved by 12.2% in ELA and 1.6% in Math, while homeless students improved by 6.72% in Math and decreased by 11.8% in

ELA. Other demographic groups have similar results, Asian, Filipino, Latino, and White students all improved in both ELA and Math. Black/African American students improved by 10.32% in ELA and decreased in Math by 3.8%. Regarding Advanced Placement (AP) course enrollment, there was a district-wide increase of 2.5%, with unduplicated students also demonstrating improvement. Specifically, English Language Learners experienced a 0.7% increase, socioeconomically disadvantaged students saw a 2.3% improvement, foster youth participation increased by 5.9%, and homeless students increased by 1.6%. The observed rise in student enrollment in AP courses is believed to stem from the removal of the cost barrier for AP testing. The district has absorbed the cost of AP tests for all students enrolled in EUHSD who choose to take an exam. This practice will be continued to ensure that cost does not hinder students' access to AP courses and exams.

Additionally, there was a rise in the percentage of students qualifying as Career Technical Education (CTE) completers. The district achieved an overall increase of 4.8%, with all unduplicated students showing improvement in this aspect. Specifically, English Language Learners improved by 1.37%, socioeconomically disadvantaged students improved by 6.2%, foster youth improved by 28.6%, and homeless students increased by 2.9%.

These achievements underscore the district's commitment to targeted support and intervention strategies, positively impacting student achievement across diverse demographics.

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

For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more. EUHSD didn't detect significant variations in goal 1 for the LCAP. However, there was an 11% uptick in expenditures for goal 1 within Targeted Supplemental Services. This rise was fueled by the allocation of additional carryover funds to school sites, enabling them to expand sections dedicated to English Language Development and support. Additionally, a substantial salary increase for staff members contributed to the overall expenditure increase.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Assessing the efficacy of various actions and services in advancing the district's goal presents a challenge due to the multitude of factors at play. However, it is evident that the implementation of additional instructional support for students has yielded positive results. Qualitative feedback gathered from student forums underscores the significance of these supports, including the presence of Bilingual Instructional Assistants and collaborative/clustered classes. Moreover, quantitative data derived from diagnostic assessments, facilitated by tools like Renaissance's interim assessments, highlights the effectiveness of these measures in tracking student progress. The consistent improvement observed among students throughout the academic year underscores the value of the available data analysis tools in informing

decision-making and enhancing educational outcomes.

The effectiveness of implemented actions and services is evident in the data over the three-year period from 2020-21 to 2022-23. There have been notable improvements for the district's unduplicated students across various metrics and attributed to several actions and services available in goal 1, including the following:

1.2 Increase and/or Improved Supplemental Services

1.2.1 Appropriate use of technology: Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready.

- Network Technicians'
- 1:1 Laptop Initiative

Providing unduplicated students with 1:1 computer access has ensures they have the same educational resources, instructional materials, and additional online supports as all other students. Starting in 2022-23, the district introduced a computer-based assessment that allows students three opportunities to identify and address learning gaps. This initiative has supported overall growth in the district's CAASPP results. In the 2022-23 school year, there was an increase in the percentage of 11th-grade students meeting or exceeding standards on the CAASPP. Specifically, ELA scores increased by 10.4%, and Math scores increased by 1.55%. Most unduplicated students showed improvement in both exams. English Language Learners improved by 3.91% in ELA but saw a slight decrease of 0.18% in Math. Socioeconomically disadvantaged students improved by 12.2% in ELA and 1.6% in Math, while homeless students improved by 6.72% in Math but decreased by 11.8% in ELA. Other demographic groups, including Asian, Filipino, Latino, and White students, also showed improvements in both subjects. Black/African American students improved by 10.32% in ELA but saw a 3.8% decrease in Math.

Providing 1:1 computers to all students, particularly socioeconomically disadvantaged (SED) students, has ensures access to supplementary instructional materials. The district believes this initiative has contributed to the success of SED students, with 77.9% passing 9th-grade ELA and 68.7% passing Math. In the CAASPP, 50% of SED students meet or exceed standards in ELA, and 12.43% meet or exceed standards in Math. According to the district's local A-G completion metric, 41.2% of SED students meet the requirements, and 27.1% meet the minimum requirement for CTE completion.

1.2.2/1.2.2.1/1.2.2.3: Provide English Learners additional support in order to be successful in rigorous academic content in core classes. LC Lab Classroom Assistants

Lab Assistants, Newcomer courses, BIAs, and collaborative reduced class sizes for students in ELD are among the key supports provided. The district attributes the improvements made by English learners to these supports under action 1.2.2. In the 2022-23 school year, the district's English Learner Redesignation rate improved significantly from 16.3% in 2021-22 to 19.0%. The English Learner Progress indicator also improved from 31% in 2021-22 to 43% in 2022-23. Additionally, 9th-grade ELL students made progress in passing ELA, increasing from 54.3% in 2021-22 to 63.3% in 2022-23. ELL students also made significant gains in the ELA CAASPP, with scores rising from 3.8% in 2021-22 to 7.71% in 2022-23.

1.2.3 Data analysis, resources, and research:

The service of data analysis, resourcing, and research plays a crucial role in shaping our best practices by examining data from various metrics, assessments, and research sources. Our team of Data Technicians ensures that educators and staff receive comprehensive data insights from diverse channels, enabling informed decision-making for the next steps and improvements.

Currently, the district has established a partnership with Renaissance, an assessment platform, to aid in the preparation of students for State testing. Students in grades 9-11 engage in three practice diagnostic adaptive assessments, similar to CAASPP, throughout the academic year. These assessments offer students opportunities to familiarize themselves with online adaptive testing, strengthening their preparedness for the CAASPP in the Spring. Furthermore, the insights gained from these assessments assist Professional Learning Communities (PLCs) in identifying areas of focus and potential growth opportunities for students, which can be addressed before the CAASPP testing period in March.

Recent data analysis shows notable improvements in student performance. In English Language Arts (ELA), there has been an 11% increase in students meeting state benchmarks compared to the previous spring. Additionally, although students took the CAASPP Interim Comprehensive Assessments (ICA) in math during the spring, their winter scores indicate an improvement of 0.8% compared to the previous year's winter scores. These encouraging trends lead us to anticipate an enhancement in student performance on the upcoming CAASPP assessments in both ELA and Math.

1.2.4 Career and Technical Education:

Completion of CTE Pathways: Encouragingly, there were improvements across the board in the completion of CTE pathways. Overall there was an increase of 4.8% of student's completing a CTE pathway in the 2022-23 school. ELL students improved by 1.4%, SED by 10%, Foster Youth by 21.9%, and homeless youth by 7.8%.

1.2.5 Site Discretionary fund:

Discretionary funds are distributed to individual sites for the implementation of site-specific initiatives and services that align with Goal 1. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.

1.2.6 Decrease class size in targeted areas, specifically in classrooms with a large percentage of unduplicated students. 1.2.2 Provide additional support to Language Learners: English learners are provided with additional support in core classes via Bilingual Instructional Aides and/or Lab Classroom Assistants. The district currently has 16 BIAs throughout the district. The data below shows the increase in student academic performance for unduplicated students, specifically English Learners.

- EL Progress Indicator: There was a commendable 12% improvement from 2021-22 to 2022-23, indicating enhanced proficiency among English Language learners.

- Redesignation Rate: A significant increase of 18.92% in the redesignation rate suggests improved language proficiency and academic readiness among students.
- 9th Grade ELA Passing Rates: Despite challenges, there were improvements among specific student groups. ELL students saw a 3.3% increase, SED students improved by 3.5%, and homeless students showed a remarkable improvement of 25.4%. However, data for Foster Youth was unavailable for 2022-23.
- 9th Grade Math Performance: While there's a recognized need for improvement, no progress was observed among ELL, SED, Foster Youth, or Homeless students. District-wide, there was a decline in scores for most student groups, indicating an area requiring attention and intervention.
- UC A-G Requirements: Overall, there were positive trends with most unduplicated students meeting UC A-G requirements. ELL students improved by 5.35%, SED by 2.3%, Foster Youth by 25%, but there was a slight dip of 1.4% among homeless students.

These data points collectively highlight the effectiveness of the actions and services implemented, demonstrating positive outcomes in academic performance, language proficiency, and program completion rates among diverse student populations. However, the stagnation in 9th-grade math performance and the decline in district-wide scores call for continued efforts and targeted interventions to address these challenges.

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.

After reviewing past practices and consulting with our Educational Partners, as well as analyzing survey data, we have determined that no significant changes are necessary for the upcoming year. Our Educational Partners have stressed the importance of maintaining reduced class sizes, ELD cluster classes, and continuing with the 1:1 laptop initiatives. However, it has been noted that there is a desire to upgrade student computers to better models. Additionally, feedback from student forums has emphasized the ongoing need for increased academic support, including tutoring services, instructional aides, and in-class remediation programs.

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

Goals and Actions

Goal

Goal #	Description
2	Effective Instruction and Leadership Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain at 100% the percent of teachers that are appropriately credentialed and assigned	2019-20 All-100%	2020-21 All-100%	2021-22 All-100%	2022-23 All- 100%	Maintain at 100%
Maintain at 0% the misassignments and vacancies	2019-20 0% misassignment and 1 vacant position.	2020-21 0% misassignment and 1 vacant position.	2021-22 0% misassignment and 0 vacant positions.	2022-23 0% misassignment and 0 vacant positions.	Maintain 0%
Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator.	2019 CA School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection	2021 CA School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection	2022 CA School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection	2023 School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the	Maintain a score of 5 for full implementation and sustainability.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>tool provided by the CDE</p> <p>ELA= 5 Full Implementation and Sustainability</p> <p>Math= 5 Full Implementation and Sustainability</p> <p>History/Social Science= 5 Full Implementation and Sustainability</p> <p>ELD= 5 Full Implementation and Sustainability</p> <p>NGSS= 5 Full Implementation and Sustainability</p>	<p>tool provided by the CDE</p> <p>ELA= 5 Full Implementation and Sustainability</p> <p>Math= 5 Full Implementation and Sustainability</p> <p>History/Social Science= 5 Full Implementation and Sustainability</p> <p>ELD= 5 Full Implementation and Sustainability</p> <p>NGSS= 5 Full Implementation and Sustainability</p>	<p>tool provided by the CDE</p> <p>ELA= 5 Full Implementation and Sustainability</p> <p>Math= 5 Full Implementation and Sustainability</p> <p>History/Social Science= 5 Full Implementation and Sustainability</p> <p>ELD= 5 Full Implementation and Sustainability</p> <p>NGSS= 5 Full Implementation and Sustainability</p>	<p>CDE</p> <p>ELA= 5 Full Implementation and Sustainability</p> <p>Math= 5 Full Implementation and Sustainability</p> <p>History/Social Science= 5 Full Implementation and Sustainability</p> <p>ELD= 5 Full Implementation and Sustainability</p> <p>NGSS= 5 Full Implementation and Sustainability</p>	
<p>Maintain at 100% the number of teachers completing Year 1 and Year 2 of the RISE Induction</p>	<p>Baseline 2019-2020</p> <p>90% of Year 1 teachers completed Year 1 RISE induction.</p> <p>100% of Year 2 teachers completed</p>	<p>2020-2021</p> <p>80% of Year 1 teachers completed year 1 RISE induction.</p> <p>92% of Year 2 teachers completed</p>	<p>2021-22</p> <p>96% of Year 1 teachers completed year 1 RISE induction.</p> <p>100% of Year 2 teachers completed</p>	<p>2022-23</p> <p>91% of Year 1 teachers completed Year 1 RISE induction</p> <p>91% of Year 2 teachers completed Year 2 RISE induction</p>	<p>100% participation year 1;</p> <p>100% completion year 2</p>

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

Goal Analysis

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

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

In the 2022-23 school year, the district's goal of enhancing professional learning through the Arc of Learning framework was executed with a high degree of fidelity, with no substantive differences between planned actions and actual implementation. The Arc of Learning, which incorporates improvement science, Design Thinking, Deeper Learning, and Social-Emotional Learning (SEL) practices, remained the primary focus for teachers' professional development. Throughout the year, the district successfully conducted over 60 studios district-wide, covering various content areas. Feedback from participants indicated that these studios provided meaningful learning experiences and were well-received.

The availability of instructional coaches at every site proved to be instrumental in supporting teachers. In the previous year, these coaches had over 4,000 teacher contacts, offering both one-on-one and small group instructional support sessions.

Observation data from the 2023-24 school year's first semester revealed that site and district leadership conducted 2,786 classroom visits. This initiative resulted in a notable increase in classrooms reaching Depth of Knowledge (DOK) level 3 or higher, reflecting improved instructional quality and rigor.

Despite potential challenges, such as changing educational landscapes and evolving student needs, the district experienced success in most academic metrics both locally and on the California Dashboard during the 2022-23 school year. Moving forward, the district remains committed to advocating for ongoing professional learning as it prepares for the next LCAP cycle. By maintaining its focus on the Arc of Learning framework and investing in the professional development of its educators, the district is poised to build upon its successes and address emerging challenges effectively.

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

For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more. There was a significant difference between budgeted expenditures and actual expenditures for LCAP and Targeted Supplemental Services. A significant portion of funding was allocated for Professional Learning (PL). Although voluntary teacher Professional Development (PD) days were planned, there remained unused funds. Additional PL sessions were organized and carried out throughout the year, with the cost covered by alternative funding sources.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The identified actions and services within Goal 2: Effective Instruction and Leadership have demonstrated effectiveness in contributing to the overall academic success of the district. These actions have led to tangible improvements in both LCAP metrics and the California Dashboard. Here's an analysis of the effectiveness of these actions:

2.2.1 Maintain restructured certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers: EUHSD offers salaries that are competitive with those of neighboring districts.

Evidence from the CA Dashboard and local metrics demonstrates the positive impact of this approach. Schools within the EUHSD have successfully recruited and retained qualified teachers, leading to notable improvements in various academic indicators. For instance, there has been a significant increase in the number of EL students being redesignated, rising from 0.8% in 2020-21 to 19.0% in 2022-23. Additionally, passing rates for ELA and Math in 9th grade have improved from 50.1% to 63.3% during the same period, along with an increase in meeting A-G requirements from 10.2% to 11.8%.

Moreover, investments in supporting teachers with technology and access to diagnostics and assessments have further contributed to overall student improvement in Math and ELA compared to the previous year, 2021-22. Specifically, there has been a notable increase in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math. These positive outcomes underscore the effectiveness of providing LEA-wide support to teachers, which in turn enhances educational opportunities and outcomes for unduplicated students across the district.

2.2.2 Provide additional time to increase effective engagement in professional collaboration such as Professional Learning Communities (PLC) and professional learning days: All schools dedicate time for teacher teams to participate in PDSA cycles, centered on improving student academic achievement. District-wide PLCs analyze student performance data and develop strategies guided by best practices, student outcomes, and collaborative agreements. Evidence from the CA Dashboard and local metrics demonstrates the positive impact of this approach. Schools within EUHSD have effectively supported teachers in collaborating and engaging in Professional Learning Communities where common goals are set, best practices are shared, and continuous improvement is consistently pursued. This collaborative effort has led to notable improvements in various academic indicators. For example, the redesignation rate for English Learner (EL) students increased significantly from 0.8% in 2020-21 to 19.0% in 2022-23. Additionally, 9th-grade passing rates for ELA and Math

improved from 50.1% to 63.3% during the same period, and the percentage of students meeting A-G requirements rose from 10.2% to 11.8%.

2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning. ELA/ELD and Math Content Specialists offer continuous assistance to site-level coaches. Collaboratively, they develop and execute professional learning sessions, including support offered during Studios. Over the past year, 60 studios were conducted district-wide across various subjects. Additionally, support was extended by the district's Science Specialist, whose funding comes from additional resources.

Instructional Coaches offer on-site support to teachers through individual or small group sessions. Their involvement may include providing advice, collaborating on lesson plans, and demonstrating instructional techniques related to instruction, classroom management, grading, or any other instructional area requiring assistance. Additionally, instructional coaches may collaborate with site leadership to facilitate school-based professional learning initiatives. This year, Instructional Coaches made over 2500 teacher contacts district-wide.

2.2.5 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and districtwide initiatives described in Goals 1-5.

The district's efforts to expand professional development opportunities for teachers and administrators have been fruitful. By providing targeted support and resources, educators have been able to enhance their instructional practices and leadership skills, which likely contributed to the academic progress observed.

This year the district hosted over 13 district wide professional learning opportunities.

In order to enhance capacity and ensure systematic implementation of Actions and Services, the district offers site leaders guided support in progress monitoring. The district's progress monitoring data shows encouraging trends in student performance and attendance compared to the previous year. The rise in passing grades and attendance rates suggests heightened student engagement and academic achievement, demonstrating the effectiveness of implemented actions and services.

Attendance (ADA) Comparison: 2022-23 vs 2023-24

Month 1: 93.16% vs 93.8%

Month 2: 92.39% vs 92.78%

Month 3: 91.14% vs 92.06%

Month 4: 88.13% vs 91.90%

Month 5: 90.32% vs 91.89%

Academics (A-C Grades) Comparison: 2022-23 vs 2023-24

6 Weeks: 81.2% vs 82.80%

12 Weeks: 74% vs 72%

Semester 1 Final Grade: 79% vs 83%

School-Based Professional Learning Opportunities: Giving schools the freedom to organize their own professional development sessions, using the expertise of teacher leaders, has worked well. This approach encourages collaboration and innovation tailored to each school's needs, helping teachers grow and students succeed.

This year, schools collectively held 41 professional learning sessions for their staff, covering various topics like Content, Social-Emotional Learning (SEL), and College and Career readiness.

The district believes that the increase in academic achievement seen in the 2022-23 school year, based on data from the Ca Dashboard and local LCAP metrics, is attributed to a mix of factors. These include the actions and services described above, which have played a positive role in this progress.

Ca Dashboard data and local LCAP metrics show improvement in most academic areas for the district's unduplicated population which make up 83% of the student body.

- EL Progress Indicator: There was a commendable 12% improvement from 2021-22 to 2022-23, indicating enhanced proficiency among English Language learners.
- Redesignation Rate: A significant increase of 18.92% in the redesignation rate suggests improved language proficiency and academic readiness among students.
- 9th Grade ELA Passing Rates: Despite challenges, there were improvements among specific student groups. ELL students saw a 3.3% increase, SED students improved by 3.5%, and homeless students showed a remarkable improvement of 25.4%. However, data for Foster - Youth was unavailable for 2022-23.
- 9th Grade Math Performance: While there's a recognized need for improvement, no progress was observed among ELL, SED, Foster Youth, or Homeless students. District-wide, there was a decline in scores for most student groups, indicating an area requiring attention and intervention.
- UC A-G Requirements: Overall, there were positive trends with most unduplicated students meeting UC A-G requirements. ELL students improved by 5.35%, SED by 2.3%, Foster Youth by 25%, but there was a slight dip of 1.4% among homeless students.
- Completion of CTE Pathways: Encouragingly, there were improvements across the board in the completion of CTE pathways. ELL students improved by 1.4%, SED by 10%, Foster Youth by 21.9%, and homeless youth by 7.8%.

2.2.6 Site Discretionary Funds

The district utilizes Site Discretionary Funds to enhance academic achievement for unduplicated students through targeted supports, resulting in improved performance in ELA and Math, increased EL redesignation rates, and better A-G requirement completion. Data from the CA Dashboard and local metrics show that schools have used these funds to provide additional support for Language Learners in core content areas. This has led to a significant increase in EL student redesignation rates, from 0.8% in 2020-21 to 19.0% in 2022-23, improved 9th-grade passing rates for ELA and Math from 50.1% to 63.3%, and an increase in students meeting A-G requirements from 10.2% to 11.8% over the same period. Additionally, funds have been allocated to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has observed gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.

Overall, the district's strategic focus on effective instruction and leadership has yielded positive outcomes, as evidenced by improvements in attendance rates, academic performance, as well as state and local indicators. By continuing to invest in professional development and fostering a culture of data-driven decision-making, the district is well-positioned to sustain and further enhance these positive trends in student achievement.

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.

The planned goal, metrics, target outcomes, and actions for the upcoming year remain largely unchanged following reflections on prior practice. The district has observed significant academic growth in key areas, attributed to the dedication of teachers and staff, as well as the support and professional development provided at each school. The district has prioritized supporting and empowering teacher teams, teacher leaders, and site administrators to facilitate meaningful discussions on data, student achievement, and ongoing needs. Professional learning initiatives are consistently aligned with the Arc of Learning framework, encompassing SEL, Deeper Learning, Improvement Science, and Design Thinking. While Educational Partner feedback did not prompt additional actions or services, student forums emphasized the ongoing importance of fostering teacher-student relationships and a sense of belonging in all classrooms, objectives the district aims to achieve through the Arc of Learning approach.

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

Goals and Actions

Goal

Goal #	Description
3	Support to Students Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student's graduate college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the cohort graduation rate by 1% annually as reported on the CA School Dashboard	2019-2020 Baseline CDE DataQuest All= 87.0% Hispanic/Latino: 85.3% EL:67.8% White: 92.2% SWD:70.0% Black/African American: 81.7% SED:84.9% Asian: 96.1% Foster:73.3% Filipino: 94.7% Homeless:60.5%	2020-2021 Baseline CDE DataQuest All- 85.4% Asian-92.5% Black/African American-87.8% Filipino-100.0% Hispanic/Latino-83.1% White-91.6% ELL-68.8% Spec Ed-74.6% SED-82.9% Foster Youth- 28.6% Homeless-62.5%	2021-22 All: 85.6% Asian: 97.6% Black: 75.9% Filipino: 91.7% Latino/a: 84.0% White: 92.3% ELL: 66.3% RFEP: N/A SWD: 76.5% SED: 84.2% FY: 64.3% Homeless: 70.6%	2022-23 All: 86.0% Asian- 100.0% Black/African American- 87.9% Filipino- 96.8% Latino/Hispanic- 84.4% White- 90.0% ELL- 71.1% RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 71.3%	Increase from 2022-23 by 1%
Decrease cohort dropout rate from previous year by 0.5% annually	2019-2020 Baseline All: 5.6% Hispanic/Latino: 6.1% White: 3.9%	2020-21 Data All- 7.0% Asian-5.7% Black/African American-4.9%	2021-22 Data All- 8.2% Asian- 0.0% Black/African American- 13.8%	2022-23 Data All- 8.4% Asian: 0.0% Black/African American: 6.1%	Decrease from 2022-23 by 0.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black/African American: 3.2% Asian: 2.0% Filipino: 2.6% EL: 11.6% SWD: 8.4% SED: 6.5% Foster: 13.3% Homeless: 19.8%	Filipino-0.0% Hispanic/Latino-8.0% White-4.5% ELL-15.2% Spec Ed-7.9% SED-8.6% Foster Youth- 42.9% Homeless-21.9%	Filipino- 8.3% Hispanic/Latino- 9.2% White- 3.6% ELL- 19.2% Spec Ed- 6.9% SED- 9.0% Foster Youth- 28.6% Homeless- 23.5%	Filipino: 0.0% Hispanic: 9.3% White: 5.7% ELL: 17.5% Spec Ed: 10.9% SED: 8.8% Foster Youth: N/A Homeless: 18.0%	
Increase or maintain the ADA rate	2018-19 Baseline All: 96.05%	2020-21 was a hold harmless year. 2019-20 ADA All: 95.15%	2021-22 Data All: 89.85%	2022-23 All:90.0%	Increase or maintain from 2022-23
Decrease the chronic absenteeism by 0.25%	2018-2019 Baseline All: 15.2%	2020-21 Data All- 35.5%	2021-22 Data All- 37.1% Ca Dashboard did not report Chronic Absenteeism for high schools in the 2022 dashboard	2022-23 Data All- 32.1% Ca Dashboard did not report Chronic Absenteeism for high schools in the 2023 dashboard	Decrease by 0.25% from 2022-23

Goal Analysis

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

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

Implementation Overview:

Overall, in the 2023-24 school year, EUHSD successfully implemented the actions and services identified in goal 3 with minimal deviations from planned actions. The California Dashboard for 2022-23 indicated improvements in overall graduation rates, while local metrics showed a decline in dropout rates and chronic absenteeism. These positive outcomes can be attributed to the actions and services provided in goal 3.

