LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escondido Union High School District
CDS Code: 37681060000000
School Year: 2023-24
LEA contact information:
Dr. Martin Casas
Assistant Superintendent
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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).
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 $138,499,459, of which $109,276,657 is Local Control Funding Formula (LCFF), $11,226,255 is other state funds, $7,491,460 is local funds, and $10,505,087 is federal funds. Of the $109,276,657 in LCFF Funds, $26,880,947 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

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

The text description of the above chart is as follows: Escondido Union High School District plans to spend $133,992,252 for the 2023-24 school year. Of that amount, $96,944,291 is tied to actions/services in the LCAP and $37,047,961 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 2023-24 School Year

In 2023-24, Escondido Union High School District is projecting it will receive $26,880,947 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 $26,880,947 towards meeting this requirement, as described in the LCAP.
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 2022-23, Escondido Union High School District's LCAP budgeted $23,235,000 for planned actions to increase or improve services for high needs students. Escondido Union High School District actually spent $26,655,487 for actions to increase or improve services for high needs students in 2022-23.
Local Control and Accountability Plan

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

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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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| Escondido Union High School District | Dr. Martin Casas  
Assistant Superintendent | mcasas@euhsd.org  
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Plan Summary [2023-24]

General Information

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

Located approximately 30 miles northeast of San Diego and 18 miles inland, Escondido is home to over 150,660 residents. With strong agricultural roots, this vibrant and diverse community’s economic base is made up of successful small businesses, many of which are family-owned. Escondido offers the blend of a thriving urban environment coupled with gentle rolling hills and an abundance of avocado and citrus groves.

For nearly 130 years, Escondido Union High School District (EUHSD) has inspired, guided, and supported students as they establish and reach personal goals. Whether in the classroom, library, Learning Center, or on the field, each student is provided the opportunity to develop knowledge and skills to prepare for a successful future. On every campus, including Escondido, Orange Glen, San Pasqual, Valley, or Del Lago Academy, unique learning environments exist in which students can truly thrive. With nationally recognized Advanced Placement courses, College and Career Technical Education pathways, Independent Study, after school enrichment, career exploration, Science, Technology, Engineering and Math (STEM) and more, opportunities are abundant.

Proudly embracing the responsibility of public education for every child, EUHSD’s current enrollment exceeds 6,880 students. The unduplicated student population is 82% of the district’s enrollment. Nearly 81% of students are eligible for the Free and Reduced Lunch Program, 23.4% are English Language Learners and 0.3% are Foster Youth. Additionally, student demographic data show the student population is 78.2% Hispanic/Latino, 14.2% White, 2.7% Asian, 1.8% Black/African American, and 1.8% Filipino. Special Education students represent 15.9% of the total student population. All EUHSD campuses are committed to supporting students as they build necessary critical thinking and problem-solving skills. EUHSD is dedicated to ensuring upon graduation, all students are prepared for college, career, and life.

An integral part of the District, Escondido Adult School has served the community for more than 40 years. Here, students may complete a high school diploma, learn a new skill or trade, as well as develop hidden talents and passions. Each year, over 5000 students participate in a wide array of academic, vocational and enrichment opportunities to strengthen student’s role as members of the local and global community.

In partnership with parents, community members and businesses, the Escondido Union High School District looks forward to preparing future generations for academic, personal, and social success.
Reflections: Successes

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

EUHSD (Escondido Union High School District), reviewed student performance data on state indicators, local performance indicators included in the Dashboard, progress made toward LCAP goals, local self-assessment tools, as well as input received from educational partners to identify overall progress made, specific areas of success as well as identify plans for continued growth and development.

State Indicators

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and safe, clean, and functional school facilities.

EUHSD met this standard, 100% of teachers are appropriately assigned and 100% of students have access to a copy of instructional materials. With the implementation of any new curriculum, the district receives feedback from all educational partners and ensures that each student has the necessary materials to appropriately access the curriculum. Moving forward EUHSD will continue to ensure that all students have access to instructional materials via internal audits, checks, and balances.