EUHSD continued to provide students with ongoing support in credit recovery and acceleration through programs such as Middle College, Dual Enrollment, Campus Online (Edgenuity), and summer school. During the 2023-24 school year, EUHSD offered over 62 credit recovery courses, allowing students to make up credits during the school day, as well as before and after school, to progress toward graduation. One notable program, the Middle College program at Orange Glen High School, enables students to earn both college and high school credits concurrently. Current enrollment in this program exceeds 330 students, with 77 seniors expected to graduate high school with more than a year's worth of college credit, potentially earning an Associates Degree. Dual Enrollment is also a robust program offered at both Escondido High School and Orange Glen High School, with over 8 sections offered district-wide.

Additional supports available at comprehensive high schools include Freshman Academies, tutoring before, during, and after school, AVID, and Social Emotional Services. The Freshman Academy focuses on supporting 9th grade students who may be struggling with the transition to high school while also celebrating the successes of students. This program offers mentorship, monitoring, and guidance to students identified as needing additional support. In the first semester of the 2023-24 school year, over 750 freshmen benefited from the services provided by Academy teachers. Tutoring programs at each site continue to offer subject-specific support, with over 1,000 students currently utilizing these services. The AVID program, available to first-generation college-bound students throughout the district, has over 850 students enrolled and is supported by nearly 20 tutors.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more. There was a significant difference between planned expenditures and budgeted amounts. The budget was devised based on estimated requirements for credit recovery sections and in anticipation of new programs. However, fewer credit recovery sections were financed from LCAP funds than originally expected. Additionally, some of the programs that the district had anticipated launching during the school year did not materialize as planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The identified actions and services within Goal 3 : Support to Students, have demonstrated effectiveness in contributing to the overall academic success of the district. These actions have led to tangible improvements in both LCAP metrics and the California Dashboard. Here's an analysis of the effectiveness of these actions:

3.2.1 To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include: The actions and services provided in the 2023-24 school year had positive effects, although direct links to specific student outcomes are not clear. Over 2,000 students used tutoring, and the district saw an 8.6% decrease in students failing multiple classes compared to the previous year, along with a 4% increase in those earning A-C grades. Freshman Academies helped over 600 freshmen district wide, and while we can't directly connect them to better grades, we did see a 5% decrease in absences for all students and improved pass rates in Math by 0.5% and in English by 5.5% compared to the previous year. Overall, the support provided by Goal 3 initiatives seems to be helping students achieve academic success.

3.2.2 Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school including:

- Middle College program,
- COL courses for credit recovery and/or acceleration
- Summer School classes

Credit recovery and acceleration courses have played a vital role in helping students who have fallen behind academically catch up with their peers. This impact is evident in the district's graduation rate, which increased by 0.4% compared to the previous year. In 2022-23, more than 1900 students benefited from credit recovery classes (Campus Online), and over 22,000 credits were earned. Campus online is also offered in Summer school where 370 students participated in Campus online credit recovery and 2,197 credits were recuperated.

The Middle college program provides students with the opportunity to earn both high school and college credit simultaneously. This not only allows students the potential to graduate within a year, possibly two of college credits but also helps them envision themselves as college students, fostering a level of confidence they may not have otherwise. The Middle College program's first senior class is graduating in June 2024, with all 77 seniors expected to graduate. Of those seniors, 84% will graduate with the Governor's goal of at least 12 college credits, 64% will have earned at least one year of college credits and 7 students are currently on track to earn an AA degree. This enables them to begin their college careers as sophomores or juniors, further emphasizing the program's positive impact.

3.2.3 Maintain staff to support the social/emotional needs of students including foster and homeless students:

- Social work interns
- Wellness Centers
- outreach services for pregnant and parenting students: Cal Safe

Supporting students' social-emotional needs is crucial for their academic achievement. The actions and services provided under 3.2.3 are directly tied to addressing these needs. In the first semester of the 2023-24 school year, over 516 students were referred to a school social worker, and the wellness center had nearly 20,000 student contacts. The services provided by both social workers and the wellness center create a nurturing environment for students when they require support. Additionally, the Cal Safe program offers free childcare and parenting classes to EUHSD students who have children. This program allows students to drop off their babies at the beginning of the school day, attend classes, focus on their academics, and pick up their baby at the end of the day. Currently, the Cal Safe program has 33 students enrolled, benefiting 12 babies and supporting these students in their academic pursuits.

3.2.4 Provide students and parents counseling and guidance services, including access to information and resources regarding:

- college and career readiness,
- targeting additional college services for EL,
- foster and SED students.
- AP and SAT Testing for Students

Supporting students' access to college and career opportunities is directly tied to the district's academic achievement goals. While there's still plenty of work ahead, significant progress has been made in various metrics indicating the effectiveness of these efforts, including A-G completion rates, CTE completion rates, AP enrollment, and EAP scores identifying students as "college ready".

In the 2022-23 school year, although the district's A-G completion rates declined by 0.02%, certain student groups experienced notable improvements. Asian students saw a substantial increase of 3.8%, African American/Black students had an impressive gain of 16.3%, white students increased by 1.2%, Reclassified students increased by 0.2%, students with disabilities increased by 3%, socioeconomically disadvantaged students increased by 1.5%, and foster youth increased by 8.3%. Overall, CTE completion rates improved by 4.8%, with most student demographics showing improvement, except for white students, who decreased by 3%, and students with disabilities, who decreased by 1.2%. In AP enrollment, the district observed a 2.5% increase, with improved participation rates across all student demographics. This growth can be partly attributed to the district's initiative to cover the cost of all AP exams for students within EUHSD, removing financial barriers and encouraging greater participation. Furthermore, the district's EAP scores for "college-ready" status improved overall in both ELA and Math. ELA saw a notable increase of 7.4%, and Math improved by 1.8%. While there's still much work to be done, these metrics indicate that our efforts are making a positive impact.

3.2.5 Provide support to the Advancement Via Individual Determination (AVID) program by meeting program needs such as:

- release time for AVID coordinators,
- District director support,
- AVID class tutors,
- classroom resources,
- field trips and professional development.

The AVID program plays a vital role in promoting educational equity, fostering college readiness, building supportive communities, improving academic outcomes, and equipping students with essential skills for future success. This year, the district witnessed improvements in graduation rates, with all demographics showing growth except for students with disabilities, who experienced a decline of 3.6%. Although the district's A-G completion rates saw a slight decrease of 0.02%, certain student groups demonstrated significant improvements. Asian students experienced a notable increase of 3.8%, African American/Black students showed an impressive gain of 16.3%, white students increased by 1.2%, reclassified students increased by 0.2%, students with disabilities increased by 3%, socioeconomically disadvantaged students increased by 1.5%, and foster youth increased by 8.3%. These results underscore the positive impact of the AVID program on students' academic success and highlight the ongoing commitment to addressing disparities and promoting educational opportunities for all students.

3.2.6 Implement a systematic academic intervention program at each site for students, which include identification and options for support

and monitoring, with a focus on 9th grade students.

There has been significant improvement in 9th-grade students passing ELA and Math. The district attributes part of this academic growth to the supports provided to 9th-grade students through this action. In ELA, there was a 5.5% increase in passing rates, and in Math, there was a 0.5% increase in passing rates.

3.2.7 Provide additional time and resources for staff to counsel with chronically absent and truant students consistently using the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).

- Attention 2 Attendance
- Transportation
- MTSS

EUHSD remains committed to providing comprehensive attendance support for students and families facing ongoing attendance challenges. In the 2022-23 academic year, the district achieved a notable 5% reduction in chronic absenteeism, marking improvements across all student demographics. Despite this progress, there is still considerable work ahead to restore attendance rates to pre-pandemic levels.

To address these challenges, the district continues to maintain site-based Student Attendance Review Teams (SART) and Student Attendance Review Boards (SARB) to engage with families and offer essential assistance in improving student attendance. Furthermore, for students and families in need of additional support, resources, or assistance, the district's Multi-Tiered System of Supports (MTSS) remains readily available to collaborate closely and provide necessary aid. By leveraging these collaborative efforts and support systems, EUHSD aims to further enhance student attendance and promote academic success for all students.

3.2.8 Provide monitoring and support for EL and RFEP students so that they graduate college and career ready

- Bilingual Assessment Techs

EUHSD has 1,515 English Learners, and 2,653 Reclassified students enrolled. The services and support provided to them include ongoing progress monitoring and assessment which is crucial for promoting their academic success, language development, and overall academic success. By monitoring their progress closely and providing targeted support, teachers can help students reach their full potential and achieve academic proficiency. Student support and achievement can be seen in the English Learner Progress which improved by 12%, and the significant improvement in Redesignation rates by 2.7%. Students who have redesignated have seen significant improvement in CAASPP scores by 15.22%, AP pass rates improved by 3%, and their chronic absenteeism rates declined by 6.10%.

3.2.9 Site-based allocations aligned to Goal 3 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. Site based allocations allow for each school site to provide students, specifically unduplicated students, with additional support and resources.

The district maintains internal accounting practices to ensure the responsible utilization of funds. Through site-based allocations, individual schools can allocate resources to address the specific needs of their student population, particularly those who are considered unduplicated students. Each school conducts thorough needs assessments, drawing upon achievement, attendance, and social-emotional data such as the Healthy Kids Survey to inform decision-making processes.

Educational services staff are tasked with guiding school sites in effectively utilizing discretionary funds to enhance outcomes for unduplicated students, focusing on improving graduation rates, attendance rates, pass rates, and A-G completion rates.

Unduplicated students showed growth in the areas mentioned above; however, much work continues to be done to close the achievement gap when comparing Unduplicated students to their counterparts:

- Graduation Rate: ELL improved from 66.3% in 2021-22 to 71.1% in 2022-23, Socioeconomically Disadvantaged (SED) also improved from 84.2 to 85.1%, Foster (N/A%), and Homeless increased from 70.6 to 71.3%, compared to Hispanic/Latino who grew from 84.0 to 84.4%, White students decreased from 92.3% to 90%, Black/African American students improved from 75.9% to 87.9%, Asian students improved from 97.6% to 100%, and Filipino students saw a slight decrease from 91.7% to 96.8%.
- A-G Completion Rate: ELL saw a decrease in A-G completion from 17.0% to 11.8%, Foster youth improved from 16.7% to 25.0%, Homeless students also saw a decrease from 22.6% to 14.0%, and SED students increased from 39.7% to 41.2%, compared to Asian students who improved from 76.2 to 80.0%, Black/African American saw improvement from 32.0% to 48.3%, Filipino students decreased from 75.8 to 70.0%, Hispanic/Latino also decreased from 40.8% to 39.9%, White students improved from 59.2% to 60.8%, and Reclassified Fluent
- English Proficient (RFEP) grew from 46.6 to 46.8%.

Attendance Rate for all students improved from 89.85% to 90.0%.

By targeting these areas, the district aims to bridge the gap and provide equitable opportunities for all students, particularly those identified as unduplicated.

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.

The goals, plans, and actions for the upcoming year remain unchanged. The district has witnessed significant academic growth in key areas, thanks to the dedication of its teachers and staff, as well as the support provided through the Actions in Goal 3. Prioritizing the support and empowerment of struggling students remains a core focus. Progress monitoring will continue across all school sites to assess advancements. Although feedback from Educational Partners did not necessitate additional actions or services, student input highlighted the ongoing importance of assisting with college applications, scholarships, college and career experiences outside of the classroom, and expanding advanced course offerings like AP and Dual Enrollment. All of which can be addressed through existing Actions and Services in this goal.

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

Goals and Actions

Goal

Goal #	Description
4	Engaged Parents Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site Increase or maintain the number of opportunities for parents, specifically parents of unduplicated students and individuals with exceptional needs, and families to provide input in making decisions for the school district and each individual school site.	Baseline: All parents and families are invited to participate in the LCAP stakeholder survey and site stakeholder meetings. Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2020-21 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings 2020-21 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2020-21 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2021-22 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2022-23 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings	Increase or maintain the number of opportunities for parents to participate from the previous year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SSC 4 Meetings				
Increase or maintain the parent and family engagement level as reported on the CA School Dashboard local indicators.	<p>The 2018-19 CA Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.</p> <p>2019-20</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard</p>	The 2020-21 CA School Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.	The 2021-22 CA School Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.	The 2022-23 CA School Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.	Maintain a 4 or higher for all 12 elements on the self reflection rubric provided by the CDE

Goal Analysis

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

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

Implementation Overview:

Throughout the 2023-24 school year, EUHSD effectively put into action the plans outlined in Goal 4, hosting various events and encouraging parent involvement with few challenges. Bilingual Parent Liaisons continued to build connections with district families, helping them feel part

of the school community and getting them involved in their child's education. The LCAP survey highlighted the importance of Parent Liaisons, translators, and interpreters, ranking them among the top three priorities. The LCAP Educational Partners Advisory Committee also recognized the significant role of Parent Liaisons in engaging parents and families. The California Dashboard showed that the district has fully implemented all 12 elements outlined by the CDE. Despite some small challenges, efforts to improve communication and support for parents and families continue. As before, school sites provided ongoing help to families during events at both site and district levels. Parents received translation services, personalized phone calls, and reminders to join various activities. They were encouraged to participate in learning opportunities at conferences and decision making meetings. Feedback on Goal 4 showed no major changes, but suggestions included adding a parent day for incoming freshman families, more translation support for IEP and 504 meetings, and starting an adult literacy program. These services are already part of Goal 4, but additional focus may be needed to meet specific requests.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more. There were no material differences in Goal 4.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The strategies outlined in Goal 4 have shown positive results thus far. Although there are no additional metrics beyond the California Dashboard to gauge parent engagement, the district has internal measures and qualitative data indicating progress at EUHSD. While there's still work to be done, the district is steadily moving forward.

4.2.1

Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans. School administrators collaborate with parent liaisons and counseling/social workers to develop workshops for parents. These workshops focus on areas such as counseling, college and career guidance, assistance with FAFSA, and enhancing social-emotional understanding, aiming to foster greater parent and family engagement. District wide, more than 20 parent and family workshops have been offered. Feedback from the LCAP survey and educational partners underscores the district's commitment to preparing students for college and career pathways, with a focus on involving parents as partners in this endeavor. Additionally, parents have identified school-family communication as a key priority. The district expects this initiative to continue to effectively address parental needs in supporting their children's academic journey.

4.2.1.1

Include establishing opportunities for parents/guardians to navigate school and support student success in high school and beyond.

- Community/Parent-based events and offerings

Throughout the district, schools are working to help parents and guardians understand and engage with the school system to support their child's education from high school to beyond graduation. This includes providing resources, guidance, and opportunities for parents to get involved in their child's learning journey, ensuring their success in college, career, and life. Over 50 parent and family workshops have been offered district-wide to help parents better support their children as they progress through high school and plan for the future. Feedback from the LCAP survey and educational partners underscores the district's commitment to preparing students for college and career pathways, with a focus on involving parents as partners in this endeavor. Additionally, parents have identified school-family communication as a key priority. The district expects this initiative to effectively address parental needs in supporting their children's academic journey.

4.2.1.2/4.2.2

Include options for increasing communication and use of social media.

- District Bilingual Parent Liaison
- Increase two-way communication with parents

The district is continually enhancing its communication with parents and the community. Each school maintains an online presence to cater to parents who prefer accessing information through social media platforms, alongside prioritizing personal calls whenever suitable. In the current academic year, during the first semester, each school sent out the following total communications to their families: DLA: 286, EHS: 261, OGHS: 541, SPS: 295, VHS: 219, DSC: 15. In the LCAP survey, Bilingual Parent Liaisons' were identified as one of the districts strengths in encouraging and supporting parent involvement.

4.2.1.3

Translate more materials and resources for Spanish speaking families.

Translation services are accessible at all school sites, yet the district translator remains dedicated to assisting sites in effectively translating written documents. In the first semester alone, the district translator translated over 50 resources for EUHSD families. LCAP survey feedback underscores ongoing communication efforts with educational partners, affirming the district's commitment to ensuring families feel valued, welcomed, and heard, as we continue to prioritize equity and accessibility in education.

4.2.1.4

Include establishing opportunities for immigrant parents/guardians to navigate school and support student success in high school and beyond.

Every school site offers services and external resources tailored to assist immigrant families in understanding how to navigate the US school system and support their students effectively.

4.2.3

Site-based allocations aligned to Goal 4 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds

The district maintains internal accounting practices to ensure the responsible utilization of funds. Through site-based allocations, individual

schools can allocate resources to address the specific needs of their student population, particularly those who are considered unduplicated students. Each school conducts thorough needs assessments, drawing upon achievement, attendance, and social-emotional data such as the Healthy Kids Survey to inform decision-making processes. Drawing on insights from the CA Dashboard and local metrics, schools utilize these discretionary funds to bolster parental involvement, as evidenced by the district's performance on local measures of parent and family engagement, consistently meeting established standards. Parents, as indicated by LCAP surveys, climate surveys, and Educational Partner feedback, have recognized the district's efforts in facilitating opportunities for their participation in decision-making processes, both at the school and district levels.

Through the utilization of site discretionary funds, schools cultivate a diverse array of opportunities for parents to actively contribute as partners in supporting student academic achievement.

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.

The planned goal, metrics, target outcomes, and actions for the upcoming year remain largely unchanged following reflections on prior practice. The district actively involves parents as partners, especially in decisions affecting all school sites and the majority of students. Maintaining parent engagement remains a top priority. While feedback from Educational Partners didn't prompt additional actions or services, there was a focus on organizing events to support students and parents during the transition from middle to high school. For instance, a "parent day" has been suggested where parents can seek information and better understand what to expect as their child embarks on their high school journey. There was also a request to provide family literacy programs either at the district or school sites. Additionally, parents highlighted the importance of receiving live messages rather than automated ones, which can feel impersonal. The actions and services outlined in Goal 4 are capable of addressing the feedback we received. Therefore, there is no need for additional actions or services going into the 2024-25 school year.

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

Goals and Actions

Goal

Goal #	Description
5	Safe and Respectful Environments Foster respectful, collaborative, safe and secure environments that support teaching and learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or decrease the expulsion rate.	Baseline:2018-19 EUHSD 0.26% Asian 0.00% Black/African American 0.00% Filipino 0.00% Hispanic/Latino 0.30% White 0.16% ELL 0.59% Spec Ed 0.19% SED 0.29% Foster Youth 0.00% Homeless 0.67%	2020-21 Data All- 0.0% Asian-0.0% Black/African American-0.0% Filipino-0.0% Hispanic/Latino-0.0% White-0.0% ELL-0.0% Spec Ed-0.0% SED-0.0% Foster Youth- 0.0% Homeless-0.0%	2021-22 Data All- 0.1% Asian- 0.0% Black/African American- 0.0% Filipino- 0.0% Hispanic/Latino- 0.1% White- 0.1% ELL- 0.1% Spec Ed- 0.2% SED- 0.1% Foster Youth- 0.0% Homeless- 0.4%	2022-23 Data All- 0.1% Asian- 0.0% Black/African American- 0.0% Filipino- 0.0% Latino/Hispanic- 0.0% White- 0.1% ELL- 0.0% Spec Ed- 0.1% SED- 0.1% Foster Youth- 2.3% Homeless- 0.0%	Maintain or decrease from the prior year
Maintain or decrease the suspension rate as reported on the California School Dashboard	Baseline: 2018-19 All:3.4% Asian:2.4% Black/African American:5.4%	2020-2021 Data All-0.2% Asian-0.0% Black/African American-0.0%	2021-22 Data All- 4.5 Asian- 0.5% Black/African American- 8.7%	2022-23 Data All- 6.1% Asian- 0.0% Black/African American- 9.6%	Maintain or decrease from the prior year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Filipino:1.8% Hispanic/Latino:3.5% White:3.1% EL:6.1% SWD:7.2% SED:3.8% Foster:18.4% Homeless:6%	Filipino-0.0% Hispanic/Latino-0.3% White-0.2% ELL-0.4% Spec Ed-0.8% SED-0.2% Foster-3.8% Homeless-0.9%	Filipino- 0.0% Hispanic/Latino- 4.9% White- 3.5% ELL- 6.9% Spec Ed- 8.4% SED- 5.0% Foster Youth- 25.0% Homeless- 7.4%	Filipino- 1.6% Latino/Hispanic- 6.6% White- 4.2% ELL- 9.6% Spec Ed- 12.9% SED- 6.8% Foster Youth- 31.8% Homeless- 10.6%	
Maintain or decrease the percent of suspension incidences (duplicated)	Baseline: 18-19 EUHSD 19.8% Asian 20.0% Black/African American 22.2% Filipino 33.3% Hispanic/Latino 20.6% White 15.4% ELL 20.5% Spec Ed 26.0% SED 20.4% Foster Youth 57.1% Homeless 11.1%	2020-2021 Data EUHSD: 0% Asian 0.0% Black/African American 0.0% Filipino 0.0% Hispanic/Latino 0.0% White 0.0% ELL 0.0% Spec Ed 0.0% SED 0.0% Foster Youth 0.0% Homeless 0.0%	2021-2022 Data EUHSD- 24.6% Asian- 0.0% Black/African American- 15.4% Filipino- 0.0% Hispanic/Latino- 26.0% White- 16.2% ELL- 29.2% Spec Ed- 29.7% SED- 25.8% Foster Youth- 20.0% Homeless- 40.0%	2022-2023 Data All- 24.9% Asian- 0.0% Black/African American- 15.4% Filipino- 0.0% Latino/Hispanic- 25.9% White- 20.9% ELL- 30.5% Spec Ed- 32.5% SED- 26.3% Foster Youth- 28.6% Homeless- 22.7%	Maintain or decrease from the prior year
Maintain Local Climate Survey as "standards met" annually, based on	2019 CA School Dashboard Local Climate Survey list this indicator as	2020-21 CA School Dashboard Local Climate Survey list this indicator as	2021-22 CA School Dashboard Local Climate Survey list this indicator as	2022-23 CA School Dashboard Local Climate Survey lists this indicator as	Maintain a "Standard Met" annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>the results of the CA Healthy Kids Survey.</p>	<p>"standard met" based on the results of the CA Healthy Kids Survey.</p> <p>2019-20</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.</p>	<p>"standard met" based on the results of the LCAP survey for the 2021-22 school year.</p> <p>Support to students:(school connectedness) Top 3 responses (based on ranking of top 2 priorities) 57% of respondents felt that an adult was available to discuss academics, guidance, and post secondary options when needed 53% of respondents felt that additional academic support was provided to students when needed 55% of respondents felt that a trained adult was available to students to discuss social and emotional concerns.</p> <p>Parent Engagement: (school connectedness) Top 3 responses (based on ranking</p>	<p>"standard met" based on the results of the CA Healthy Kids Survey.</p> <p>The results of the LCAP survey for the 2022-23 school year include:</p> <p>Support to students:(school connectedness) Top 3 responses (based on ranking of top 2 priorities) 59.2%of respondents felt that an adult was available to discuss academics, guidance, and post secondary options when needed. 53% of respondents felt that additional academic support was provided to students when needed. 51.9% of respondents felt that a trained adult was available to students to discuss social and emotional concerns</p>	<p>"standard met" based on the results of the CA Healthy Kids Survey.</p> <p>The results of the LCAP survey for the 2023-24 school year include:</p> <p>Support to students: (School Connectedness) Top 3 responses (based on ranking of top 2 priorities) 61% of responses felt students were able to meet with a counselor to discuss academic topics, guidance topics, or post secondary options when needed, 54% of respondents felt that students were provided with extra academic help when struggling in school (tutoring, interventions, etc) 53% of respondents felt that students are able to talk to a trained adult about</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>agree through disagree) 73% of respondents felt that the school informs them about their child's academic progress. 71% of respondents felt that adults on campus are available to communicate with parents when needed. 67% of respondents felt that schools keep parents informed about their child's behavior.</p> <p>Safe and Respectful Environments: (sense of safety) Top 3 responses (based on ranking agree through disagree) 66% of respondents felt that EUHSD schools are welcoming and inclusive. 62% of respondents felt that EUHSD schools have a clear and consistent expectations for</p>	<p>Parent Engagement: (School Connectedness) Top 3 responses (based on ranking agree through disagree) 65.8% of respondents felt that the school informs them about their child's academic progress 62.7% of respondents felt that adults on campus are available to communicate with parents when needed. 57.3% of respondents felt that the school provides parents with information on the importance and significance of daily school attendance.</p> <p>Safe and Respectful Environments: (Sense of Safety) Top 3 responses (based on ranking agree through disagree) 61.7% of respondents felt that EUHSD schools have clear</p>	<p>social or emotional issues.</p> <p>Parent Engagement (School Connectedness) top 3 responses (based on ranking agree through disagree) 59% of respondents felt that parents are welcomed and encouraged to be involved in school. 57% of respondents felt that teachers and staff are available to parents when needed 54% of respondents felt that teachers and staff communicate effectively with parents.</p> <p>Safe and Respectful Environments (Sense of Safety) Top 3 reponses (based on ranking agree through disagree) 63% of respondents felt that at EUHSD schools, students</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>student behavior on campus. 59% of respondents felt that EUHSD school were well maintained.</p> <p>Overall satisfaction with EUHSD schools: (Sense of safety) Top 3 responses (based on ranking of top 2 statements) 74% of respondents were satisfied with the academic support provided for students. 71% of respondents were satisfied with the quality of instruction 66% of respondents were satisfied with school safety.</p> <p>Due to the COVID-19 pandemic students participating in the CHKS (11th & 9th grade) were learning from home and not physically on campus to determine "school climate and sense of safety".</p>	<p>and consistent expectations for student behavior on campus. 60.8% of respondents felt that EUHSD schools are welcoming and inclusive 59.8% of respondents felt that EUHSD schools, teachers, and staff respect students.</p> <p>Overall satisfaction with EUHSD schools: (Sense of safety) Top 3 responses (based on ranking of top 2 statements) 68.1% of respondents were satisfied with the academic support provided for students 58.3% of respondents were satisfied with school safety. 58.1% of respondents were satisfied with the social/emotional support provided for students</p>	<p>respect teachers and staff, 56% of respondents felt that EUHSD students have a sense of belonging at school 53% of respondents felt that at EUHSD schools, teachers and staff respect students.</p> <p>Overall satisfaction with EUHSD schools: (sense of safety) Top 3 responses (based on ranking to top 2 statements) 72% of respondents were satisfied with the academic support provided for students (e.g. tutoring, Saturday school/scholars) 59% of respondents were were satisfied with school safety 58% of respondents were satisfied with the quality of instructions (e.g students have opportunities to give, receive and use feedback to revise essential pieces of work).</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain school facilities in "good repair", based on the self-reflection tool provided by CDE	Local Indicators: CA School Dashboard 2018-19 Baseline 0% of instances where facilities do not meet the "Good repair" standard.	0% of instances where facilities do not meet the "Good repair" standard.	0% of instances where facilities do not meet the "Good repair" standard.	0% of instances where facilities do not meet the "Good repair" standard.	Maintain a "Good Repair" standard.

Goal Analysis

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

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

Implementation Overview:

In the 2023-24 school year, EUHSD successfully implemented various actions and services outlined in goal 5, with the exception of the Youth Advisory Council in Action, which unfortunately did not materialize at either the district or school level. Although there were improvements in suspension rates according to the 2022-23 California Dashboard, certain student groups still showed performance challenges, indicating an ongoing need for support and intervention.

EUHSD remains committed to providing programs that cultivate respectful and safe environments for at-risk students. These initiatives include attendance support, 9th grade intervention programs like the LEAP program, which offers individualized academic and behavioral assistance to students at risk of not completing their credits. Additionally, alternative to suspension programs such as Prevention and Diversion (PAD) and Safety Outreach for Students (SOS), along with the Diversion Program and collaboration with the Escondido Police Department and District School Resource Officers, contribute to fostering a positive school climate.

Further efforts to enhance the learning environment include investments in equipment, resources, and programs aimed at promoting collaboration, respect, safety, and security. These include the MTSS team, partnerships with organizations like the National Conflict Resolution Center, increased campus supervision, ongoing support for PBIS and Restorative Practices, additional security cameras, and the implementation of a school check-in system to identify potential threats such as sex offenders entering campus.

While some goals were met according to district-level LCAP metrics, there remains a need for ongoing support to address the persistent needs of students. The district has been successful in maintaining a low expulsion rate, with foster youth being the most impacted group. However, suspensions are an area of focus, as there was an increase in the suspension rate this year, along with a slight uptick in the percentage of students experiencing repeated suspension incidents. Despite these challenges, the district has maintained a status of "standards met" according to the Local Climate Survey.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more. This year, the district experienced a rise in expenditures exceeding 10%. This increase stemmed from certain programs supporting 9th-grade students costing more than initially projected. Additionally, the district incurred additional expenses by adding extra support staff to the district's PAD and SOS programs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions and initiatives outlined in Goal 5: Safe and Respectful Environments have proven effective in enhancing the overall academic achievement of the district. These efforts have resulted in tangible enhancements in both LCAP metrics and the California Dashboard. Here's an evaluation of the effectiveness of these actions:

Under 5.2.1, there is a deliberate focus on implementing evidence-based programs to cultivate respectful, safe, and secure learning environments, particularly for high-risk students. Examples include Attention 2 Attendance, the 9th grade interventions program, Alternative to Suspension (PAD) prevention and diversion, Safety Outreach for Students (SOS), the Youth Advisory Council, and the Diversion Program. Additionally, the presence of a School Resource Officer further contributes to ensuring safety within the school environment.

Furthermore, under 5.2.2, efforts are made to provide equipment, resources, programs, and services that foster a collaborative, respectful, safe, and secure learning culture and climate. Initiatives such as the MTSS Team, NCRC Contract, Professional Learning focused on Diversity, Equity, and Inclusion, increased campus supervision, PBIS (Positive Behavior Interventions and Supports) and Restorative Practices, installation of additional security cameras, and the implementation of a school check-in service using Raptor all play crucial roles in promoting a positive school environment conducive to learning.

The improvement in suspension rates, as indicated by an orange performance color on the California Dashboard, along with the district consistently meeting the standards in the local climate survey, highlights the effectiveness of these initiatives. Furthermore, there has been a notable decrease in chronic absenteeism this year, which can be attributed to the various interventions and services implemented under Goal 5. Particularly noteworthy are initiatives such as the MTSS team, which prioritizes attendance and family outreach, as well as the district's PAD and SOS programs, which offer alternatives to student suspensions. Additionally, the ongoing interventions targeted at 9th-grade students identified as "at promise" have played a significant role in achieving these positive outcomes.

Despite the district's progress, there remains significant room for improvement in internal metrics, including expulsion rates, suspension rates, and attendance rates. These areas all have potential for enhancement and require continued efforts to achieve better outcomes.

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.

The goals, plans, and actions for the upcoming year remain unchanged. The district has observed significant academic progress in certain areas, but there were slight declines noted in some aspects of Goal 5. Nonetheless, ensuring safe and respectful environments remains a top priority in the upcoming LCAP plan. Although feedback from Educational Partners did not indicate a need for additional actions or services, suggestions were made to enhance support and interventions for struggling 10th-grade students on campus. During student forums, students emphasized the ongoing importance of fostering student voice and maintaining positive relationships with teachers and staff across school campuses. They also stressed the significance of feeling a sense of belonging both inside and outside the classroom, as well as opportunities to foster community with peers on school grounds. These concerns can all be addressed through existing Actions and Services outlined in this goal.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escondido Union High School District	Dr. Martin Casas Assistant Superintendent	mcasas@euhsd.org 760-291-3250

Plan Summary [2024-25]

General Information

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

Escondido, located 30 miles northeast of San Diego, has a population of over 150,660 residents. The community, rooted in agriculture, is home to successful family-owned businesses. Escondido provides a mix of urban and natural environments with rolling hills and abundant avocado and citrus groves.

The Escondido Union High School District (EUHSD), established for 130 years, supports students in achieving personal goals. With campuses like Escondido, Orange Glen, San Pasqual, Valley, and Del Lago Academy, the district offers diverse learning environments. The educational opportunities include nationally recognized Advanced Placement courses, College and Career Technical Education pathways, Independent Study, STEM programs, and more.

EUHSD's current enrollment exceeds 6,880 students, with 82% unduplicated students. More than 81% are eligible for the Free and Reduced Lunch Program, 23.2% are English Language Learners, and 0.2% are Foster Youth. The student population is 80.3% Hispanic/Latino, 13.5% White, 2.8% Asian, 1.6% Black/African American, and 1.8% Filipino. Special Education students represent 16.4%.

For the 2023-24 academic year, Valley High School qualified for the Equity Multiplier due to its high student turnover rates, with students frequently moving in and out. As a continuation school, VHS serves students from various districts who have been identified as academically deficient. Additionally, VHS qualifies because of the high percentage of students classified as socioeconomically disadvantaged.

The district is committed to supporting students in developing critical thinking and problem-solving skills, ensuring they are prepared for college, career, and life. Escondido Adult School, part of the district for over 40 years, offers opportunities for high school completion, skill development, and personal growth to over 5000 students annually. Through collaboration with parents, community members, and businesses, the Escondido Union High School District aims to prepare future generations for academic, personal, and social success.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflecting on our annual performance through a thorough examination of the California School Dashboard and local data, the EUHSD has much to celebrate in terms of progress across all academic areas. The 2023 dashboard serves as a testament to the dedication and hard work exhibited by both students and staff, with no overall performance area marked in red, and all local measures met for the district. However, there were specific student groups that performed in the Red.

In English Language Arts (ELA), the district received a Green performance color, indicating commendable achievement. However, a further analysis highlights the need for additional efforts to support English Learners, Homeless, and Students with Disabilities, as these groups attained an Orange performance color – the lowest in the district. Notably, Hispanic/Latino and Socioeconomically Disadvantaged students

achieved Yellow, while Asian, Filipino, and White students secured the highest Blue performance color. Positive strides were also evident in our local measures, particularly the ELA CAASPP pass rate, which saw an increase from 43.49% to 53.70%.

In the domain of Math, the district received an Orange performance color. The equity report underscores the need for additional support to English Learners, Latino/Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities, who scored in the Orange, which was the lowest in Math. While Asian, Filipino, and White students achieved a Green performance color, the district fell short of its local metric goal with a 1.49% improvement from the previous year.

College/Career readiness earned a medium rating with 38.1% of students identified as prepared. However, certain demographic groups, including African American/Black, English Learners, Hispanic/Latino, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities, scored “low.” The district observed declines in AP exam pass rates but noted a positive correlation with a 2.5% increase in AP enrollment, attributed to the removal of cost barriers. Local metrics such as CTE Enrollment and Capstone Completion showed both slight decline and significant improvement, respectively.

In English Learner Progress, the district achieved a Yellow performance color, indicating a notable 13.7% increase from the previous year. Efforts to enhance instructional aide support and ensure access to core academic classes contributed to this success. Locally, the ELL Reclassification metric saw a 2.7% increase in 2022-23.

Graduation rates earned a Yellow performance color, while Suspension Rates were marked Orange. Equity reports identified Homeless, Students with Disabilities, and White students as needing additional support in graduation rates, marked as Orange – the lowest performance color. Despite challenges, no student group performed in the “red” level for more than one state indicator, leading to the district's exit from Differentiated Assistance after 15 years.

Suspension rates continue to be an area of focus for the district, this year the district earned an Orange performance color. This was the only indicator which identified student groups performing in the red, including Black/African American, English Learners, Foster Youth, Homeless, two or more races, and Students with Disabilities

The district recognizes that disparities persist among certain student groups, necessitating ongoing attention. Homeless students, Students with Disabilities, Hispanic/Latino, and Socioeconomically Disadvantaged students continue to face challenges in various indicators. The district remains committed to providing academic and social-emotional support through initiatives including, but not limited to, smaller class sizes, tutoring, and wellness centers.

While the district as a whole has made significant progress, areas requiring continued focus include Suspensions and Math. Comprehensive schools overall received Orange performance levels, and the continuation school received a red performance level in these areas. Additionally, Valley High School (Red) and San Pasqual High School (orange) registered the lowest performance levels in Graduation Rates, emphasizing the need for targeted interventions. The district recognizes the importance of concentrating efforts on Mathematics, with ongoing collaboration between the Math Content Specialist and the Math team to enhance instruction and student engagement. This reflective

analysis serves as a guide for future strategies and underscores the district's commitment to fostering a supportive and equitable learning environment for all students. See [appendix A](#) for school and student demographic specific Red indicators.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable: EUHSD is not in Differentiated Assistance

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.

Valley High School Continuation

Support for Identified Schools

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

EUHSD is committed to providing robust support to Valley High School, channeling efforts into various initiatives to enhance overall school performance and address specific needs. The support strategies encompass:

Comprehensive Needs Assessment Support:

- Facilitation of a thorough needs assessment process to identify specific challenges and areas for improvement.
- Collaboration with school leadership to analyze data and pinpoint critical needs affecting student outcomes.

Data-Informed Improvement Plan:

- Collaboration in the development and execution of a Comprehensive Support and Improvement Plan based on data analysis.
- Ensuring that improvement strategies align with the identified needs and are driven by evidence and data.

School Plan for Student Achievement (SPSA) Development:

- Conducting district workshops and personalized collaborative meetings to support the development of a robust School Plan for Student Achievement (SPSA).
- Providing resources and guidance to align the SPSA with district goals and objectives.

Data Collection and Presentation:

- Collecting comprehensive data on state, local, and LCAP metrics specific to Valley High School.
- Creating detailed slide decks to present data insights, ensuring transparency and clarity in understanding the performance metrics.

Student Involvement in LCAP Planning:

- Facilitating site-specific LCAP forums to gather valuable feedback from students on LCAP goals, actions, and services.
- Ensuring that student voices are considered in shaping and refining strategies for improvement.

Professional Learning Opportunities:

- Tailoring site-specific professional learning opportunities, placing a particular emphasis on the district's Arc of Learning.
- Implementing Studio models to enhance the effectiveness of professional learning experiences.

Instructional Support:

- Providing site-specific instructional support through district-led professional learning initiatives.
- Offering small group and one-on-one support from Content Specialists to address specific instructional needs.

Hyper-Focus on Key Subjects:

- Implementing a hyper-focus on instruction in critical subjects such as Literacy, Mathematics, Science, and English Language Development.
- Designing targeted interventions and support mechanisms to enhance student proficiency in these key academic areas.

By combining these multifaceted strategies, the District aims to create a comprehensive and tailored support framework for Valley High School. This holistic approach addresses not only the immediate needs but also fosters a culture of continuous improvement and collaboration within the school community.

Monitoring and Evaluating Effectiveness

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

The Escondido Union High School District (EUHSD) is dedicated to ensuring the effective implementation of the Comprehensive Support and Improvement (CSI) plan at Valley High School (VHS) through robust monitoring and evaluation processes. Recognizing the need for additional support to enhance student learning, VHS conducted a comprehensive needs assessment. The assessment revealed a requirement for increased opportunities for staff collaboration and data analysis regarding student performance in areas such as grades, attendance, and behavior. Moreover, ongoing Multi-Tiered System of Supports (MTSS) interventions were identified as crucial for monitoring progress and addressing challenges related to student engagement and attendance, which were identified as significant obstacles to success. While resource inequalities were not found to be significant, it was determined that the root of the challenges faced by students at VHS necessitates tailored support and expertise. Thus, the CSI plan is designed to provide comprehensive support and resources to address these specific needs and challenges, emphasizing collaboration, data-driven decision-making, and ongoing intervention to ensure student success.

The evaluation methods encompass various components:

Quarterly Monitoring:

- Regular quarterly assessments of the CSI plan's implementation and effectiveness.

- Examination of Professional Learning Community (PLC) protocols, ongoing Professional Learning, and live online dashboard data, including progress grades, credit completion, and student discipline/attendance.

SPSA Integration and Alignment:

- Integration of the School Plan for Student Achievement (SPSA) with the district's Arc of Learning.
- Ensuring coherence between the improvement plans and alignment with high-yield instructional support and evidence of student learning.

Leadership Meetings:

- Quarterly meetings between district office staff and Valley High School leadership.
- Discussion and review of classroom walkthrough data, Depth of Knowledge (DOK) levels, and student engagement.
- Collaborative planning for disseminating data and identifying next steps.

Annual Data Collection and Analysis:

- Annual collection and analysis of Valley High School student performance data, encompassing grades, attendance, and behavior.
- Comprehensive review to identify trends, areas of improvement, and necessary adjustments to the CSI plan.

Professional Learning and MTSS Meetings:

- Annual site-specific professional learning sessions aligned with the district's Arc of Learning.
- Quarterly check-ins with site content leaders and PLC teams to assess progress and address challenges.
- Monthly Multi-Tiered System of Supports (MTSS) meetings with the Assistant Principal over MTSS to evaluate the efficacy of interventions.

District Support:

- One-on-one district support provided to Valley High School in developing the SPSA and CSI plan.
- Annual district-supported data collection and analysis for the site-level comprehensive needs assessment.

Student Forums:

- Annual district-supported and implemented site-level student forums.
- Collection of student voice and feedback on site and district initiatives to inform decision-making.

Local Context and Educational Partners Engagement:

- Engaging parents through ELAC and SSC meetings for analyzing student data and reviewing progress made via LCAP and SPSA.
- Inclusion of parents in site-level and district-level meetings where input and suggestions are sought.
- Holding separate student forums to gather input from Associated Student Body (ASB) students and unduplicated students.

- Regular School Site Council meetings, inviting Educational Partners to provide input on the school plan for student achievement and the Parent and Family Engagement Policy/Parent Compact.
- Annual Title I meeting inviting parents to review fund allocation, discuss the expenditure plan for Title I funds, and provide feedback on the site-level Parent and Family Engagement Policy/Parent Compact.

These monitoring and evaluation strategies promote a comprehensive and collaborative approach to continuous improvement, involving all educational stakeholders within the community. By gathering feedback and insights from diverse sources, these strategies facilitate data-driven decision-making and the refinement of approaches aimed at enhancing student and school outcomes. Valley High School was designated as a CSI school due to its graduation rate falling below 68% over the past three years. Despite this, the school has demonstrated significant progress in improving its graduation rates. Starting from a 44.0% graduation rate in 2020-21, Valley High School has seen an impressive increase to 62.7% in 2022-23, reflecting a nearly 19% improvement. With the implementation of the aforementioned support strategies, the district is confident that Valley High School will continue making strides towards ensuring all students graduate on time.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has teachers who serve on the LCAP Educational Advisory Committee.
Administrators (site and district)	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has administrators who serve on the LCAP Educational Advisory Committee.

Classified Staff	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the
Educational Partner(s)	Process for Engagement
	educational community. Each school has classified staff who serve on the LCAP Educational Advisory Committee.
Local Bargaining Units	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Both Local bargaining units are invited to be a part of the LCAP Educational Advisory Committee.
Parents Specifically parents of Unduplicated student and students with identified disabilities	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has parents who serve on the LCAP Educational Advisory Committee.

Students	District-level meetings occur quarterly, bringing together all educational partners. During these sessions, participants engage in various data analysis protocols, allowing them to examine and discuss educational data. The platform provides an opportunity for partners to share their perspectives, thoughts, and offer valuable feedback on the presented information. This collaborative approach fosters a dynamic exchange of ideas and insights among the educational community. Each school has students who serve on the LCAP Educational Advisory Committee.
ALL Educational Partners	The LCAP (Local Control and Accountability Plan) survey is circulated annually in February to all Educational Partners. The District employs various communication channels, including telephone calls, text messages, emails, marquee announcements, websites, social media platforms, and meetings attended by educational partners, to disseminate the survey link. This multi-modal approach ensures widespread access and participation, facilitating comprehensive
Educational Partner(s)	Process for Engagement
	feedback from the educational community. The district's DELAC serve on the LCAP Educational Advisory Committee.
DELAC	LCAP metrics and performance data are shared with the DELAC (District English Learner Advisory Committee). The District actively seeks feedback from DELAC members, and their input is taken into consideration during the development of the LCAP. This collaborative approach ensures that the perspectives and insights of the DELAC contribute to the planning and improvement efforts outlined in the LCAP.
SELPA	The local SELPA convenes meetings at least quarterly, during which representatives from EUHSD update SELPA on the district's data analysis findings and discuss forthcoming actions. These sessions also serve as a forum for SELPA to share their viewpoints, thoughts, and provide constructive feedback on the information presented. This collaborative process encourages an active exchange of ideas and insights within the educational community.

VHS: Equity Multiplier

Educational partners convened at VHS and the district office meeting to delve into Valley High School (VHS) data, focusing particularly on graduation rates. During the session, discussions revolved around various key aspects, including academic achievement, credit recovery, attendance, and student engagement. The gathering provided a platform for collaborative analysis and dialogue on these crucial factors influencing student success at Valley High School.

Meeting dates:

Student Forum: 3/4/24

Parent Forum: 2/29/24

Staff Forum: 4/16/24 & 4/17/24

LCAP Forum: 4/14/24

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The district's process for prioritizing requests from educational partners and identifying focus areas within the LCAP is thorough and inclusive, considering available budget resources.

Feedback Collection:

- Feedback is actively sought from educational partners through various avenues, including LCAP Educational Partners Advisory Committee meetings.
- The LCAP survey is distributed to gather insights on what parents appreciate, what they want, and their expectations from the district.
- Student Forums held at each school site provide students with a platform to share their perspectives on current strengths and areas for improvement, including academic and social-emotional support.

Data Analysis Protocols:

- The district conducts data analysis protocols to systematically review and understand the feedback received from educational partners.
- Protocols are designed to provide clarity on areas of satisfaction, needs, and aspects that may no longer be necessary.

Engagement in Prioritization Process:

- Educational partners are actively engaged in a prioritization process, guided by data protocols.
- The prioritization process involves identifying what is most important to educational partners, recognizing successful practices that should continue, and pinpointing areas that may no longer be necessary or aligned with LCAP goals.

Clear Understanding of Preferences:

- Through these protocols, educational partners gain a clear understanding of their collective priorities, preferences, and areas where adjustments are desired.
- The process allows for a shared understanding of what aspects of the educational experience are working well and should be sustained.

Informed Decision-Making:

- The district leverages the insights gained from these protocols to inform decision-making in the LCAP development process.
- Priorities and areas of focus are identified based on the collective feedback and priorities expressed by educational partners.

This approach ensures that the district's decision-making is grounded in the perspectives and priorities of the educational community. By actively involving stakeholders and using data-driven protocols, the district ensures a transparent and inclusive process that aligns with the goals and needs identified by educational partners within the available budgetary resources.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district established the goal of prioritizing Academic Achievement, recognizing its central role in the educational mission. This emphasis directly addresses concerns about Equity and Access, with the aim of reducing educational disparities and ensuring equal opportunities for all students. While the data from the previous LCAP cycle and the latest CaDashboard results indicate overall progress in state and local metrics, significant work lies ahead, particularly for unduplicated students who consistently score lower than their non-unduplicated peers.

- **Student Success:** Academic achievement is fundamental to student success. By setting a goal of academic achievement, the district aims to ensure that all students have the necessary knowledge, skills, and abilities to succeed academically and graduate college and career ready.
- **Equity and Access:** Academic achievement promotes equity and access to high-quality education for all students, regardless of their background or circumstances. It ensures that every student has the opportunity to reach their full potential academically.
- **Accountability:** academic achievement holds the district accountable for the educational outcomes of its students. It provides a clear measure by which the district can assess its performance and make data-driven decisions to improve student learning and outcomes.
- **Preparation for the Future:** Academic achievement prepares students for success beyond high school, whether they choose to pursue higher education, enter the workforce, or pursue other pathways. It equips them with the knowledge and skills they need to navigate an increasingly complex and competitive global economy.
- **Community Expectations:** Parents, students, educators, and community members anticipate that schools and districts will prioritize academic excellence. Academic achievement stands as the central goal across all district objectives, aligning with the overarching aim of ensuring all students attain academic success and graduate prepared for college and career.

CaDashboard data indicate that in English Language Arts (ELA), the district achieved a commendable Green performance color. However, there is a recognized need for additional support for English Learners, Homeless, and Students with Disabilities. Math performance, indicated by an Orange color, calls for extra support in specific demographic groups, including English Learners, Homeless, SES, SWD, and

Hispanic/Latino Students. College/Career readiness received a medium rating, with some groups, including African American/Black, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic/Latino students, scoring low. Although there is improvement in English Learner Progress and graduation rates, both earning a Yellow performance color, persistent disparities among certain student groups are evident, emphasizing the necessity for ongoing attention and support. Areas requiring continued focus include Suspensions and Math, with targeted interventions needed for specific student demographics.

The district remains unwavering in its commitment to fostering a supportive and equitable learning environment for all students, which is the underlying reason for creating this goal. The consensus among the district's Educational Partners underscores that Academic Achievement is the most critical goal for any district. This shared understanding reinforces the district's dedication to ensuring that every student has the opportunity to succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase the English Learner Progress Indicator by 2% annually as reported on the California School Dashboard	Baseline Data: 20222023: California School Dashboard 43% making progress towards English Proficiency			Increase by at least 2% each year 2025-26 49% of student making progress toward English Proficiency	
1.2	Maintain 100% of English Learners access to CCSS and ELD standards as measured through master schedule audits annually	Baseline Data: 100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards as determined by local master schedule audit.			Maintain the level of standards implementation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.3	Increase the EL/LTEL redesignation rate by 2% annually	Baseline Data: 2022-23: 19.0% Redesignation Rate			at least 2% increase each year from 2022-23 2025-26 25% Redesignation Rate	
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1.4	Increase the percent of 9th grade students earning a "C" or better in College/Career Ready ELA and Math Classes by 2% annually	<p>Baseline Data: 2022-23: Internal Data</p> <p>ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3% RFEP- 85.5% Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6%</p> <p>Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9%</p>			<p>At least 2% increase each year from 2022-23</p> <p>2025-26 ELA Overall: 86.6% Math Overall: 78.3%</p>	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		SED- 68.7% Foster Youth- 66.7% Homeless- 56.3%				
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1.5	Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP by 1% annually; 2% to close the achievement gap.	<p>Baseline Data: 2022-23</p> <p>ELA All: 53.7% Asian: 85.71% Black: 51.72% Filipino: 74.29% Latino/a: 47.75% White: 74.54% ELL: 7.71% RFEP: 61.72% SWD: 15.98% SED: 50.15% FY: N/A Homeless: 26.32%</p> <p>Math: All: 15.75% Asian: 51.02% Black: 6.90% Filipino: 33.33% Latino/a: 10.66% White: 35.48% ELL: 0.62% RFEP: 15.70% SWD: 2.82% SED: 12.43% FY: N/A Homeless: 12.82%</p>			<p>At least 2% increase each year from 2022-23</p> <p>2025-26 ELA Overall: 59.7% Math Overall: 21.75%</p>	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.6	<p>Increase the percent of 11th grade students that meet the EAP requirement of 'Ready' as determined by CAASPP results by 1% annually and by 2% to close the achievement gaps.</p>	<p>2022-23 Data EAP ELA CAASPP All: 22.90% Asian: 55.10% Black/African American: 20.69% Filipino: 42.86% Latino: 18.01% White: 41.36% ELL: 0.69% RFEP: 25.00% SWD: 3.65% SED: 19.67% FY: N/A Homeless: 10.53%</p> <p>EAP Math CAASPP Math All: 4.48% Asian: 20.41% Black/African American: 3.45% Filipino: 8.33% Latino: 2.70% White: 11.52 ELL: 0.0% RFEP: 4.71% SWD: 0.0% SED: 3.20% FY: N/A Homeless: 0.0%</p>			<p>At least 2% increase each year from 2022-23</p> <p>2025-26 ELA Overall: 28.9% Math Overall: 10.48</p>	
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1.7	Increase the percent of students scoring a 3 or higher on an Advanced Placement (AP) Exam	EUHSD Internal 2022-23 All- 36.6%			At least 1% increase each year from 2022-23	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by 1% annually; 2%to close the achievement gap.	Asian- 46.7% Black/African American- 42.2% Filipino- 25.4% Latino/Hispanic- 32.0% White- 47.6% ELL- 40.0% RFEP- 31.9% Spec Ed- 18.7% SED- 32.3% Foster Youth- 42.9% Homeless- 12.0%			2025-26 Overall: 39.60%	

1.8	Increase the percent of students participating in an Advanced Placement course and/or College Course (Dual Enrollment, Middle College, Concurrent Enrollment) by 1% annually; 2% to close the achievement gap.	EUHSD Internal Data 2022-23 All- 11.1% Asian- 21.6% Black/African American- 11.1% Filipino- 17.8% Hispanic/Latino- 9.4% White- 17.5% ELL- 2.1% RFEP- 12.9% Spec Ed- 2.4% SED- 9.7% Foster Youth- 11.8% Homeless- 5.9%			At least 1% increase each year from 2022-23 2025-26 Overall: 14.10%	
1.9	Increase the percent of students meeting the UC a-g requirements by 1% annually; 2% to close the achievement gap.	EUHSD Internal Data 2022-23 Data All- 45.2 Asian- 80.0% Black/African American- 48.3% Filipino- 70.0%			At least 2% increase each year from 2022-23 2025-26 Overall: 51.20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		Latino/Hispanic- 39.9% White- 60.8% ELL- 11.8% RFEP- 46.8% Spec Ed- 16.4% SED- 41.2% Foster Youth- 25.0% Homeless- 14.0%				
1.10	Increase the percent of students qualifying for the Seal of Biliteracy by 2% annually	EUHSD Internal Data 2022-23 Data All- 10.9% Asian- 2.3% Black/African American- 0.0% Filipino- 3.4% Latino/Hispanic- 13.6% White- 3.6% ELL- 0.0% RFEP- 17.6% Spec Ed- 1.5% SED- 12.2% Foster Youth- 0.0% Homeless- 5.0%			At least 2% increase each year from 2022-23 2025-26 Overall: 16.9%	

1.11	<p>Increase the percent of students qualifying as CTE completers by 2% annually</p> <p>In the 2022-23 school year 14.8% of all students in the combined Graduation rate met UC/CSU requirements</p>	<p>EUHSD Internal Data 2022-23 Data</p> <p>All- 27.6%</p> <p>Asian- 44.4%</p> <p>Black/African American- 27.3%</p> <p>Filipino- 25.8%</p> <p>Latino/Hispanic- 26.7%</p> <p>White- 30.6%</p> <p>ELL- 20.1%</p>			<p>At least 2% increase each year from 2022-23</p> <p>2025-26 Overall: 33.60%</p>	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and completed at least One CTE Pathway.	<p>RFEP- 31.0%</p> <p>Spec Ed- 27.1%</p> <p>SED- 27.1%</p> <p>Foster Youth- 28.6%</p> <p>Homeless- 18.9%</p>				

1.12	Increase the percent of CTE enrollment by 1% annually	2022-23 EUHSD Internal Data All: 37.1% Asian- 34.3% Black/African American- 35.3% Filipino- 31.4% Latino/Hispanic- 38.2% White- 33.2% ELL- 36.3% RFEP- 38.4% Spec Ed- 40.7% SED- 38.1% Foster Youth -0.0% Homeless- 36.7%			At least 1% increase each year from 2022-23 2025-26 Overall: 40.1%	
1.13	Maintain the level of standards implementation annually as reported on the California School Dashboard local indicator.	2023 California School Dashboard Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE 100% of ELA courses are aligned to state standards.			Maintain the level of standards implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		<p>100% of Math courses are aligned to state standards.</p> <p>100% Next Generation Science Standards</p> <p>100% of History/Social Science courses are aligned to state standards.</p>				
1.14	Maintain 100% sufficiency of standards aligned instructional materials annually	<p>California School Dashboard</p> <p>Local Indicator lists this standard as full implementation, based on the self reflection tool provided by the CDE</p>			Maintain 100% sufficiency of standards-aligned instructional materials annually	

1.15	<p>Increase the percent of students completing a broad course of study by the end of their Senior year.</p> <p>Increase the percent of unduplicated students and students with exceptional needs completing 3 years of Social Science by the end of their Senior year</p>	<p>2022-23 EUHSD Internal Data</p> <p>All- 87.7% Asian- 100.0% Black/African American- 96.8% Filipino- 96.8% Latino/Hispanic- 90.1% White- 94.5% ELL- 74.1% RFEP- 94.1% Spec Ed- 80.1%</p>			<p>At least 1% increase each year, 2% to close the achievement gap from 2022-23</p> <p>2025-26 Overall: 93.7%</p>	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	<p>by 1% annually; 2% to close the achievement gap.</p> <p>Unduplicated students and students with exceptional needs have a lower A-G completion rate, ELL 11.8%, SED 41.2%%, Foster Youth 25.0%, Special Education 16.4%, and Homeless 14.0%, when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%, Latino/Hispanic 39.9%, White 60.8%</p>	<p>SED- 90.5% Foster Youth- 66.7% Homeless- 68.3%</p>				
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1.16	Increase the percent of 11th grade students that meet or exceed standards as established for CAST by 1% annually; 2% to close the achievement gap.	2022-23 Baseline All: 21.8% Asian- 40.9% Black/African American- 11.5% Filipino- 50.0% Latino/Hispanic- 16.7% White- 41.1% ELL- 0.5% RFEP- 22.1% Spec Ed- 5.6% SED- 18.5% Foster Youth- 50% Homeless- 8.0%			At least 1% increase each year, 2% to close the achievement gap from 2022-23 2025-26 Overall: 24.8%	
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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Base Services	1.1 Provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments aligned with state adopted content standards, and assessments.	\$875,638.00	No
1.2	1.1.1 Special Education Curriculum revision	1.1.1 Include special education teachers in the curriculum revision and unit development process.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	1.1.2 Use of appropriate technology	1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.	\$0.00	No

1.4	1.1.4 Standards-aligned instructional materials	1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.	\$0.00	No
1.5	1.1.5 Support of curricular and co-curricular programs	1.1.5 Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs.	\$0.00	No
1.6	1.2 .1 Technology Support	1.2 .1 Appropriate use of technology: Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready. <ul style="list-style-type: none"> • Network Technicians' • 1:1 Laptop Initiative The district will provide individual devices to socioeconomically disadvantaged (SED) students, identified by CA Dashboard and local data as needing access to online resources and significant online support, to	\$1,428,188.00	Yes

Action #	Title	Description	Total Funds	Contributing

		improve their academic performance and college and career readiness.		
1.7	1.2.2 EL Program	<p>1.2.2 Provide additional support to Language Learners Provide English Learners additional support in order to be successful in rigorous academic content in core classes.</p> <ul style="list-style-type: none"> • LC Lab Classroom Assistants • BIA: Increase hours • Cluster Classes: reduced class size <p>Escondido High School and Orange Glen High School will intensify monitoring and support for EL/LTEL students, focusing on progress, grades, and redesignation rates, based on California Dashboard data indicating graduation rates. Additionally, extra assistance will be provided to English learners at EHS, SPHS, OGHS, and DLA, including instructional assistants and reduced class sizes tailored for ELD student groups, aiming to improve redesignation rates, EL progress, graduation rates, and A-G rates.</p>	\$3,317,716.00	Yes

1.8	1.2.3 Data analysis	<p>1.2.3 Data analysis, resources, and research Inform best practices by analyzing data from metrics, assessments and other sources, including research. Data Techs Diagnostics and Assessments</p> <p>Diagnostic assessments in Math and English Language Arts for 9th to 11th-grade students will occur three times a year at several schools to track progress, address learning gaps, and inform Professional Learning Communities (PLCs) ahead of the spring CAASPP testing. Special focus will be given to supporting English Learners, Homeless students, and Students with Disabilities, with extra support provided to Hispanic and Socioeconomically Disadvantaged students at Valley High School, and performance data reviewed quarterly to monitor progress.</p>	\$376,258.00	Yes
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Action #	Title	Description	Total Funds	Contributing

1.9	1.2.4 Career and Technical Education	1.2.4 Career and Technical Education CTE Pathways CTE Curriculum Alignment Providing access to college and career opportunities, including Career and Technical Education (CTE) programs, equips unduplicated students with essential skills and pathways to success in both the workforce and higher education. Implemented LEA-wide, this initiative ensures equitable access to resources and support, helping students transition smoothly to higher education, pursue certifications, and receive the academic and social emotional support needed to excel.	\$100,266.00	Yes
1.10	1.2.5 Site Initiatives	1.2.5 Site Discretionary fund: The district uses Site Discretionary Funds to enhance academic achievement for unduplicated students through targeted supports, resulting in improved performance in ELA and Math, increased EL redesignation rates, and better A-G requirement completion. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs.	\$281,005.00	Yes
1.11	1.2.6 Decrease class size	1.2.6 Decrease class size in targeted areas: Data analysis of the CA Dashboard data, the district identified a need to support and monitor unduplicated students, particularly English Language Learners (ELL) and long-term English learners (LTELS), by reducing class sizes to provide individualized academic support and interventions, addressing significant needs	\$2,895,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		highlighted by both state and local metrics for various student demographics.		
1.12	1.3.1 Bilingual Instructional Aides	1.3.1 Supplying additional instructional aides in English Language Development (ELD) classes offers invaluable adult support to students learning English as a second language, aiding them in surmounting any academic obstacles they may confront.	\$180,247.00	No
1.13	1.3.2 ELD Support classes	1.3.2 ELD Support classes offer specialized instruction and assistance to students learning English as a second language, aiming to enhance their language proficiency and academic success. ELD Support Sections Supplemental Support Materials	\$350,877.00	No

1.14	<p>1.3.3 Evidence-based instructional support to 9th grade</p> <p>1.3.3 CSI: Valley High School</p>	<p>1.3.3 Provide evidence-based instructional and social-emotional support to at-risk 9th grade students, facilitated through initiatives like teacher release periods and close collaboration with school staff to identify and assist students in need.</p> <p>CSI: Valley High School Provide evidence-based instructional support to identified at-risk students at Valley Continuation High School CSI funds used by VHS – Materials and personnel, see CSI report Site funded personnel for extended learning Tech Tools to support learning See district initiatives</p>	\$0.00	No
Action #	Title	Description	Total Funds	Contributing
1.15	<p>1.3.4 Data analysis support</p>	<p>1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research. PLC Lead timesheets</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Effective Instruction and Leadership Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of the district's goal stems from extensive input and feedback gathered from various stakeholders, including LCAP Survey results, the district's Learning Design Collective, professional learning feedback responses, the LCAP Educational Partners Advisory Committee, Student Forums, and Professional Learning Community (PLC) meeting notes. These sources collectively indicate a consensus on the priority areas for Effective Instruction and Leadership within the district:

- Recruitment and Retention of High-Quality Teachers and Staff: Recognizing the pivotal role of educators in student success, the district aims to attract and retain talented individuals to ensure a high standard of instruction and support.
- Individualized Student Attention through Smaller Class Sizes: Acknowledging the importance of personalized learning experiences, the district prioritizes smaller class sizes to facilitate greater engagement and support for each student's academic growth and development.
- Teacher Collaboration for Instructional Planning: Emphasizing the significance of collaborative efforts among educators, the district promotes teacher collaboration to tailor instruction to meet the diverse needs of students effectively.
- Teacher Leadership, Support, and Coaching: Cultivating a culture of leadership and professional growth, the district provides opportunities for teachers to assume leadership roles, receive support, and engage in ongoing coaching to enhance their instructional practices.
- Professional Learning Opportunities for Teachers, Administrators, and Staff: Understanding the value of continuous learning, the district invests in professional development opportunities to empower educators and staff with the knowledge and skills needed to excel in their roles.
- Meaningful Learning Experiences with an Emphasis on Collaboration and Experiential Learning: Prioritizing innovative and engaging instructional approaches, the district fosters meaningful learning experiences that emphasize collaboration, project-based learning, hands-on experiential learning, and assessment practices that accurately reflect student learning.

Furthermore, aligning the priorities of educational partners with these focus areas shows our shared commitment to improving teaching quality, learning, and leadership in the district. By using existing expertise and promoting collaboration and continuous improvement through the arc of learning framework, EUHSD aims to achieve its goals effectively and meet the changing needs of students and the community. While previous data and the latest CaDashboard results indicate progress in state and local metrics for all students, there's still significant work ahead, to close the achievement gap between unduplicated students and their non-unduplicated peers.

This year the Ca.Dashboard data shows that in English Language Arts (ELA), the district achieved a commendable Green performance color. However, there is a recognized need for additional support for English Learners, Homeless, and Students with Disabilities. Math performance, indicated by an Orange color, calls for extra support in specific demographic groups, including English Learners, Homeless, SES, SWD, and Hispanic/Latino Students. College/Career readiness received a medium rating, with some groups, including African American/Black, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic/Latino students, scoring low. Although there is improvement in English Learner Progress and graduation rates, both earning a Yellow performance color, persistent disparities among certain student groups are evident, emphasizing the necessity for ongoing attention and support. Areas requiring continued focus include Suspensions and Math, with targeted interventions needed for specific student demographics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain at 100% the percent of teachers that are appropriately credentialed and assigned.	2022-23 All- 100%			Maintain 100%	
2.2	Maintain at 0% the misalignments and vacancies	2022-23 0% misassignment and 0 vacant positions.			Maintain 0%	
2.3	Maintain or increase the level of professional learning implementation as reported on the California School Dashboard local indicator.	2023 School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE			Maintain at Full Implementation	
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

		<p>ELA= 5 Full Implementation and Sustainability</p> <p>Math= 5 Full Implementation and Sustainability</p> <p>History/Social Science= 5 Full Implementation and Sustainability</p> <p>ELD= 5 Full Implementation and Sustainability</p> <p>NGSS= 5 Full Implementation and Sustainability</p>				
2.4	Maintain at 100% the number of teachers completing Year 1 and Year 2 of the RISE Induction	<p>2022-23</p> <ul style="list-style-type: none"> • 91% of Year 1 teachers completed Year 1 RISE induction • 91% of Year 2 teachers completed Year 2 RISE induction 			100% completion rates	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	2.1.1 Base Services	2.1.1 Support students graduating college and career ready by hiring high quality teachers and support staff to implement Goals 1-5 (classified staff, certificated teachers, counselors, administrators, and non represented managers)	\$71,394,079.00	No
2.2	2.1.2 Professional Learning	2.1.2 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5. RISE	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		District-led Workshops Conferences Content specific Professional Learning for Special Education teachers		
2.3	2.2.1 Recruit and Retain	2.2.1 Recruit and retain high quality teachers: Implementation of LEA-wide teacher support, including site-level teacher leaders and district-level specialists, is justified by the need for equitable compensation to attract and retain highly qualified educators, resulting in improved academic outcomes for unduplicated students within the EUHSD.	\$3,129,936.00	Yes

2.4	2.2.2 PLC Time	<p>2.2.2 Professional Learning: Provide additional time to increase effective engagement in professional collaboration such as Professional Learning Communities (PLC) and professional learning days. PLC Time (5min) 2 PL Days Certificated 2 PL Days Classified Professional Learning</p> <p>PLCs and PL foster collaborative learning, continuous improvement, datadriven decision making, and personalized professional development, which enhance student achievement, especially for ELL, FY, homeless, and SED students who continue to underperform in graduation rates, English Language Arts, and college and career readiness according to the California Dashboard.</p>	\$832,653.00	Yes
2.5	2.2.3 Improve Teaching and Learning	<p>2.2.3 Increase teacher support in teaching and learning: Increase the support provided by content specialists and instructional</p>	\$1,441,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
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		<p>coaches in order to improve teaching and learning.</p> <p>Content Specialists</p> <ul style="list-style-type: none"> • ELA/ELD • Math <p>Teacher on Special Assignment (TOSA)</p> <ul style="list-style-type: none"> • Math • Science/Flex • Dual Language Immersion • District Ed Tech TOSA • Curriculum TOSA • Extra Days for content specialists <p>This support is crucial to address the needs of all students, especially English Language Learners, Long Term English Learners, Homeless, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities, as local data and the California Dashboard indicate these groups continue to require academic assistance, reflected in graduation rates, and social-emotional support, evidenced by suspension rates.</p>		
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2.6	2.2.5 Capacity building Professional Learning	<p>2.2.5 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and districtwide initiatives described in Goals 1-5. Professional Learning</p> <ul style="list-style-type: none"> • Arc of Learning (Design Thinking, Deeper Learning, Improvement Science, and SEL). -Equitable Grading Practices <p>Prioritizing professional growth among all educational partners allows the district to foster an environment conducive to continuous improvement, aiding the success of all students, particularly those requiring additional support, such as English Language Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities, while also addressing academic and social challenges faced by unduplicated students, as indicated by lower graduation rates and higher</p>	\$64,503.00	Yes
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Action #	Title	Description	Total Funds	Contributing
		suspension rates in the California Dashboard.		
2.7	2.2.6 Site Discretionary Funds	<p>2.2.6 Site Discretionary Funds</p> <p>The district uses Site Discretionary Funds to enhance academic achievement for unduplicated students through targeted supports, resulting in improved performance in ELA and Math, increased EL redesignation rates, and better A-G requirement completion. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs.</p>	\$0.00	Yes

2.8	2.3.1 Credential Clearing and authorization	2.3.1 Support teachers needing to add credential authorizations, or clear credentials in order to be Highly Qualified. Support teachers to participate in industry certifications, and externships	\$0.00	No
2.9	2.3.2 Build teacher and site leadership capacity in PLC	2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations PLC Leads	\$147,514.00	No
2.10	2.3.3 Content Specialist and instructional	Instructional Coaches- <ul style="list-style-type: none"> • EL TOSAs • Literacy TOSAs • Intervention TOSAs 	\$527,808.00	No

Action #	Title	Description	Total Funds	Contributing
	coaches to improve teaching and learning	<ul style="list-style-type: none"> • CSI funds used by VHS – Personnel, see CSI report 		

2.11	2.3.4 Professional Learning	2.3.4 Build capacity and ensure systemic implementation of actions and services By prioritizing professional growth for EUHSD educators, the district aims to ensure the effective implementation of districtwide initiatives, fostering continuous improvement and creating supportive learning environments for all students, particularly those requiring additional support and interventions, including English Language Learners, Long Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities.	\$47,666.00	No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Support to Students Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student's graduate college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

EUHSD has developed Goal 3 in response to our commitment to equity and access for all students. This goal directly addresses the need to minimize educational disparities and ensure equal opportunities and access for every student. While we have seen overall improvement in state and local indicators based on data from previous LCAP cycles and the latest CaDashboard results, there is still significant work to be done, particularly for unduplicated students who consistently perform below their non-unduplicated peers.

- **Equity:** The district goal focuses on addressing disparities in access to support services among students based on factors such as socioeconomic status, race, language acquisition, and disability. By prioritizing equitable support, we aim to ensure that all students have access to the resources they need to succeed academically and personally.
- **College and Career Readiness:** EUHSD recognizes that the ultimate aim of education is to prepare students for success beyond high school, whether in college, career, or both. By providing support services focused on academic, career, and personal development, we aim to adequately prepare students for their future endeavors.
- **Social Emotional Support:** At EUHSD it is understood that students' needs extend beyond academic achievement. They also require support for their personal and social development to navigate challenges effectively and make informed decisions about their futures. Our goal includes providing social-emotional support to address these needs.
- **Systemic Approach:** Developing a systemic approach to providing support services ensures that resources are allocated effectively, services are accessible to all students, and interventions are implemented consistently across the district. This approach maximizes the impact of support services and ensures that no student falls through the cracks.
- **Graduation Rates:** By providing comprehensive support services, we aim to improve graduation rates by addressing barriers to success and providing students with the necessary resources and support to stay on track toward graduation.

Overall, Goal 3 reflects the district's commitment to providing systemic, equitable, and accessible support services to meet the diverse needs of all students and ensure their success both during and beyond their time in school. The data reviewed to assist in determining the need for this goal included local metrics as well as California Dashboard indicators.

The California Dashboard data indicate that in English Language Arts (ELA), the district achieved a commendable Green performance color.

However, there is a recognized need for additional support for English Learners, Homeless, and Students with Disabilities. Math performance, indicated by an Orange color, calls for extra support in specific demographic groups, including English Learners, Homeless, SES, SWD, and Hispanic/Latino Students. College/Career readiness received a medium rating, with some groups, including African American/Black, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic/Latino students, scoring low. Although there is improvement in English Learner Progress and graduation rates, both earning a Yellow performance color, persistent disparities among certain student groups are evident, emphasizing the necessity for ongoing attention, support, and interventions. Areas requiring continued focus include Suspensions and Math, with targeted interventions needed for specific student demographics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the cohort graduation rate by 1% annually as reported on the California School Dashboard	2022-23 Baseline Data All: 86.0% Asian- 100.0% Black/African American- 87.9% Filipino- 96.8% Latino/Hispanic- 84.4% White- 90.0% ELL- 71.1% RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 71.3%			1% annually as reported on the California School Dashboard by 2025-26 All: 89.0%	
3.2	Decrease cohort dropout rate from previous year by 0.5% annually	2022-23 Baseline Data All- 8.4% Asian: 0.0% Black/African American: 6.1% Filipino: 0.0% Latino/Hispanic: 9.3% White: 5.7%			Decrease 0.5% annually by 2025-26 6.9%	
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

		ELL: 17.5% SpEd: 10.9% SED: 8.8% FY: N/A Homeless: 18.0%				
3.3	Increase or maintain the ADA rate	2022-23 Data All: 90.0%			increase or maintain 2025-26 All 90.0% or higher	
3.4	Decrease the chronic absenteeism by 0.25%	2022-23 Data All- 32.1% Asian- 9.8% Black/African American- 32.8% Filipino- 17.5% Latino/Hispanic- 34.6% White- 23.8% ELL- 41.1% RFEP- 28.7% Spec Ed- 42.9% SED- 34.7% Foster Youth- 67.6% Homeless- 48.0%			Decrease by 0.25% annually by 2025-26 All: 31.35%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Base Services	3.1 Continue to provide base services as described in Action 1.1.5	\$0.00	No

3.2	3.2.1 Academic Support	3.2.1 academic programs which provide additional support Tutors 9th grade Academies Teachers from the academies at EHS, OGHS, and SPHS will regularly meet with and oversee students who showed the lowest passing rates on the district metric 1.4, prioritizing Homeless, SpEd, and ELL students, using continuous improvement techniques to support and monitor progress.	\$341,644.00	Yes
3.3	3.2.2 Opportunities to Recover & Accelerate	Credit Recovery/Acceleration <ul style="list-style-type: none"> • Campus online • Summer school • Middle College 	\$4,784,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers from EHS, OGHS, and SPHS academies will regularly meet with and monitor students with the lowest passing rates, including 9th grade ELA/Math, prioritizing Homeless, SpEd, and ELL students, using continuous improvement techniques. Since these groups, along with SED and Foster students, continue to have the lowest pass rates in ELA and Math, additional support is necessary.		

3.4	3.2.3 Social Emotional Needs & CalSafe	<p>Social Emotional support to students.</p> <ul style="list-style-type: none"> • Social Workers • Social Work Interns • Wellness Centers • Cal Safe <p>Action 3.2.3 addresses diverse student needs, particularly focusing on supporting homeless, foster youth, English Learners, and lower socioeconomic students through social-emotional assistance, resource access, and a stable learning environment, facilitated by social workers, wellness centers, and programs like Cal-SAFE, implemented LEA-wide in response to ongoing student demand and recognized value, with top priorities including counselor accessibility, academic aid, and availability of trained adults for social-emotional issues.</p>	\$1,996,015.00	Yes
3.5	3.2.4 Counseling & Guidance Services	<p>3.2.4 College and career counseling, guidance, access, and resources. Additional counselors College Career Technician Goods/Services AP Testing PSAT Project Next</p> <p>Each site receives an additional counselor to provide comprehensive college and career guidance, focusing on unduplicated student populations</p>	\$1,921,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
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		to ensure access and resources for post-high school success. This districtwide initiative addresses the needs of EUHSD's 83% unduplicated student population, with a focus on supporting college applications, scholarships, internships, and career prospects through student forums and district initiatives.		
3.6	3.2.5 AVID Support	<p>3.2.5 AVID</p> <ul style="list-style-type: none"> • Coordinator • Tutor • Goods/Services <p>This support includes providing release time for AVID coordinators, assistance from the District director, AVID class tutors, essential classroom resources, enriching field trips, and professional development opportunities. Additionally, extra support and monitoring will be focused on English Learners, LTEL, Students with Disabilities, Homeless, and Socioeconomically Disadvantaged students at EHS, OG, SPHS, and VHS, due to lower graduation rates and College and Career indicators.</p>	\$248,872.00	Yes

3.7	3.2.7 Chronically Absent & Truant	<p>3.2.7 Additional time and resources to counsel/support chronically absent and truant students MTSS Attention 2 Attendance Transportation</p> <p>Attendance tracking and family communication will be overseen through Attention 2 Attendance, while Tier 2 and 3 attendance services, such as home visits and tailored support, will be coordinated by site and district MTSS teams, alongside additional transportation provisions for targeted students; this district-wide initiative aims to address ongoing attendance and MTSS concerns, targeting homeless students, ELLs, socioeconomically disadvantaged students, and those in special education,</p>	\$122,947.00	Yes
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Action #	Title	Description	Total Funds	Contributing
		with the goal of improving overall attendance, engagement, and academic performance.		

3.8	3.2.8 EL Monitoring and Support	<p>3.2.8 College and Career monitoring and support for EL and RFEP students Bilingual Assessment Technicians</p> <p>This action, implemented district-wide, offers services and support for English Learners (EL), Long Term English Learners (LTEL), and Reclassified Fluent English Proficient (RFEP) students, including quarterly progress monitoring by Bilingual Assessment Technicians to track academic growth and language proficiency, facilitating timely interventions and targeted support.</p>	\$200,376.00	Yes
3.9	3.2.9 Site Initiatives	<p>3.2.9 Site-based allocations are in line with the priorities of Goal 3's actions and services, with initial funds directed to Goal 1, action 1.2.5, but schools have the flexibility to reallocate these funds to other goals as needed, particularly for their unduplicated pupils.</p> <p>The district manages Site Discretionary Funds to enhance academic achievement for unduplicated students, with each school conducting a needs assessment supported by Educational Services and tailoring academic supports based on achievement, attendance, and socialemotional data. This LEA-wide action addresses unique school needs and focuses, with funds used effectively to support Language Learners, resulting in significant increases in redesignation rates, passing rates for ELA and Math, meeting A-G requirements, graduation rates, positive attendance, and overall student performance on CAASPP assessments.</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
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3.10	3.3.1 College & Career Exploration	3.3.1 Increased access to opportunities for in-depth college and career exploration Students will gain increased access to college and career exploration and skill development opportunities, with a focus on prioritizing unduplicated pupils, providing them with more opportunities to interact with professionals from various fields and broaden their understanding of diverse career paths.	\$240,622.00	No

3.11	3.3.2 Support for EL programs	<p>3.3.2 Provide support for EL programs so that students graduate college and career ready. Supplementary Instructional Materials Professional Learning</p> <p>With a significant English Learner population, the district recognizes the need for tailored assistance and continuous support to facilitate language acquisition, aiming to address lower performance levels across various areas indicated by the California Dashboard. Collaborating with individual school sites, the district will provide ongoing opportunities and support mechanisms, such as supplementary instructional materials and professional learning, to ensure English Learners graduate college and career ready.</p>	\$137,512.00	No
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Action #	Title	Description	Total Funds	Contributing
3.12	3.3.3 Opportunities to accelerate or recover credits	<p>3.3.3 Provide additional opportunities to accelerate or recover credits</p> <p>Identified schools with low graduation rates among English Learners, notably EHS, OGHS, and VHS, will receive extra focus to ensure these students have essential opportunities for progress acceleration or credit recovery. English Learners will have added chances, including summer school and before/after-school programs, tailored based on transcript review and counselor input, to support their path towards graduation.</p>	\$0.00	No

3.13	3.3.4 Peer tutoring and Saturday Scholar	<p>3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students</p> <p>English Learners continue to face challenges meeting graduation requirements, particularly at EHS, OGHS, and VHS, while Socioeconomically Disadvantaged students have shown academic improvements overall but still struggle to meet graduation requirements, notably at VHS. Tutors will be readily available to offer additional academic support to all students, with a specific emphasis on English Learners and Socioeconomically Disadvantaged students across all school sites, focusing on core subject areas.</p>	\$0.00	No
3.14	3.3.5 Additional Support	<p>3.3.5 Provide additional support to 9th grade academies</p> <p>Additional support is being directed towards primarily unduplicated students in the 9th grade academies at EHS, OGHS, and SPHS, focusing on those identified as academically or socio-emotionally at risk, which may affect their academic performance and attendance. This initiative is given priority because data indicates that students who pass 9th grade, particularly in ELA and Math, are more likely to graduate with their class, prompting the district to closely monitor freshman progress for early intervention and support.</p>	\$0.00	No
Action #	Title	Description	Total Funds	Contributing

<p>3.15</p>	<p>3.3.6 Services for homeless and foster youth</p>	<p>3.3.6 Provide additional services for homeless and foster youth</p> <p>Ensure that homeless and foster youth across the district receive the necessary additional support, as despite improved academic performance among homeless students, they still face overrepresentation in school suspension rates, and both homeless and foster youth exhibit the highest rates of chronic absenteeism district-wide.</p>	<p>\$25,000.00</p>	<p>No</p>
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engaged Parents Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

EUHSD remains committed to prioritizing parent engagement and maintaining parents as valued partners, recognizing their significant role in both student and school success. The district has established this goal for the following reasons:

- **Student Success:** Research consistently shows that parental involvement positively impacts student achievement. When parents are engaged in their child's education, students tend to have higher grades, better attendance, improved behavior, and increased motivation to learn.
- **Partnership in Education:** Parents are a child's first and most influential teachers. By keeping parents engaged, schools can leverage this partnership to support student learning both at home and in the classroom. When parents are involved, they can reinforce lessons taught in school, provide additional academic support, and create a supportive learning environment at home.
- **Communication and Collaboration:** Engaged parents facilitate open lines of communication between home and school. This collaboration allows for a better understanding of each student's individual needs, strengths, and challenges. It also enables teachers and parents to exchange information, share insights, and work together to address any concerns or issues that may arise.
- **Positive School Culture:** Parent involvement contributes to the development of a positive school culture where all stakeholders feel valued, seen, heard, and connected. When parents are engaged, it cultivates a sense of community within the school, leading to greater overall satisfaction with the educational experience.
- **Support for Teachers and Staff:** Engaged parents can provide valuable support to teachers and staff by volunteering their time, skills, and resources, ultimately enhancing the learning environment for all students.
- **Advocacy and Accountability:** Engaged parents often serve as advocates for their children and for the broader school community. They can raise important concerns, provide feedback, and participate in decision-making processes at the school and district levels. Additionally, when parents are involved, there tends to be greater accountability for student achievement and school performance.

In general, maintaining parental involvement is crucial for establishing a cooperative and supportive educational atmosphere where all students can excel academically, socially, and emotionally. By fostering strong partnerships between home and school, districts can strive towards the common objective of ensuring every student receives a high-quality education and is prepared for college and career success. The Ca.Dashboard highlights the Parent and Family Engagement indicator, and data from the LCAP survey along with feedback from the

LCAP Educational Partners Advisory Committee affirm that the district continues to prioritize parent and family engagement. EUHSD Educational Partners have commended the district for effectively welcoming and encouraging parental involvement, making teachers and staff accessible when needed, ensuring effective communication, and keeping parents informed about their child's academic progress. However, there are areas identified for improvement, including providing parents with information about the importance of participating in site and district-level meetings such as ELAC, SSC, DELAC, and LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site Increase or maintain the number of opportunities for parents, specifically parents of unduplicated students and individuals with exceptional needs, and families to provide input in making decisions for the school district and each individual school site.	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2021-22 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings			Increase or maintain the number of events parent are invited to participate in	
4.2	Increase or maintain the parent and family engagement level as reported on the California School Dashboard local indicators.	Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2021-22 LCAP Stakeholder Advisory Meeting 4 meetings			Increase or maintain the number of events parent are invited to participate in	
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

		DELAC 4 meetings SSC 4 Meetings				
4.3	Increase or maintain the parent and family engagement level as reported on the California School Dashboard local indicators.	The 2022-23 California School Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.			Maintain or increase standard as full implementation	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1.1 LCAP Education Partners Advisory Committee	4.1.1. Share information regarding interim metrics and the progress on LCAP actions and services. Gather feedback and input regarding goals, actions and services and review final LCAP working document prior to Public Hearing.	\$5,000.00	No

4.2	4.2.1 Parent and Family Involvement Plans	<p>4.2.1 Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans.</p> <p>At each EUHSD school site, at least four events will be organized to engage and support unduplicated families, focusing on a variety of topics including academic support, college readiness, and mental health awareness, complementing existing workshops for the whole community. With 83% of EUHSD students classified as unduplicated, including ELL, socioeconomically disadvantaged, foster youth, and homeless students, these events aim to tailor support to address their unique needs, fostering stronger school-family connections and empowering parental engagement in their children's education. Through these targeted efforts, the district seeks to provide valuable resources and foster active participation from all members of the school community in supporting students' academic journeys.</p>	\$67,917.00	Yes
4.3	4.2.2 Opportunities for parent to support student success	<p>4.2.2 Include establishing opportunities for parents/guardians to navigate school and support student success in high school and beyond.</p> <ul style="list-style-type: none"> • Community/Parent-based events and offerings <p>The district is committed to providing comprehensive support to empower parents of unduplicated pupils, offering resources, workshops, and consultations to aid in navigating their children's educational journey.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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		Feedback from the LCAP survey and educational partners underscores the district's focus on involving parents as partners in preparing students for college and career pathways, emphasizing improved school-family communication as a priority.		
4.4	4.2.3 Increase parent communication	<p>4.2.3 Include options for increasing communication and use of social media.</p> <ul style="list-style-type: none"> • District Bilingual Parent Liaison • Bilingual Parent Liaison <p>Increase two-way communication with parents</p> <p>Bilingual Parent Liaisons (BPLs) are crucial in bridging the gap between families and schools by providing support, guidance, and effective communication, especially for families facing language or cultural barriers, including the parents of the district's Language Learners. Recognized as a district strength, BPLs collaborate with school leadership to tailor parent workshops that empower parents to engage in their children's education, and they are identified as a top priority in the district's LCAP survey.</p>	\$536,425.00	Yes

4.5	4.2.4 Translation services	<p>4.2.4 Translate more materials and resources for Spanish speaking families.</p> <ul style="list-style-type: none"> • District Translator/ Interpreter <p>Ensuring effective bilingual communication for Spanish-speaking families is a district priority, bolstered by dedicated translation services to foster trust and engagement. The LCAP survey underscores the importance of translators and interpreters, affirming the district's commitment to equity and accessibility in education for Language Learner's families, with these services implemented LEA-wide to assist schools and support district-level meetings.</p>	\$98,317.00	Yes
Action #	Title	Description	Total Funds	Contributing
4.6	4.2.5 Support for immigrant families	<p>4.2.5 Include establishing opportunities for immigrant parents/guardians to navigate school and support student success in high school and beyond.</p> <p>School sites in EUHSD are dedicated to addressing systemic barriers that impede open communication within immigrant families, such as language and cultural differences. By providing tailored presentations and workshops, as well as establishing safe spaces for questions, they aim to create an environment where these families feel valued, engaged, and empowered to actively participate in their children's education.</p>	\$10,000.00	Yes

4.7	4.2.6 Site Initiatives	4.2.6 Site-based allocations are aligned with the priorities of Goal 4's actions and services. All initial site initiative funds are directed towards Goal 1, action 1.2.5. Schools can reallocate these funds to other goals as necessary to meet their specific needs. Schools within the district use site discretionary funds to enhance parental engagement and support student success through various initiatives. These initiatives, informed by data and parental feedback, result in stronger partnerships between parents and schools, with a focus on the needs of unduplicated pupils.	\$0.00	Yes
4.8	4.3.1 Resources and Support for parent involvement	4.3.1. Provide resources and professional learning to support parent involvement and education	\$43,914.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Safe and Respectful Environments Foster respectful, collaborative, safe and secure environments that support teaching and learning	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Safe and respectful campuses are crucial in schools for several reasons:

- **Promoting Learning:** A safe and respectful environment is conducive to learning. Students who feel safe and respected are more likely to be engaged in their studies and perform better academically.
- **Emotional Well-being:** Students thrive in environments where they feel emotionally safe. A respectful atmosphere fosters positive relationships among students and between students and staff, reducing stress and anxiety levels.
- **Physical Safety:** Ensuring a safe campus environment is essential for the physical well-being of students and staff. It helps prevent accidents, injuries, and violence, creating a secure atmosphere conducive to learning and growth.
- **Social Development:** Schools play a vital role in socializing students and teaching them how to interact respectfully with others. A campus that promotes respect and safety helps cultivate social skills, empathy, and positive relationships.
- **Preventing Bullying and Harassment:** A culture of respect and safety helps deter bullying and harassment. Students are more likely to speak up against such behavior when they feel supported and trust that their concerns will be addressed promptly and effectively.
- **Building Trust:** A safe and respectful campus builds trust among students, parents, and staff. When stakeholders feel confident in the school's ability to maintain a safe environment, they are more likely to engage actively in school activities and support its initiatives.
- **Enhancing School Climate:** A positive school climate characterized by safety and respect contributes to overall student well-being and satisfaction. It fosters a sense of belonging and community, making students more eager to attend school and participate in extracurricular activities.
- **Facilitating Academic Success:** Ultimately, a safe and respectful campus creates the optimal conditions for academic success. When students feel secure and valued, they are better able to focus on their studies, participate in classroom discussions, and reach their full potential.

In brief, safe and respectful school campuses are vital as they foster student learning, emotional well-being, physical safety, social development, and overall school effectiveness. While Ca.Dashboard data indicates progress in conditions and climate, there is still significant room for improvement. Overall, the district's suspension rates have improved, with an Orange rating, yet certain student groups, such as African Americans, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities, still score in the Red. The district has met the standard for the Local Climate Survey through the California Healthy Kids Survey, administered annually to students in grades 9 and 11. These metrics will continue to be utilized to assess ongoing needs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Maintain or decrease the expulsion rate.	2022-23 Data All- 0.1% Asian- 0.0% Black/African American- 0.0% Filipino- 0.0% Latino/Hispanic- 0.0% White- 0.1% ELL- 0.0% Spec Ed- 0.1% SED- 0.1% Foster Youth- 2.3% Homeless- 0.0%			2025-26 Maintain at 0.1% or decrease	
5.2	Maintain or decrease the suspension rate as reported on the California School Dashboard	2022-23 Data All- 6.1% Asian- 0.0% Black/African American- 9.6% Filipino- 1.6% Latino/Hispanic- 6.6% White- 4.2% ELL- 9.6% Spec Ed- 12.9% SED- 6.8% Foster Youth- 31.8% Homeless- 10.6%			2025-26 Maintain at 6.1% or decrease	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Maintain or decrease the percent of suspension incidences (duplicated)	2022-2023 Data All- 24.9% Asian- 0.0% Black/African American- 15.4% Filipino- 0.0% Latino/Hispanic- 25.9% White- 20.9% ELL- 30.5% Spec Ed- 32.5% SED- 26.3% Foster Youth- 28.6% Homeless- 22.7%			Maintain at 24.9% or decrease	

5.4	Maintain Local Climate Survey as "standards met" annually, based on the results of the California Healthy Kids Survey.	<p>2022-23 California School Dashboard Local Climate Survey lists this indicator as "standard met" based on the results of the California Healthy Kids Survey. The results of the LCAP survey for the 2023-24 school year include:</p> <p>Support to students: (School Connectedness) Top 3 responses (based on ranking of top 2 priorities) 61% of pupils, parents, teachers, and community members felt students were able to meet with a counselor</p>			2025-26 Maintain "Standards Met" on Local Climate Survey	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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to discuss academic topics, guidance topics, or post-secondary options when needed, 54% of pupils, parents, teachers, and community members felt that students were provided with extra academic help when struggling in school (tutoring, interventions, etc.) 53% of pupils, parents, teachers, and community members felt that students are able to talk to a trained adult about social or emotional issues.

Parent Engagement (School Connectedness) top 3 responses (based on ranking agree through disagree) 59% of pupils, parents, teachers, and community members felt that parents are welcomed and encouraged to be involved in school. 57% of pupils,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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parents, teachers, and community members felt that teachers and staff are available to parents when needed 54% of pupils, parents, teachers, and community members felt that teachers and staff communicate effectively with parents.

Safe and Respectful Environments (Sense of Safety)
Top 3 responses (based on ranking agree through disagree) 63% of pupils, parents, teachers, and community members felt that at EUHSD schools, students respect teachers and staff, 56% of pupils, parents, teachers, and community members felt that EUHSD students have a sense of belonging at school 53% of pupils, parents, teachers, and community members felt that at EUHSD schools, teachers and staff respect students.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Overall satisfaction with EUHSD schools: (sense of safety) Top 3 responses (based on ranking to top 2 statements) 72% of pupils, parents, teachers, and community members were satisfied with the academic support provided for students (e.g. tutoring, Saturday school/scholars) 59% of pupils, parents, teachers, and community members were were satisfied with school safety 58% of pupils, parents, teachers, and community members were satisfied with the quality of instructions (e.g students have opportunities to give, receive and use feedback to revise essential pieces of work).</p>				

5.5	Maintain school facilities in "good repair", based on the self-reflection tool provided by CDE	0% of instances where facilities do not meet the "Good repair" standard.			2025-26 Maintain "Good repair"	
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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	5.1.1 Base Services	5.1.1 Continue to provide the base services as described in 1.1.5 and 2.1.1	\$0.00	No
5.2	5.2.1 High Risk Programs	5.2.1 With an intentional focus on high risk students, implement evidence based programs to foster respectful, safe and secure learning environments. Examples include: 5.2.1: <ul style="list-style-type: none"> • Attention 2 Attendance • 9th grade interventions program • Alternative to suspension (PAD) prevention and diversion • Safety Outreach for Students (SOS) 	\$2,080,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Youth Advisory Council • Diversion Program • School Resource Officer <p>Persistent absenteeism prompts the implementation of the Attention 2 Attendance program, focusing on students with the lowest attendance rates including ELL, SpEd, Foster youth, and homeless students, alongside intervention programs such as LEAP, PAD, SOS, and the Diversion Program, aiming to address attendance and suspension challenges district-wide, with special emphasis on unduplicated students.</p>		

5.3	5.2.2 MTSS	<p>5.2.2 Provide equipment, resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure. MTSS Team NCRC Contract Professional Learning Increased campus supervision PBIS and Restorative Practices Additional Security Cameras School check-in service: Raptor</p> <p>The MTSS team will work with site teams to establish tiered supports for student groups with high rates of absenteeism and suspension, such as English Learners, Foster Youth, Homeless, students with disabilities, and Socioeconomically Disadvantaged students, while addressing student desires for belonging, positive interactions, and community-building as identified in student forums.</p>	\$329,265.00	Yes
5.4	5.2.3 Site Initiatives	5.2.3 Site-based allocations aligned to Goal 5 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.	\$0.00	Yes
Action #	Title	Description	Total Funds	Contributing

		<p>Site-based allocations in EUHSD are aligned with Goal 5's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. Managed internally, Site Discretionary Funds aim to enhance academic achievement for unduplicated students, with schools conducting needs assessments using data from the Healthy Kids Survey to tailor support. This LEA-wide practice, informed by data from the CA Dashboard, has seen funds used to bolster MTSS efforts, improve attendance, and address safety concerns, with ongoing efforts needed to support unduplicated, African American/Black, and students with disabilities in behavior mitigation and suspension reduction.</p>		
5.5	5.3.1 PBIS and Restorative Practices	<p>5.3.1 Carry out the plan for implementing PBIS and Restorative Practices implementation.</p> <p>PBIS and Restorative Practices are integral to the district's Multi-Tiered System of Supports (MTSS), yet student suspensions, particularly among demographic groups such as African American/Black, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities, remain a concern, with Suspension Rates being a notable challenge. To address this, there will be heightened focus on evaluating suspension practices and integrating Restorative Practices and PBIS to promote positive student behavior district-wide, prioritizing Unduplicated pupils, aiming to create a more inclusive and supportive environment for students amidst concerns over high suspension and dropout rates among this demographic.</p>	\$380,431.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier: Improve Graduation Rates at Valley High School	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

A focus on Graduation for students is imperative at Valley high school for the following:

- **Empowerment and Confidence:** Graduating from high school is a significant milestone that empowers students and boosts their confidence. It signifies their ability to complete an important stage of education, which can positively impact their self-esteem and future aspirations.
- **Access to Opportunities:** A high school diploma is often a minimum requirement for many job opportunities and further education pathways. By focusing on graduation, continuation high schools ensure that students have access to a wider range of opportunities in the workforce and higher education.
- **Breaking the Cycle:** Many students at continuation high schools may have faced challenges and setbacks in their education journey. Graduating from high school provides them with a sense of accomplishment and breaks the cycle of academic struggles or disengagement.
- **Preparation for the Future:** Graduation signifies that students have acquired essential skills and knowledge to navigate the adult world successfully. It prepares them for the responsibilities and challenges they may encounter in their future careers and personal lives.
- **Community Impact:** Graduating students contribute positively to their communities by becoming productive members of society. They serve as role models for younger generations and inspire others to pursue their educational goals.

Valley High School has faced ongoing challenges in ensuring all students graduate on time, consistently falling behind other schools in the district. Despite efforts to support students who are significantly behind in credits, it remains crucial to prioritize graduation as a primary goal at a continuation high school. Doing so not only promotes academic success but also empowers students, broadens their opportunities, breaks cycles of adversity, prepares them for the future, and positively impacts their communities.

According to the Ca. Dashboard VHS stands out as the only school in the district that did not exhibit improvements in overall suspension rates, particularly among Homeless, Socioeconomically Disadvantaged (SED), and Special Education (SpEd) students. Additionally, graduation rates, particularly for English Learners, Hispanic/Latino, Homeless, and SED students, and performance in English Language Arts, notably among students identified as SED, showed areas of concern.

Therefore, the primary focus of this goal is to ensure that all students, with a particular emphasis on the aforementioned groups, graduate from high school successfully. Educational partners were engaged in the process, with opportunities provided for feedback on student performance data and input on academic priorities during various meetings, including parent meetings, site LCAP educational partner meetings, staff gatherings, ELAC, SSC, student forums, and district LCAP Educational Partner Advisory Meetings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Increase Attendance Rates at VHS by 1% annually.	2022-23 84.8%			Increase Attendance Rates by 1% annually 2025-26 expected outcome 87.8%	
6.2	Decrease Chronic Absenteeism Rate at VHS by 1% annually.	2022-23 All: 70.5% Asian: 0.0% Black/African American: 0.0% Filipino: 0.0% Latino/Hispanic: 71.4% White: 59.3% ELL: 67.1% RFEP: 73.2% SpEd: 81.8% FY: 0.0% Homeless: 82.8%			Decrease Chronic Absenteeism Rate at VHS by 1% annually 2025-26 expected outcome 67.50%	
6.3	Decrease the Dropout Rate at VHS from the	2022-23 All: 20.3% Asian: N/A			Decrease the Dropout Rate at VHS from the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	previous year by 0.5% annually	Black/African American: N/A Filipino: N/A Hispanic: 21.7% White: N/A ELL: 19.7% SpEd: 10% SED: 20.9% FY: N/A Homeless: 27.6%			previous year by 0.5% annually 2025-26 expected outcome 18.80%	
6.4	Increase Graduation Rate at VHS by 1% annually as reported on California Dashboard	2022-23 All: 62.7% Asian: N/A Black/African American: N/A Filipino: NA Latino/Hispanic: 62.2% White: N/A SpEd: 55.0% SED: 61.4% FY: N /A Homeless: 44.8%			Increase Graduation Rate at VHS by 1% annually as reported on California Dashboard 2025-26 expected outcome 65.7%	

6.5	Increase the percent of CTE enrollment at VHS by 1% annually	2022-23 All: 44.9% Asian: 100% Black/African American: 28.6% Filipino: 50% Latino/Hispanic: 59.9% White: 38.5% SpEd: 43.6% SED: 44.7% FY: N /A			Increase the percent of CTE enrollment at VHS by 1% annually 2025-26 expected outcome 47.9%	
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 33.3%				
6.6	Increase the percentage of CTE completion rate at VHS by 2%	2022-23 All: 0.6% Asian: 0.0% Black/African American: 0.0% Filipino: 0.0% Latino/Hispanic: 0.7% White: 0.0% SpEd: 0.0% SED: 0.0% FY: 0.0% Homeless: 0.0%			Increase the percentage of CTE completion rate at VHS by 2% 2025-26 expected outcome 6.6%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	6.2.1 Support to students in Special Education	6.2.1 Support to students in Special Education	\$150,000.00	No
6.2	6.2.2 Credit recovery support	Credit recovery support	\$97,514.00	No

6.3	6.2.3 Support to Language Learners BIA	6.2.3 Support to Language Learners BIA	\$77,000.00	No
6.4	6.2.4 Support to students	6.2.4 Support to students AVID Tutors	\$54,000.00	No
6.5	6.2.5 CTE Support	6.2.5 CTE Support	\$15,000.00	No
6.6	6.2.6 Outside Learning Opportunities	6.2.6 Outside learning opportunities: Offer students practical exposure to the workforce, apprenticeships, and vocational training.	\$0.00	No
6.7	6.2.7 Connecting students to school	Connecting students to school 5-star System System Check in devices	\$5,000.00	No
Action #	Title	Description	Total Funds	Contributing
6.8	6.2.8 Student Voice	6.2.8 Student Voice: Youth Advisory Council	\$10,000.00	No

6.9	6.2.9 Professional Learning and in class support/resources	6.2.9 Professional Learning and in class support/resources Hands on learning Building relationships Technology	\$10,440.00	No
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Increased or Improved Services for Foster Youth, English Learners, and LowIncome Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$26,616,033	\$3,172,437

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.890%	0.000%	\$0.00	33.890%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>1.6</p>	<p>Action: 1.2 .1 Technology Support</p> <p>Need: The percentage of socioeconomically disadvantaged (SED) students passing 9th grade ELA is 77.9%, while 68.7% pass Math. In the CAASPP, 50% of SED students meet or</p>	<p>All students have access to a school issued laptop. The district's priority is to ensure equity and access to educational resources, supporting digital literacy, personalized learning, collaborative learning, preparation for standardized testing by familiarizing students with digital testing environments and preparing students for college and career.</p> <p>Providing unduplicated students with 1:1 computer access ensures they have the same educational</p>	<p>Action 1.2.1 will be monitored with 3.1 (graduation rate), 1.4 (9th grade ELA/Math Pass rate), 1.5 (CAASPP Meets/Exceeds), 1.11 (CTE Completion), and 1.15 (Broad course of study completion) and local data based on implementation of</p>
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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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	<p>exceed standards in ELA, and 12.43% meet or exceed standards in Math. According to the district's local A-G completion metric, 41.2% of SED students meet the requirements, and 27.1% meet the minimum requirement for CTE completion.</p> <p>In response, the district will provide individual devices to students. This decision is based on findings from California's Dashboard data and local data, which highlight a significant need for additional support among various student demographics. This includes the district's SED population, students with disabilities, homeless students, English learners, and Hispanic/Latino students, especially at EHS, OGHS, SPHS, and VHS, with a focus on improving college and career readiness and graduation rates.</p> <p>Scope: LEA-wide</p>	<p>resources, instructional materials, and additional supports available online as all other students. To maximize the impact, this initiative is implemented LEA-wide, benefiting all students. Given that 81% of EUHSD's population is low socioeconomic, this approach is particularly advantageous for students from these backgrounds, ensuring equitable access to technology.</p>	<p>educational technology resources.</p>
<p>1.7</p>	<p>Action: 1.2.2 EL Program</p> <p>Need: Based on Ca. Dashboard data, specifically graduation rates, there will be an intentional focus on active monitoring of implementation and support of EL/LTEL students at Escondido High school and Orange Glen High School</p>	<p>Offer additional support to English learners at EHS, SPHS, OGHS, and DLA by assigning instructional assistants and reducing class sizes within cluster classes tailored for groups of ELD students in the General Education setting. In an effort to increase redesignation rates and English Learner Progress, graduation rates, and A-G rates for English Language Learners.</p>	<p>Action 1.2.2 will be monitored with Metric 1.1 (ELL progress Indicator), 1.3 (redesignation rate), 1.4 (9th grade ELA/Math pass rate), 1.5 (CAASPP Meets/Exceeds), 1.6 (meet EAP), 1.9 (A-G requirement), 3.1 (graduation rate) and internal progress monitoring data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>through progress monitoring, grades, and redesignation rates.</p> <p>Scope: LEA-wide</p>		

<p>1.8</p>	<p>Action: 1.2.3 Data analysis</p> <p>Need: Diagnostic assessments will occur three times per year at DLA, EHS, OGHS, SPHS, and VHS, for all 9th to 11th-grade students in Math and English Language Arts. The focus is to track progress, address learning gaps, inform Professional Learning Communities (PLCs), and serve as a leading indicator for the spring CAASPP testing. Particular emphasis will be placed on supporting English Learners, Homeless students, and Students with Disabilities, given their lower performance (Orange) noted on the Ca. Dashboard. The District Assessment team will offer extra support to Hispanic and Socioeconomically Disadvantaged students at Valley High School. Performance data will be reviewed quarterly to assist in monitoring progress.</p> <p>Scope: LEA-wide</p>	<p>Diagnostics and assessments are essential for gauging student advancement toward learning objectives, guiding instructional approaches, pinpointing areas of learning deficiency, tracking levels of accomplishment, ensuring accountability, and fostering equity. Data technicians aid in monitoring and analyzing data to guide subsequent actions and measure progress.</p> <p>In the 2022-23 school year EUHSD saw a 10.4% increase in CAASPP Met or Exceeded test scores in ELA and nearly 1% increase in math</p>	<p>Action 1.2.3 will be monitored with Metric 1.4 (9th grade ELA/Math pass rate), 1.5 (CAASPP meets/exceeds), 1.6 (EAP rate) and regular progress monitoring data for student A-C rates.</p>
<p>1.9</p>	<p>Action: 1.2.4</p>	<p>Offering access to college and career opportunities, including Career and Technical</p>	<p>Action 1.2.4 will be monitored with Metric 1.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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	<p>Career and Technical Education</p> <p>Need: Unduplicated students are enrolling in CTE courses at slightly lower rates than their non unduplicated counterparts. However, internal data analysis show what unduplicated students are completing the pathway at much lower rates than their counterparts.</p> <p>The district is committed to provide additional support at the district level to develop and execute CTE pathways and align curriculum to meet industry standards and the expectations of higher education programs to facilitate access to all students, specifically unduplicated students. District staff will convene with all CTE educators at least twice annually and account for student demographic enrollment. Further assistance and oversight will be extended to DLA, EHS, SPS, and VHS, particularly for students identified as Students with Disabilities, English Learners, Homeless, and Hispanic/Latino students.</p> <p>Scope: LEA-wide</p>	<p>Education (CTE) programs, addresses the needs of unduplicated students by providing valuable skills, career exploration, and pathways to success in both the workforce and higher education. CTE programs play a vital role in preparing students for the demands of the 21st-century economy, empowering them to achieve their college and career goals and providing additional routes to success for students who may face barriers to traditional academic pathways.</p> <p>This action is implemented LEA-wide with the goal of improving outcomes for unduplicated students by ensuring equitable access to resources and opportunities. It aims to provide tailored guidance and support to help these students transition smoothly to higher education and pursue appropriate certifications or advanced content courses. By organizing targeted events and workshops, the initiative addresses both academic and social-emotional needs, ensuring that unduplicated students receive the necessary support to excel in their educational journeys. This comprehensive approach helps to bridge gaps in access and opportunity, fostering a more inclusive and supportive environment for all students.</p>	<p>(CTE Completers), 1.12 (CTE Enrollment), CCI performance on the California Dashboard, and through internal progress monitoring of Master Schedule offering and scheduling of students.</p>
<p>1.10</p>	<p>Action: 1.2.5 Site Initiatives</p> <p>Need:</p>	<p>The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, supported by Educational Services, conducts a needs</p>	<p>Action 1.2.5 will be monitored with all metrics identified in Goal 1 and Metric 3.1 (graduation rate).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Educational Services staff will assist schools in utilizing discretionary funds to improve metrics related to academic achievement including, ELA/Math pass rates and A-G completion for unduplicated students and students with disabilities. These student groups typically have lower rates in the mentioned areas.</p> <p>9th Grade ELA/Math Pass Rates 2022-23: Internal Data</p> <p>ELA</p> <p>All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3% RFEP- 85.5% Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6%</p> <p>Math</p> <p>All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9% SED- 68.7% Foster Youth- 66.7%</p>	<p>assessment to identify specific student needs. Schools use achievement, attendance, and socialemotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students.</p> <p>This action continues to be implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 202021 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.</p>	
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	Homeless- 56.3% Scope: LEA-wide		

<p>1.11</p>	<p>Action: 1.2.6 Decrease class size</p> <p>Need: When analyzing data from the CA Dashboard, particularly in the areas of CCI, graduation rates, and dropout rates, the district identified a need to continue supporting and monitoring the progress of unduplicated students, specifically English Language Learners (ELL), including long-term English learners (LTELS). Reducing class sizes in targeted areas can provide individualized academic support and increase interventions.</p> <p>This decision is informed by California's Dashboard data and local data, which highlight a significant need for additional support among various student demographics. These include the district's socioeconomically disadvantaged population, students with disabilities, homeless students, English learners, and Hispanic/Latino students, particularly at EHS, OGHS, SPHS, and VHS, focusing on enhancing college and career readiness and graduation rates.</p>	<p>Providing smaller class sizes in targeted areas for English Language Learners, Foster Youth, Homeless students, and socioeconomically disadvantaged students at all EUHSD school sites will enhance individualized attention, foster a positive classroom environment, enable differentiated instruction, and strengthen teacherstudent relationships, leading to better student engagement and academic performance.</p> <p>This initiative is implemented on an LEA-wide basis to offer additional support, resources, and access to challenging core classes. Based on the needs and percentage of unduplicated students at each site, additional FTEs were allocated: 0.4 FTE for DLA, 5.0 FTE for EHS, 6.6 FTE for OGHS, and 4.2 FTE for SPHS.</p>	<p>Action 1.2.6 will be monitored with 1.4 (9th grade ELA/Math passing grades), 1.9 (A-G requirement), 3.1 (graduation rate), 3.3 (dropout rate), 3.4 (chronic absenteeism), and local progress monitoring for Attendance, and academics.</p>
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	<p>Scope: LEA-wide</p>		
<p>2.3</p>	<p>Action: 2.2.1 Recruit and Retain</p> <p>Need: Investing in recruiting and retaining quality teachers is fundamental for promoting academic excellence and fostering equitable and inclusive learning environments specifically for students identified as English Learners, Homeless, Foster Youth, and Socioeconomically Disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>Teachers at every site receive support from designated teacher leaders like content TOSA and MTSS support staff, ensuring consistent assistance across the LEA. Furthermore, at the district level, RISE and District-Level Content Specialists provide additional support, including personalized coaching for teachers, especially when working with students classified as English Learners, Foster Youth, Homeless, and Socioeconomically Disadvantaged.</p> <p>The decision to implement this action on an LEAwide basis is rooted in the principle of equitable compensation for teachers based on their qualifications and experience. Competitive pay is essential for attracting and retaining highly skilled educators capable of meeting the diverse needs of unduplicated students within the district. By offering competitive salaries, the district can ensure a steady influx of qualified teachers, which is crucial for maintaining instructional quality and supporting the academic success of unduplicated students.</p> <p>Evidence from the CA Dashboard and local metrics demonstrates the positive impact of this approach. Schools within the EUHSD have successfully recruited and retained qualified teachers, leading to notable improvements in various academic indicators. For instance, there has been a significant increase in the number of EL students being redesignated, rising from 0.8%</p>	<p>Action 2.2.1 will be monitored with Metric 2.1 (Appropriate credential/assignment), 2.2 (misalignment/vacancies), 2.4 (RISE completion), Ca. Dashboard (Local Climate Survey) , Local Student Forum Data, and LCAP Survey</p>

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		<p>in 2020-21 to 19.0% in 2022-23. Additionally, passing rates for ELA and Math in 9th grade have improved from 50.1% to 63.3% during the same period, along with an increase in meeting A-G requirements from 10.2% to 11.8%.</p> <p>Moreover, investments in supporting teachers with technology and access to diagnostics and assessments have further contributed to overall student improvement in Math and ELA compared to the previous year, 2021-22. Specifically, there has been a notable increase in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math. These positive outcomes underscore the effectiveness of providing LEA-wide support to teachers, which in turn enhances educational opportunities and outcomes for unduplicated students across the district.</p>	

<p>2.4</p>	<p>Action: 2.2.2 PLC Time</p> <p>Need: Professional Learning Communities (PLCs) and Professional Learning (PL) foster collaborative learning, continuous improvement, data-driven decision making, personalized professional development, support for innovation, enhanced well-being, and ultimately, improved student achievement. This is particularly crucial for students needing additional support, including English Language Learners (ELL), Long Term English Learners (LTEL), foster youth (FY), homeless students, and socioeconomically disadvantaged (SED)</p>	<p>Teacher teams will prioritize analyzing data collected during studio cycles and utilize improvement science methods to actively engage in data analysis and Plan-Do-Study-Act (PDSA) cycles. Professional learning opportunities will encompass all domains within the arc of learning, including Deeper Learning, Improvement Science, SEL, and Design Thinking.</p> <p>These actions are implemented on an LEA-wide basis because nearly 83% of students enrolled in the district are unduplicated, making it essential for all teachers to participate in Professional Learning and PLC to best serve the students socially and academically. Every teacher, across all disciplines, will engage in Professional Learning Communities</p>	<p>Action 2.2.2 will be monitored with metric 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate), Ca. Dashboard (Local Climate Survey) , LCAP Student Forum Data, and LCAP Survey</p>
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	<p>students. Data from the California Dashboard indicates that these groups continue to underperform in graduation rates, English Language Arts, and meeting the criteria for being college and career ready.</p> <p>Scope: LEA-wide</p>	<p>(PLC) to ensure they are reviewing student data, collaborating on best practices, and continuously improving their teaching strategies to meet the ongoing needs of the district's English Learners, Long Term English Learners, socioeconomically disadvantaged students, foster youth, and homeless students.</p>	

<p>2.5</p>	<p>Action: 2.2.3 Improve Teaching and Learning</p> <p>Need: This support is essential to address the needs of all students, particularly those identified as English Language Learners, Long Term English Learners, Homeless, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities. Local data and the California Dashboard highlight that these groups continue to require academic assistance, as shown by graduation rates, and social-emotional support, as evidenced by suspension rates.</p> <p>Graduation rates: 2022-23 All: 86.0% Asian- 100.0% Black/African American- 87.9% Filipino- 96.8% Latino/Hispanic- 84.4% White- 90.0% ELL- 71.1%</p>	<p>The increased support from content specialists and instructional coaches at all school sites is essential for improving teaching and learning by providing professional development, differentiated support, collaborative learning communities, data-informed decision making, modeling effective practices, facilitating teacher reflection and feedback, and ultimately, enhancing student achievement.</p> <p>This action is being provided on an LEA-wide basis because all sites and all teachers serve unduplicated students, given the high percentage of unduplicated students enrolled at EUHSD. Ongoing professional learning will support teachers in creating and executing meaningful lessons that engage, motivate, and effectively serve all students, with a particular focus on the district's unduplicated students.</p>	<p>Action 2.2.3 will be monitored with Metric 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate), local progress monitoring data on DOK 3+, ADA, and Academic progress</p>
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	<p>RFEP- N/A Spec Ed- 72.9% SED- 85.1% Foster Youth- N/A Homeless- 71.3%</p> <p>Suspension Rate: 2022-23 Data All- 6.1% Asian- 0.0% Black/African American- 9.6% Filipino- 1.6% Latino/Hispanic- 6.6% White- 4.2% ELL- 9.6% Spec Ed- 12.9% SED- 6.8% Foster Youth- 31.8% Homeless- 10.6%</p> <p>Scope: LEA-wide</p>		
<p>2.6</p>	<p>Action: 2.2.5 Capacity building Professional Learning</p> <p>Need: By prioritizing the professional growth of all educational partners, the district can cultivate a culture of ongoing improvement and establish learning environments that facilitate the success of all students, particularly those</p>	<p>By prioritizing the professional growth of all educational partners, the district can cultivate a culture of continuous improvement and create learning environments that support the success of all students, especially those needing additional support, such as English Language Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and students with disabilities.</p> <p>This action is implemented district-wide because EUHSD has 83% unduplicated students. Each</p>	<p>Action 2.2.5 will be monitored with 1.4 (9th grade ELA/Math Pass Rate), 1.9 (A-G completion rates), 1.15 (Broad course of study), 3.1 (Graduation Rates)</p>

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	<p>who require additional supports and interventions, including English Language Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged students, and students with disabilities.</p> <p>Unduplicated students continue to receive lower performance rates in the California Dashboard specifically in the areas of Graduation rates and higher suspension rates. The district plans on addressing aspects of learning that impact academics as well as peer to peer relationships and interactions.</p> <p>Scope: LEA-wide</p>	<p>school site has over 55% unduplicated students, and every teacher works directly with these students. At EUHSD unduplicated students have consistently shown lower performance in areas such as graduation rates and have higher suspension rates, as indicated by the California Dashboard. The district aims to address the aspects of learning that impact academics as well as peer-to-peer relationships and interactions.</p>	

<p>2.7</p>	<p>Action: 2.2.6 Site Discretionary Funds</p> <p>Need: Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to target specific professional learning which addresses the needs of unduplicated students. Ed services staff will support school sites to utilization of discretionary funds to improve the grad rate, attendance rate, pass rate, and A-G completion of unduplicated students.</p>	<p>Site-based allocations in EUHSD are aligned with Goal 2's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, supported by Educational Services, conducts a needs assessment to identify specific student needs. Schools use achievement, attendance, and social-emotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students.</p>	<p>Action 2.2.3 will be monitored with Metric metric 1.1 (EL progress indicator), 1.4 (9th grade ELA/Math pass rate), 1.9 (A-G rates), 1.15 (Broad course of study completion) 3.1 (Graduation Rate), local progress monitoring data on DOK 3+, ADA, and Academic progress</p>
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	<p>Unduplicated students have lower rates in areas mentioned below:</p> <ul style="list-style-type: none"> • 2022-23 A-G Completion Data <p>All- 45.2 Asian- 80.0% Black/African American- 48.3% Filipino- 70.0% Latino/Hispanic- 39.9% White- 60.8% ELL- 11.8% RFEP- 46.8% Spec Ed- 16.4% SED- 41.2% Foster Youth- 25.0%</p> <p>Scope: LEA-wide</p>	<p>This action is implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments, contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.</p>	
<p>3.2</p>	<p>Action: 3.2.1 Academic Support</p> <p>Need: Teachers from the academies at EHS, OGHS, and SPHS will regularly meet with and oversee identified students, specifically those who showed the lowest passing rates on the district metric 1.4 (9th grade ELA/Math pass rates) including Homeless, SpEd, and ELL, utilizing continuous improvement techniques to support and monitor progress. ELL, SED,</p>	<p>Support in 9th grade academies at EHS, OGHS, and SPHS will be focused on students identified as academically or socio-emotionally at risk, potentially facing lower academic performance and attendance. Additionally, tutors will be available to provide extra academic assistance to students at all comprehensive sites, including DLA and VHS, in core subject areas.</p> <p>This initiative is being implemented district-wide, as 9th-grade students, especially unduplicated ones, are a priority. Statistically, students who pass ELA and Math in their freshman year have a</p>	<p>Action 3.2.1 will be monitored with Metric 1.4 (9th grade pass rate ELA/Math), 3.3 (ADA rate), 3.4 (chronic absenteeism), 5.1 (expulsion rate), 5.2 (suspension rate), and the results of the California Healthy Kids Survey</p>

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	<p>Homeless, Foster, and Special Education students continue to have the lowest pass rates in ELA and Math.</p> <p>Baseline Data: 2022-23: Internal Data ELA All- 80.6% Asian- 97.1% Black/African American- 87.2% Filipino- 93.8% Latino/Hispanic- 77.1% White- 93.9% ELL- 63.3% RFEP- 85.5% Spec Ed- 63.9% SED- 77.9% Foster Youth- 0.0% Homeless- 75.6%</p> <p>Math All- 72.3% Asian- 95.7% Black/African American- 75.0% Filipino- 97.9% Latino/Hispanic- 67.7% White- 90.4% ELL- 48.2% RFEP- 79.4% Spec Ed- 56.9% SED- 68.7% Foster Youth- 66.7% Homeless- 56.3%</p>	<p>higher likelihood of graduating from high school with their four-year cohort. Therefore, it is the districts priority to closely monitor freshman students' progress to ensure early intervention and support.</p>	
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	<p>Scope: LEA-wide</p>		

<p>3.3</p>	<p>Action: 3.2.2 Opportunities to Recover & Accelerate</p> <p>Need: In EUHSD, particularly at VHS, EHS, and OGHS, students belonging to ELL, Latino/Hispanic, Homeless, SpEd, and SED demographics exhibit lower graduation rates. To tackle this issue, their academic progress will undergo close monitoring through progress tracking initiatives, ensuring timely interventions are provided. In the academic year 2022-23, the overall graduation rate for all students stands at 86.0%, with varying rates across different demographic groups: Asian (100.0%), Black/African American (87.9%), Filipino (96.8%), Latino/Hispanic (84.4%), White (90.0%), ELL (71.1%), RFEP (Not Available), Spec Ed (72.9%), SED (85.1%), Foster Youth (Not Available), and Homeless (71.3%).</p> <p>Scope: LEA-wide</p>	<p>Students will have access to various avenues for credit recovery and acceleration towards graduation, such as summer school and before/after-school programs, based on transcript reviews and counselor input. Additionally, OGHS will offer students the chance to earn high school and college credits through Palomar College's Middle College Program.</p> <p>This initiative is being rolled out district-wide as students, particularly unduplicated ones, consistently require credit recovery options to graduate on schedule. We anticipate these efforts will further aid students who may lag behind academically, offering them additional avenues to regain credits at an accelerated pace. The district has made notable progress in boosting A-G rates, graduation rates, and supporting 9th-grade students in passing ELA and Math.</p>	<p>Action 3.2.2 will be monitored with Metric 3.1 (graduation rates), 3.2 (drop out rate), 1.9 (A-G completion rates), and in depth transcript review</p>
<p>3.4</p>	<p>Action: 3.2.3</p>	<p>The initiatives outlined in action 3.2.3 address the diverse needs of all students, with particular</p>	<p>Action 3.2.4 will be monitored with Metric 3.1</p>

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	<p>Social Emotional Needs & CalSafe</p> <p>Need: To support the social and emotional well-being of all students, especially those contending with heightened anxiety and trauma, social workers and Social Work interns are available at the wellness centers located within EHS, OGHS, and SPHS. According to data on school connectedness, the top three priorities identified by respondents include 61% feeling students can meet with a counselor for academic and guidance topics as needed, 54% acknowledging the provision of additional academic support for struggling students, and 53% noting that students can confide in a trained adult about social or emotional issues.</p> <p>To address the needs of the district's teen parents, Cal Safe provides child care services and parenting classes at no cost to students. The center is at OGHS, which is a central site to the district.</p> <p>Scope: LEA-wide</p>	<p>emphasis on supporting homeless, foster youth, English Learners, and lower socioeconomic students through targeted social-emotional assistance, access to vital resources, and a stable learning environment conducive to both academic and personal development. The provision of social workers, social work interns, wellness centers, and programs like Cal-SAFE ensures a comprehensive support system, enabling students to overcome obstacles and attain success.</p> <p>This action is implemented LEA-wide as students district-wide continue to require social-emotional support. Data from LCAP and CHKS indicates that educational partners in the district recognize and value the availability of social-emotional support. According to student responses, there is ongoing utilization and demand for access to qualified adults on campus for support. Notably, the top three priorities identified by respondents include 61% feeling students are able to meet with a counselor for academic and guidance topics, 54% acknowledging the provision of extra academic help when students struggle, and 53% noting that students can talk to a trained adult about social or emotional issues.</p> <ol style="list-style-type: none"> 1. Social Workers: They offer counseling, connect families with resources, and create intervention plans to address educational barriers and provide emotional stability. 2. Social Work Interns: Under supervision, interns assist with counseling and interventions, increasing the capacity to support more students effectively. 	<p>(Graduation Rate), 3.2 (Drop out rate), 3.4 (Chronic absenteeism)</p>
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		<p>3. Wellness Centers: These centers provide a safe space for mental and physical health services, fostering a sense of security and well-being among students.</p> <p>4. Cal-SAFE Program: This program offers free child care and parenting classes for teen parents, enabling them to continue their education while ensuring their children are cared for.</p>	

<p>3.5</p>	<p>Action: 3.2.4 Counseling & Guidance Services</p> <p>Need: These services will be customized to meet the needs of English Learner (EL), homeless, students with disabilities (SWD), and Latino/Hispanic students, with regular quarterly monitoring focusing particularly on SPHS, OGHS, EHS, and VHS, as these schools demonstrated the lowest performance on the California Dashboard regarding graduation rates and/or College and Career indicators.</p> <p>This initiative is being implemented districtwide; with 83% of EUHSD students being Unduplicated, data from student forums indicate requests for support with college applications, scholarships, guest speakers, internships, and career opportunities, as well as experiences beyond the classroom. EUHSD has covered the costs of all students'</p>	<p>Each site receives an additional counselor to offer comprehensive, ongoing college and career guidance services. This initiative aims to facilitate access to information and resources related to college and career readiness, with a particular focus on unduplicated student populations. Extra care and attention will be given to ensure these students have the necessary access and resources to succeed in their post-high school endeavors.</p> <p>This district-wide initiative addresses the needs of EUHSD's 83% unduplicated student population. Student forums have revealed a demand for support with college applications, scholarship opportunities, guest speakers, internships, and career prospects. Additionally, district forums, primarily comprising unduplicated students, highlight a desire for more college and career experiences outside the traditional classroom, enabling students to enhance their academic knowledge and interact with college students and industry professionals. The additional counselor at each site can assist in facilitating these experiences.</p>	<p>Metric 3.2.4 will be monitored with Metric 1.8 (AP and Dual Enrollment participation), 1.9 (A-G Completion Rates), 1.10 (Seal of Biliteracy), and 1.11 (CTE Completion)</p>
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	<p>AP exams, eliminating financial barriers, leading to a nearly 3% increase in AP course enrollment, with anticipated ongoing growth in AP access and exam participation.</p> <p>Scope: LEA-wide</p>	<p>EUHSD has also removed the cost of AP Exams for all students LEA-Wide. Nearly 81% of EUHSD students are identified as SED by eliminating the financial barrier to AP exams, EUHSD has seen a nearly 3% increase in AP course enrollment among unduplicated students, and the district nearly doubled the amount of AP exams taken in 2022-23 in comparison to the previous year when students had a financial obligation to participate. The district anticipated continued growth in AP access and exam participation specifically amongst unduplicated students.</p>	
<p>3.6</p>	<p>Action: 3.2.5 AVID Support</p> <p>Need: This support includes providing release time for AVID coordinators to effectively plan and coordinate events for program participants, as well as offering assistance from the District director. Ensuring the availability of AVID class tutors, supplying essential classroom resources, coordinating enriching field trips, and facilitating professional development opportunities are also integral aspects of the district's support for the program. In addition, extra support and monitoring will be extended to English Learners, Long Term English Learners (LTEL), Students with Disabilities, Homeless, and Socioeconomically Disadvantaged students. This targeted assistance will be particularly focused at EHS,</p>	<p>The district is committed to offering continuous support for the Advancement Via Individual Determination (AVID) program, which serves students at EHS, SPHS, OGHS, and VHS by addressing a range of program needs.</p>	<p>Action 3.2.5 will be monitored Metric 1.8 (AP and Dual Enrollment participation), 1.9 (A-G Completion), 3.1 (Graduation Rates), local master schedule audits</p>

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	<p>OG, SPHS and VHS, as students identified from these schools have exhibited lower graduation rates and/or College and Career indicators on the California Dashboard.</p> <p>Scope: Schoolwide</p>		
<p>3.7</p>	<p>Action: 3.2.7 Chronically Absent & Truant</p> <p>Need: Persistent absenteeism continues to be a prominent issue for EUHSD, with all sites encountering difficulties in reaching prepandemic attendance levels, especially among ELL, SpEd, Foster Youth, SED, and homeless student populations. Internal data highlights that homeless students, ELLs, socioeconomically disadvantaged students, and those in special education demonstrate the highest rates of absenteeism.</p> <p>Scope: LEA-wide</p>	<p>Attendance tracking and family communication will be managed through Attention 2 Attendance, while Tier 2 and 3 attendance services, like home visits and personalized support, will be coordinated by site and district MTSS teams. Additional transportation services, including bus passes and an extra bus route to VHS, will be provided to targeted students.</p> <p>This initiative is being implemented district-wide due to ongoing concerns about attendance and MTSS. Internal data indicate that homeless students, ELLs, socioeconomically disadvantaged students, and those in special education exhibit the highest rates of absenteeism. By maintaining a focus on attendance and MTSS, particularly for unduplicated students, we expect to significantly enhance overall attendance, engagement, and academic achievement.</p>	<p>Action 3.2.7 will be monitored using Metric 3.3 (Average Daily Attendance rate), 3.4 (Chronic Absenteeism), and lead measures identified during the district's attendance and ADA progress monitoring.</p>

3.8	Action: 3.2.8 EL Monitoring and Support	This action is implemented across the entire LEA, providing services and support for English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students. These services include quarterly progress monitoring conducted	Action 3.2.8 will be monitored using metric 1.1 (ELL Progress Indicator), 1.3 (reclassification rate), 1.4 (Math/ELA pass rate),
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	<p>Need: Across the district, Reclassified students are maintaining positive academic performance. However, the California Dashboard indicates that English Language Learners (ELLs) district-wide continue to experience high suspension rates. At EHS, ELLs exhibited low performance in Graduation Rates and Math. Similarly, at OGHS, ELLs showed low performance in Graduation Rates. At SPHS, ELLs demonstrated low performance in the College and Career indicator, while at VHS, Language Learners scored low in both the College and Career indicator and Graduation Rates. Consequently, the district is prioritizing careful attention to English Language Learners at these respective school sites to address these challenges effectively.</p> <p>Unduplicated students have lower rates in the areas mentioned below:</p> <ul style="list-style-type: none"> • Grad Rate: ELL 71.1%, SED 85.1%, Foster N/A%, and Homeless 71.3% when compared to other students, Hispanic/Latino 84.4%, White 90%, Black/African American 87.9%, Asian 100%, Filipino 91.7%. • A-G Rate: ELL 11.8%, Foster 25.0%, Homeless 14.0%, and SED 41.2% when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%, Hispanic/Latino 39.9%, White 60.8%, and RFEP 46.8%. • Attendance Rate: All 90.0% 	<p>by Bilingual Assessment Technicians. This monitoring enables educators to track the academic growth and language proficiency of EL and RFEP students over time, facilitating timely interventions and targeted support to address their changing needs.</p>	<p>3.1 (Graduation Rate), 5.2 (Suspension Rate), internal progress monitoring for academic and attendance.</p>
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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		

<p>3.9</p>	<p>Action: 3.2.9 Site Initiatives</p> <p>Need: Each school conducts a needs assessment to determine the specific needs of the student population. Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to assist in the decision making process. Ed services staff will facilitate/guide school sites to utilize discretionary funds to improve the grad rate, attendance rate, pass rate, and A-G completion of unduplicated students.</p> <p>Unduplicated students have lower rates in the areas mentioned below:</p> <ul style="list-style-type: none"> • Grad Rate: ELL 71.1%, SED 85.1%, Foster N/A%, and Homeless 71.3% when compared to other students, Hispanic/Latino 84.4%, White 90%, Black/African American 87.9%, Asian 100%, Filipino 91.7%. • A-G Rate: ELL 11.8%, Foster 25.0%, Homeless 14.0%, and SED 41.2% when compared to other students, Asian 80.0%, Black/African American 48.3%, Filipino 70.0%, Hispanic/Latino 39.9%, White 60.8%, and RFEP 46.8%. 	<p>Site-based allocations in EUHSD are aligned with Goal 3's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district manages Site Discretionary Funds internally to ensure they are used effectively to enhance academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, supported by Educational Services, conducts a needs assessment to identify specific student needs. Schools use achievement, attendance, and social-emotional data (from the Healthy Kids Survey) to tailor academic supports for unduplicated students.</p> <p>This action continues to be implemented on an LEA-wide basis because each school has unique needs and focuses for their unduplicated students. Based on data from the CA Dashboard and local metrics, schools have used site discretionary funds to support Language Learners by providing additional support in core content areas. These efforts have led to a significant increase in EL students being redesignated, from 0.8% in 2020-21 to 19.0% in 2022-23, an improvement in passing rates for ELA and Math in 9th grade from 50.1% in 2020-21 to 63.3% in 2022-23, and an increase in meeting A-G requirements from 10.2% in 2020-21 to 11.8% in 2022-23. Additionally, funds have been used to enhance technology and access to diagnostics and assessments,</p>	<p>Action 3.2.9 will be monitored using 3.1 (Graduation Rate), 1.9 (AG Completion), 3.3 (ADA), 3.4 (Chronic Absenteeism), 1.4 (ELA and Math Rate)</p>
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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> • Attendance Rate: All 90.0% <p>Scope: LEA-wide</p>	<p>contributing to improved overall student scores in both Math and ELA compared to the previous year, 2021-22. The district has seen gains in overall student performance on the CAASPP, with a 10.4% increase in ELA and a 0.5% increase in Math.</p>	

<p>4.2</p>	<p>Action: 4.2.1 Parent and Family Involvement Plans</p> <p>Need: Site counselors, social workers, and parent liaisons will collaborate to create targeted workshops and events aimed at facilitating parental engagement specifically for unduplicated families with the school community, these workshops provide insights into available services for both parents and their children, and offering guidance on enhancing their child's educational experience.</p> <p>Feedback from the LCAP survey and educational partners underscores the district's commitment to preparing students for college and career pathways, with a focus on involving parents as partners in this endeavor. Additionally, parents have identified schoolfamily communication as a key priority. The district expects this initiative to effectively address parental needs in supporting their children's academic journey.</p>	<p>At each EUHSD school site, at least four events will be organized in collaboration with counselors and social workers to engage and support unduplicated families within the district. This initiative enhances services for unduplicated students compared to all students by addressing a wide range of topics pertinent to unduplicated families, including academic and social-emotional well-being, college and career readiness, mental health awareness, community resources, and parent involvement strategies. These events will complement existing workshops and events designed for the entire school community.</p> <p>This district-wide initiative is driven by the recognition that 83% of students within EUHSD are classified as unduplicated, comprising populations such as English Language Learners, socioeconomically disadvantaged students, foster youth, and homeless students. While the events are designed to benefit all families, special attention will be given to tailoring them to address the unique needs and challenges faced by unduplicated students and their families.</p> <p>By hosting these additional events specifically addressing the needs of unduplicated families, the district aims to foster stronger connections between schools and families, enhance parental</p>	<p>Action 4.2.1 will be monitored by internal measures including the LCAP survey and parent feedback sessions/surveys.</p>
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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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	<p>Scope: LEA-wide</p>	<p>engagement in their children's education, and provide valuable support and resources to all members of the school community. Through targeted and intentional planning, the events will serve as platforms for sharing information, building relationships, and empowering families to actively participate in and support their children's academic journey.</p>	
<p>4.3</p>	<p>Action: 4.2.2 Opportunities for parent to support student success</p> <p>Need: The district is committed to providing a wide array of services, guidance, and support aimed at empowering parents, particularly those of unduplicated pupils, to effectively navigate and support their children's educational journey. This comprehensive approach includes the provision of resources, workshops, and personalized consultations to equip parents with the necessary tools and knowledge to address various aspects of their child's education. Whether it involves understanding curriculum requirements, accessing academic support programs, or creating a conducive learning environment at home, the district aims to serve as a trusted partner in facilitating parents' roles as advocates and valuable resources in their children's educational success.</p>	<p>Implemented across the LEA, this initiative ensures that each school site provides various additional opportunities, with a focus on engaging parents of unduplicated pupils, to foster deeper connections within the school community. These opportunities encompass workshops, seminars, and events covering topics such as academic expectations, curriculum overviews, and strategies for supporting student learning at home. Additionally, parent-teacher conferences offer a direct avenue for discussions about a child's progress and specific needs with teachers, while open houses and school tours provide firsthand insights into learning environments and available resources.</p> <p>Furthermore, family engagement nights are designed to promote collaboration through interactive activities, fostering both learning and community building. Parents are encouraged to volunteer in school activities, participate in parent support groups, and stay informed through newsletters, school websites, and social media channels. They are also invited to join advisory councils and committees, providing them with a platform to contribute to school decision-making processes. Through these diverse opportunities,</p>	<p>Action 4.2 will be monitored by internal measures on parent attendance, and 4.2 (parent and family engagement)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Feedback gathered from the LCAP survey and educational partners underscores the district's dedication to preparing students for college and career pathways, with a specific emphasis on involving parents as active partners in this shared goal. Furthermore, parents have consistently highlighted school-family communication as a top priority. By implementing this initiative, the district anticipates effectively addressing parental needs in supporting their children's academic journey, fostering stronger collaboration between parents, schools, and the broader educational community.</p> <p>Scope: LEA-wide</p>	<p>each school site aims to strengthen connections between parents and the school community, ultimately enhancing parental involvement and support for student success.</p>	

<p>4.4</p>	<p>Action: 4.2.3 Increase parent communication</p> <p>Need: Bilingual Parent Liaisons (BPLs) play a pivotal role in serving the diverse needs of families within the district. Serving as a vital link between families and schools, BPLs serve as trusted resources, offering support and guidance to families, particularly those who may face language or cultural barriers. Their fluency in both languages (English and Spanish) enables them to effectively communicate with parents, ensuring that they are informed and involved in their children's</p>	<p>This action is implemented LEA-wide, as each school has a Bilingual Parent liaison who works closely with school leadership to identify the unique needs and objectives of each site. Through collaboration, they develop and facilitate parent workshops that are tailored to address these specific needs. These workshops cover a wide range of topics, including but not limited to navigating the education system, understanding academic standards, promoting family engagement, and fostering a supportive home learning environment. By customizing workshops to align with the site's goals, BPLs help empower parents with the knowledge and skills necessary to actively participate in their child's educational journey and contribute positively to the school community.</p>	<p>Action 4.2.3 will be monitored by internal measures on attendance and survey data.</p>
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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>education. In the LCAP survey, Bilingual Parent Liaisons' were identified as one of the districts strengths in encouraging and supporting parent involvement.</p> <p>Scope: LEA-wide</p>	<p>According to the LCAP Survey data, Bilingual Parent Liaisons remain a key priority for the district's Educational Partners. They were highlighted as one of the top three priorities within Goal 4.</p>	

<p>4.5</p>	<p>Action: 4.2.4 Translation services</p> <p>Need: Ensuring effective bilingual communication for Spanish-speaking families is a priority for the district. With dedicated translation services, they strive for clear and inclusive communication, fostering trust and engagement. LCAP survey feedback underscores ongoing communication efforts with educational partners, affirming our commitment to ensuring families feel valued, welcomed, and heard, as we continue to prioritize equity and accessibility in education.</p> <p>Scope: LEA-wide</p>	<p>This action is implemented LEA-wide. The district translator offers translation and interpretation services to families district-wide, assisting schools in ensuring accurate translation of important school communications. Additionally, he provides real-time interpretation support at district-level meetings.</p> <p>LCAP Survey data shows that School Community Support including Translators and interpreters continues to be a top priority under Goal 4.</p>	<p>Action 4.2.4 will be monitored by LCAP data analysis, and internal feedback.</p>
<p>4.6</p>	<p>Action: 4.2.5 Support for immigrant families</p> <p>Need:</p>	<p>This action addresses the need of EUHSD's immigrant population. Each comprehensive school site caters to immigrant students, whose families have distinct needs demanding tailored services. Each school site will provide families with aid, resources, and workshops, or facilitate their</p>	<p>Action 4.2.5 will be monitored by metric 4.2 (parent and family engagement) LCAP data analysis and internal feedback.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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	<p>School sites are committed to overcoming systemic barriers that hinder immigrant families from establishing open and reciprocal communication. This involves identifying and addressing obstacles such as language barriers, cultural disparities, and logistical challenges. By actively addressing these barriers, EUHSD schools strive to create an environment where families feel valued, engaged, and empowered to fully participate in their children's education. By providing opportunities specifically tailored for immigrant families to gain a better understanding of the school system via site presentations and workshops and by establishing a safe space where parents can feel comfortable asking questions.</p> <p>School sites are committed to overcoming systemic barriers that hinder immigrant families from establishing open and reciprocal communication. This involves identifying and addressing obstacles such as language barriers, cultural disparities, and logistical challenges. By actively addressing these barriers, EUHSD schools strive to create an environment where families feel valued, engaged, and empowered to fully participate in their children's education. By providing opportunities specifically tailored for immigrant families to gain a better understanding of the school system via site presentations and workshops and by establishing a safe space where parents can feel comfortable asking questions</p>	<p>access to such workshops, concentrating on the immigrant journey and tactics for supporting their child academically and social emotionally.</p> <p>School staff will develop workshops and events specifically for their immigrant families, addressing issues and concerns unique to the immigrant experience. This initiative aims to ensure immigrant families feel safe and welcomed on school campuses, using the school as a resource to overcome any barriers they or their children may face in accessing education. These workshops will be in addition to the existing workshops available to all families and to the workshops available to families of EL and SWD.</p>	
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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		

<p>4.7</p>	<p>Action: 4.2.6 Site Initiatives</p> <p>Need: There's a need for each school site to provide avenues for parents to engage with and understand the school community better. This entails offering services, guidance, and support to empower parents in effectively assisting their students, particularly those who are Language Learners, Socioeconomically Disadvantaged, and Students with Disabilities, throughout their academic journey.</p> <p>Scope: LEA-wide</p>	<p>Site-based allocations in EUHSD are aligned with Goal 4's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. Site discretionary funds are allocated by each school to facilitate deeper parental engagement within the school community. This encompasses providing services, guidance, and support aimed at empowering parents to effectively aid their children throughout their educational journey.</p> <p>This initiative operates across the entire Local Education Agency (LEA) because individual schools have distinct requirements and priorities for their unique student populations and their families. Drawing on insights from the CA Dashboard and local metrics, schools utilize these discretionary funds to bolster parental involvement, as evidenced by the district's performance on local measures of parent and family engagement, consistently meeting established standards. Parents, as indicated by LCAP surveys, climate surveys, and Educational Partner feedback, have recognized the district's efforts in facilitating opportunities for their participation in decision-making processes, both at the school and district levels.</p> <p>By utilizing site discretionary funds, schools are able to create a diverse range of opportunities for parents, specifically parents of unduplicated</p>	<p>Action 4.2.6 will be monitored by metric 4.2 (parent and family engagement), and LCAP survey data analysis</p>
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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>pupils, to actively support student academic achievement. These opportunities go beyond the existing avenues for parental involvement, focusing on specific needs unique to each school site and its community. This targeted approach ensures that the initiatives are relevant and beneficial, addressing particular challenges and requirements of the students and their families. As a result, parents can engage more effectively as partners in their children's education, contributing to a supportive and inclusive school environment tailored to the needs of the entire school community.</p>	

<p>5.2</p>	<p>Action: 5.2.1 High Risk Programs</p> <p>Need: The district remains focused on addressing dropout rates, ADA compliance, chronic absenteeism, suspension, and expulsion rates. According to the California Dashboard, disparities persist in the suspension of African American/Black, English Learners, Foster Youth, Homeless, Two or More Races, and Students with Disabilities. Additionally, English Language Learners and Students with Disabilities face challenges in meeting graduation requirements at EHS and OGHS. At Valley, English Learners, Hispanic/Latino, Homeless, and Socioeconomically Disadvantaged students have notably lower graduation rates.</p>	<p>Persistent absenteeism remains a pressing issue for EUHSD, prompting the implementation of the Attention 2 Attendance program to closely monitor student attendance, with a specific focus on those exhibiting the highest rates of chronic absenteeism: ELL at 41.1%, SpEd at 42.9%, Foster youth at 67.6%, and homeless students at 48.0%.</p> <p>To address this concern, intervention initiatives like LEAP provide personalized educational assistance to at-risk 9th graders, featuring small class sizes and a suite of services tailored to meet the individual needs of participating students, including restorative practices and one-on-one academic remediation and support.</p> <p>Additionally, programs such as PAD and SOS offer alternative pathways to suspension, empowering students to participate in decision-</p>	<p>Action 5.2.1 will be monitored by metrics 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), and internal progress monitoring for academics and attendance for LEAP</p>
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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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	<p>Scope: LEA-wide</p>	<p>making processes and engage in restorative programs to potentially avoid suspension at home.</p> <p>Furthermore, the Diversion Program presents an alternative to arrest for students found with illegal substances, allowing them to complete their curriculum alongside community service, thus waiving the ticket price and/or avoiding juvenile hall time.</p> <p>These district-wide actions are implemented to address attendance and suspension challenges across all sites, with a particular emphasis on supporting unduplicated students, who experience disproportionately high suspension rates, including ELL at 6.9%, SED at 5.0%, FY at 25.0%, and homeless students at 7.4%. While these actions aim to support all students, special attention is directed towards unduplicated pupils, who are most impacted by these issues.</p>	
<p>5.3</p>	<p>Action: 5.2.2 MTSS</p> <p>Need: The MTSS team will work with site teams to track progress and implement needed tiered supports. They will concentrate on student groups that are most affected by chronic absenteeism and suspension rates in the district and specifically at EHS, OGHS, SPHS, and VHS. These groups include African American/Black students, English Learners,</p>	<p>EUHSD remains dedicated to strengthening its Multi-Tiered System of Support (MTSS), incorporating Restorative Practices (through the NCRC contract), enhanced campus supervision and security to address the ongoing needs of students. This sustained focus is crucial for supporting students facing chronic attendance issues and behavioral challenges that hinder their educational opportunities.</p> <p>MTSS Team NCRC Contract Professional Learning Increased campus supervision</p>	<p>Action 5.2.2 will be monitored by metrics 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), 3.4 (Chronic absenteeism), 3.3 (ADA rate)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth, Homeless students, those with two or more races, students with disabilities, and Socioeconomically Disadvantaged students.</p> <p>Data from student forums reveal that students seek a sense of belonging both in and out of the classroom, desiring one-on-one check-ins, opportunities for student voice, positive interactions with staff and peers, and time to build community through teacher-student and peer relationships. The district believes that the services outlined in action 5.2.2 will address these needs and create the supportive environment students are looking for at school.</p> <p>Scope: LEA-wide</p>	<p>PBIS and Restorative Practices Additional Security Cameras School check-in service: Raptor</p> <p>The services outlined in action 5.2.2 will be implemented district-wide, as 83% of EUHSD students are unduplicated. Each site has over 50% unduplicated students, who represent the most suspended, have the highest dropout rates, and some of the lowest graduation rates. The district expects that these services will provide additional social-emotional support, creating a more welcoming and supportive environment for students.</p>	

<p>5.4</p>	<p>Action: 5.2.3 Site Initiatives</p> <p>Need: Each school conducts a needs assessment to identify the specific requirements of its student population, utilizing achievement, attendance, and social-emotional data (such as the Healthy Kids Survey) in the decision-making process. Educational services staff will guide school sites in utilizing discretionary funds to enhance graduation rates, attendance rates,</p>	<p>Site-based allocations in EUHSD are aligned with Goal 5's priorities, with initial funds directed to Goal 1, action 1.2.5, and the flexibility for schools to reallocate them to meet the specific needs of their unduplicated population. The district internally manages Site Discretionary Funds to ensure their effective utilization in boosting academic achievement, directly benefiting instruction, learning, and services for unduplicated students. Each school, with support from Educational Services, conducts a needs assessment to pinpoint specific student needs, utilizing achievement, attendance, and social-emotional data from the Healthy Kids Survey to customize academic support for unduplicated students.</p>	<p>Action 5.2.3 will be monitored by metrics 5.1 (expulsion rate), 5.2 (Suspension Rate), 5.3 (duplicated suspensions), 3.4 (Chronic absenteeism), 3.3 (ADA rate)</p>
<p>Goal and Action #</p>	<p>Identified Need(s)</p>	<p>How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis</p>	<p>Metric(s) to Monitor Effectiveness</p>

	<p>pass rates, and reduce suspension and expulsion rates.</p> <p>Special attention and monitoring will be directed towards Black/African American, English Learners, Foster Youth, Homeless, Two or More Races, Students with Disabilities, Latino/Hispanic, and Socioeconomically Disadvantaged students, as they are prominently represented in suspension rates according to the California Dashboard. Internal data highlight English Language Learners, students in Special Education, Foster Youth, and Homeless students as having the highest rates of chronic absenteeism in the district.</p> <p>Scope: LEA-wide</p>	<p>This practice remains LEA-wide as each school has distinct needs and priorities for their unduplicated students. Informed by data from the CA Dashboard and local metrics, schools have utilized site discretionary funds to bolster MTSS efforts and enhance attendance and overall safety. Further efforts are necessary, based on data from the California Dashboard, to support unduplicated students, along with African American/Black students and students with disabilities, in mitigating behaviors leading to suspension.</p>	
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.



Additional Concentration Grant Funding

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

With an 83% unduplicated population across EUHSD, each high school has over 55% of its students falling into this category, as outlined in Goal 1 Action 1.2.6, detailing the utilization of additional grant funds to expand direct student services. To ensure efficient resource allocation, the district determined Full-Time Equivalent (FTE) positions for each school based on their unduplicated student enrollment, with OGHS receiving 6.6 FTE, EHS 5.0 FTE, SPHS 4.2 FTE, and VHS 0.4 FTE.

In response to the unique needs of unduplicated students, particularly English Language Learners (ELL) and long-term English learners (LTELs), the district plans to implement targeted class size reductions, fostering individualized academic support and interventions to address the challenges identified by state and local metrics. The allocation includes 16.2 certificated FTE positions across VHS, EHS, OGHS, and SPHS, along with 0.24 FTE for a Library Media Tech position at DLA, strategically aimed at enhancing support and improving academic outcomes for unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - All schools have a student concentration above 55 percent.	EHS - 27.10 : 1 OGHS - 36.98 : 1 SPHS - 33.46 : 1 DLA - 38.26 : 1 VHS - 25.77 : 1 ALL - 32.34 : 1

<p>Staff-to-student ratio of certificated staff providing direct services to students</p>	<p>N/A - All schools have a student concentration above 55 percent.</p>	<p>EHS - 16.27 : 1 OGHS - 16.46 : 1 SPHS - 16.78 : 1 DLA - 15.80 : 1 VHS - 12.40 : 1 ALL - 16.19 : 1</p>
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2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	78,535,580	26,616,033	33.890%	0.000%	33.890%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$98,890,750.00	\$418,954.00	\$0.00	\$2,081,591.00	\$101,391,295.00	\$35,315,841.00	\$66,075,454.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Nonpersonnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Base Services	All	No			All Schools	Ongoing	\$124,947.00	\$750,691.00	\$875,638.00				\$875,638.00
1	1.2	1.1.1 Special Education Curriculum revision	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00
1	1.3	1.1.2 Use of appropriate technology	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00
1	1.4	1.1.4 Standards-aligned instructional materials	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00
1	1.5	1.1.5 Support of curricular and co-curricular programs	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00
1	1.6	1.2 .1 Technology Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$479,084.00	\$949,104.00	\$1,428,188.00				\$1,428,188.00
1	1.7	1.2.2 EL Program	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$3,317,716.00	\$0.00	\$3,317,716.00				\$3,317,716.00

1	1.8	1.2.3 Data analysis	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$241,674.00	\$134,584.00	\$376,258.00			\$376,258.00
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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Nonpersonnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	1.2.4 Career and Technical Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,266.00	\$0.00	\$100,266.00			\$100,266.00
1	1.10	1.2.5 Site Initiatives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$226,514.00	\$54,491.00	\$281,005.00			\$281,005.00
1	1.11	1.2.6 Decrease class size	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,895,953.00	\$0.00	\$2,895,953.00			\$2,895,953.00
1	1.12	1.3.1 Bilingual Instructional Aides	English Learners		No				Ongoing	\$180,247.00	\$0.00			\$180,247.00	\$180,247.00
1	1.13	1.3.2 ELD Support classes	English Learners	Language	No				Ongoing	\$341,947.00	\$8,930.00			\$350,877.00	\$350,877.00
1	1.14	1.3.3 Evidence-based instructional support to 9th grade 1.3.3 CSI: Valley High School	All		No				Ongoing	\$0.00	\$0.00			\$0.00	\$0.00
1	1.15	1.3.4 Data analysis support	ELL, FY, SE D		No				Ongoing	\$0.00	\$0.00			\$0.00	\$0.00
2	2.1	2.1.1 Base Services	All		No				Ongoing	\$10,187,376.00	\$61,206,703.00	\$71,394,079.00			\$71,394,079.00
2	2.2	2.1.2 Professional Learning	All		No				Ongoing	\$0.00	\$0.00	\$0.00			\$0.00

2	2.3	2.2.1 Recruit and Retain	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,129,936.00	\$0.00	\$3,129,936.00			\$3,129,936.00	
2	2.4	2.2.2 PLC Time	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$832,653.00	\$0.00	\$832,653.00			\$832,653.00	
Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Nonpersonnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	2.2.3 Improve Teaching and Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,366,625.00	\$75,000.00	\$1,441,625.00				\$1,441,625.00
2	2.6	2.2.5 Capacity building Professional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$33,169.00	\$31,334.00	\$64,503.00				\$64,503.00
2	2.7	2.2.6 Site Discretionary Funds	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00
2	2.8	2.3.1 Credential Clearing and authorization	All		No				Ongoing	\$0.00	\$0.00				\$0.00	\$0.00
2	2.9	2.3.2 Build teacher and site leadership capacity in PLC	All		No				Ongoing	\$146,924.00	\$590.00				\$147,514.00	\$147,514.00
2	2.10	2.3.3 Content Specialist and instructional coaches to improve teaching and learning	All		No				Ongoing	\$524,808.00	\$3,000.00				\$527,808.00	\$527,808.00
2	2.11	2.3.4 Professional Learning	All		No				Ongoing	\$0.00	\$47,666.00				\$47,666.00	\$47,666.00
3	3.1	3.1 Base Services	All		No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00

3	3.2	3.2.1 Academic Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$146,645.00	\$194,999.00	\$341,644.00				\$341,644.00
3	3.3	3.2.2 Opportunities to Recover & Accelerate	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,410,397.00	\$373,755.00	\$4,784,152.00				\$4,784,152.00
3	3.4	3.2.3 Social Emotional Needs & CalSafe	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,938,444.00	\$57,571.00	\$1,996,015.00				\$1,996,015.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Nonpersonnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
3	3.5	3.2.4 Counseling & Guidance Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,175,928.00	\$745,236.00	\$1,921,164.00				\$1,921,164.00
3	3.6	3.2.5 AVID Support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EHS, OGHS, SPHS, VHS	Ongoing	\$216,892.00	\$31,980.00	\$248,872.00				\$248,872.00
3	3.7	3.2.7 Chronically Absent & Truant	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$122,947.00	\$122,947.00				\$122,947.00
3	3.8	3.2.8 EL Monitoring and Support	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$200,376.00	\$0.00	\$200,376.00				\$200,376.00
3	3.9	3.2.9 Site Initiatives	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00
3	3.10	3.3.1 College & Career Exploration	All		No				Ongoing	\$0.00	\$240,622.00			\$240,622.00	\$240,622.00	
3	3.11	3.3.2 Support for EL programs	English Learners		No				Ongoing	\$0.00	\$137,512.00			\$137,512.00	\$137,512.00	

3	3.12	3.3.3 Opportunities to accelerate or recover credits	All	No				Ongoing	\$0.00	\$0.00			\$0.00	\$0.00
3	3.13	3.3.4 Peer tutoring and Saturday Scholar	EL and SED	No				Ongoing	\$0.00	\$0.00			\$0.00	\$0.00
3	3.14	3.3.5 Additional Support	9th grade	No				Ongoing	\$0.00	\$0.00			\$0.00	\$0.00
3	3.15	3.3.6 Services for homeless and foster youth	FY, SED	No				Ongoing	\$0.00	\$25,000.00			\$25,000.00	\$25,000.00
4	4.1	4.1.1 LCAP Education Partners Advisory Committee	All	No				Ongoing	\$0.00	\$5,000.00	\$5,000.00			\$5,000.00
4	4.2	4.2.1 Parent and Family Involvement Plans	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$10,166.00	\$57,751.00	\$67,917.00			\$67,917.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Nonpersonnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income			Low Income									
4	4.3	4.2.2 Opportunities for parent to support student success	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00			\$10,000.00
4	4.4	4.2.3 Increase parent communication	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$524,713.00	\$11,712.00	\$536,425.00			\$536,425.00
4	4.5	4.2.4 Translation services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$96,817.00	\$1,500.00	\$98,317.00			\$98,317.00
4	4.6	4.2.5 Support for immigrant families	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00			\$10,000.00
4	4.7	4.2.6 Site Initiatives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00			\$0.00

4	4.8	4.3.1 Resources and Support for parent involvement	All		No				Ongoing	\$0.00	\$43,914.00			\$43,914.00	\$43,914.00	
5	5.1	5.1.1 Base Services	All		No				Ongoing	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.2	5.2.1 High Risk Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,922,437.00	\$158,399.00	\$2,080,836.00			\$2,080,836.00	
5	5.3	5.2.2 MTSS	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$21,455.00	\$307,810.00	\$329,265.00			\$329,265.00	
5	5.4	5.2.3 Site Initiatives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00			\$0.00	
5	5.5	5.3.1 PBIS and Restorative Practices	All		No				Ongoing	\$143,218.00	\$237,213.00			\$380,431.00	\$380,431.00	
6	6.1	6.2.1 Support to students in Special Education	Students with Disabilities		No				Ongoing	\$150,000.00	\$0.00		\$150,000.00		\$150,000.00	
Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Nonpersonnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.2	6.2.2 Credit recovery support	All		No				Ongoing	\$97,514.00	\$0.00		\$97,514.00			\$97,514.00
6	6.3	6.2.3 Support to Language Learners BIA	English Learners		No				Ongoing	\$77,000.00	\$0.00		\$77,000.00			\$77,000.00
6	6.4	6.2.4 Support to students	All		No				Ongoing	\$54,000.00	\$0.00		\$54,000.00			\$54,000.00
6	6.5	6.2.5 CTE Support	All		No				Ongoing	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00
6	6.6	6.2.6 Outside Learning Opportunities	All		No				Ongoing	\$0.00	\$0.00		\$0.00			\$0.00
6	6.7	6.2.7 Connecting students to school	All		No				Ongoing	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00

6	6.8	6.2.8 Student Voice	All	No	Ongoing	\$0.00	\$10,000.00	\$10,000.00	\$10,000.00
6	6.9	6.2.9 Professional Learning and in class support/resources	All	No	Ongoing	\$0.00	\$10,440.00	\$10,440.00	\$10,440.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
78,535,580	26,616,033	33.890%	0.000%	33.890%	\$26,616,033.00	0.000%	33.890 %	Total:	\$26,616,033.00
								LEA-wide Total:	\$26,367,161.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$248,872.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1.1 Base Services				All Schools	\$875,638.00	
1	1.2	1.1.1 Special Education Curriculum revision				All Schools	\$0.00	
1	1.3	1.1.2 Use of appropriate technology				All Schools	\$0.00	

1	1.4	1.1.4 Standards-aligned instructional materials				All Schools	\$0.00
1	1.5	1.1.5				All Schools	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Support of curricular and co-curricular programs						
1	1.6	1.2.1 Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,428,188.00	
1	1.7	1.2.2 EL Program	Yes	LEA-wide	English Learners	All Schools	\$3,317,716.00	
1	1.8	1.2.3 Data analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$376,258.00	
1	1.9	1.2.4 Career and Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,266.00	
1	1.10	1.2.5 Site Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,005.00	
1	1.11	1.2.6 Decrease class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,895,953.00	
2	2.3	2.2.1 Recruit and Retain	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,129,936.00	
2	2.4	2.2.2 PLC Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$832,653.00	

2	2.5	2.2.3 Improve Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,441,625.00
2	2.6	2.2.5 Capacity building Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,503.00
2	2.7	2.2.6 Site Discretionary Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00
3	3.2	3.2.1 Academic Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$341,644.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.3	3.2.2 Opportunities to Recover & Accelerate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,784,152.00	
3	3.4	3.2.3 Social Emotional Needs & CalSafe	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,996,015.00	
3	3.5	3.2.4 Counseling & Guidance Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,921,164.00	
3	3.6	3.2.5 AVID Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EHS, OGHS, SPHS, VHS	\$248,872.00	
3	3.7	3.2.7 Chronically Absent & Truant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,947.00	
3	3.8	3.2.8 EL Monitoring and Support	Yes	LEA-wide	English Learners	All Schools	\$200,376.00	
3	3.9	3.2.9 Site Initiatives	Yes	LEA-wide	English Learners	All Schools	\$0.00	

4	4.2	4.2.1 Parent and Family Involvement Plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,917.00	
4	4.3	4.2.2 Opportunities for parent to support student success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
4	4.4	4.2.3 Increase parent communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$536,425.00	
4	4.5	4.2.4 Translation services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,317.00	
4	4.6	4.2.5 Support for immigrant families	Yes	LEA-wide	English Learners	All Schools	\$10,000.00	
4	4.7	4.2.6 Site Initiatives	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$0.00	
Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
5	5.2	5.2.1 High Risk Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,080,836.00	
5	5.3	5.2.2 MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$329,265.00	
5	5.4	5.2.3 Site Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$96,944,291.00	\$97,726,035.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Base Services	No	\$886,457.00	\$886,457.00
1	1.2	1.2 Increase and/or Improved Supplemental Services	Yes	\$7,793,448.00	\$7,972,268.00
1	1.3	1.3 Targeted Supplemental Services	No	\$514,000.00	\$572,008.00
2	2.1	Base Services	No	\$67,459,114.00	\$67,459,114.00
2	2.2	2.2 Increased and/improved Supplemental Services	Yes	\$5,029,683.00	\$5,943,777.00
2	2.3	Targeted Supplemental Services	No	\$795,833.00	\$1,224,132.00
3	3.1	3.1 Base Services	No	\$0.00	\$0.00

3	3.2	3.2 Increased and/or Improved Supplemental services	Yes	\$10,835,316.00	\$9,577,935.00
3	3.3	3.3 Targeted Supplemental Sevices	No	\$191,166.00	\$197,488.00
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	4.1 Base Services	No	\$5,000.00	\$5,000.00
4	4.2	4.2 Increased and /or Improved Supplemental Services	Yes	\$697,569.00	\$715,597.00
4	4.3	4.3 Targeted Supplemental Services	No	\$51,746.00	\$49,683.00
5	5.1	5.1 Base Services	No	\$0.00	\$0.00
5	5.2	5.2 Increased and/or improved Supplemental Services	Yes	\$2,524,931.00	\$2,951,118.00
5	5.3	5.3 Targeted Supplemental Services	No	\$160,028.00	\$171,458.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$27,129,752.00	\$26,880,947.00	\$27,160,695.00	(\$279,748.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	1.2 Increase and/or Improved Supplemental Services	Yes	\$7,793,448.00	\$7,972,268.00		
2	2.2	2.2 Increased and/improved Supplemental Services	Yes	\$5,029,683.00	\$5,943,777.00		
3	3.2	3.2 Increased and/or Improved Supplemental services	Yes	\$10,835,316.00	\$9,577,935.00		
4	4.2	4.2 Increased and /or Improved Supplemental Services	Yes	\$697,569.00	\$715,597.00		
5	5.2	5.2 Increased and/or improved Supplemental Services	Yes	\$2,524,931.00	\$2,951,118.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$81,274,253	\$27,129,752.00	0.000%	33.380%	\$27,160,695.00	0.000%	33.419%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows: Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidencebased services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.*

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
- These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and LowIncome Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

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- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

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Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-

down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