In the post-pandemic era, EUHSD continues to support safe, clean and functional school facilities on all campuses and at all district buildings in accordance with CDPH guidelines. All campuses were reported as "Good" in the FIT report as well as within the School Accountability Report Card.

Priority 2: Implementation of State Academic Standards.

EUHSD met this standard. The district continues to prioritize PLC teams, site level Content TOSA's, and district level Content Specialists to engage in ongoing professional learning. This year the district implemented the Arc of Learning which includes Social Emotional Learning (SEL), Improvement Science (in PLCs), Design Thinking/Equity Protocol, and Deeper Learning via Studio Cycles. EUHSD has prioritized the professional learning necessary for successfully improving instructional practice. Highly qualified Content Specialists are employed in critical academic areas (Math, English Language Development, Humanities, and Science). Significant funding and human resources are dedicated toward the implementation of the Arc of Learning appropriate for all classified, certificated, and management staff.

Priority 3: Parental Involvement and Family Engagement

EUHSD continues to work on creating effective and authentic connections with Educational Partners. At the site level, school administrators continue to build relationships among school, staff, and families by inviting their Educational Partners to engage in decision making opportunities. Site leaders continue to communicate with families via Blackboard messages and emails, newsletters, Back to School Night,
and Coffee with the Principal events. Parents receive invitations to participate in Title I parent meetings, LCAP Meetings, School Site Council, and ELAC.

Each school utilizes their Bilingual Parent Liaisons (BPL) to strengthen the relationships between home and school. This year the BPLs created several opportunities for parents to learn and understand how to best support students socially, emotionally, and academically, as well as providing parents with resources on mental health services, Financial Aid support, food pantries, and teen driving.

At the district level, all meetings continue to be held in person, which allows for increased collaboration and meaningful conversations around district data. Four LCAP Educational Partners Advisory Committee meetings were held this year. At each meeting the district’s Educational Partners were engaged in co-constructing/co-designing updates to the LCAP and the district’s Parent and Family Engagement Policy. The feedback received has been incredibly positive and useful. Parents shared that they felt seen, heard, and valued. EUHSD continues to structure their LCAP Educational Partners Advisory Committee to include parents, students, teachers, classified staff, site and district administrators, and members of the DELAC. Special Education Parent Advisory Committee (SEPAC) members are also invited to join (and have attended) the LCAP Educational Partners Advisory Committee to ensure full representation of families of underrepresented and unduplicated students as well as families of individuals with exceptional needs.

Summary of LCAP Educational Partners Advisory Meetings (Date and Content):

November 10, 2022, LCAP/LCFF Overview, review of Goals, Actions, and Services, and a review of the LCAP survey questions.

March 2, 2023- Review of the district LCAP Metrics and Dashboard. Review of the district Title I Parent and Family Engagement Policy.

March 23, 2023- Review of LCAP survey results

April 27, 2023- Review of the recommended GAS (Goals-Actions-Services) for 2023-2024 LCAP

Priority 5: School Climate

EUHSD met this standard. There have been increased challenges for students as they continue to adjust to being back on campus full time. Students who may be facing challenges such as academic progress, social anxiety, and emotional well-being can take advantage of the range of services EUHSD offers on each of its campuses. Counselors, Social Workers, Social Worker Interns, and trained Mental Health Clinicians are available at the Counseling Office or Student Wellness Centers on each campus. When needed, outside counseling agencies may also access students through the Student Wellness Centers. These efforts serve to provide immediate help and resources to students as we work to remove barriers to student achievement and success. Additionally, EUHSD has sent select staff members to the National School Climate Conference for the past two years to get the latest information on supporting students post pandemic.
Student responses on the California Healthy Kids Survey (CHKS) that is given annually to 9th and 11th grade students indicate that our comprehensive approach to student wellness is being well received. There has been a steady decline in negative/harmful attitudes and behaviors as indicated on the survey results for the past two years. The number of students indicating sadness and emotional stress are far below the state average.

The CHKS indicates that, in general, students are still struggling to return to pre-pandemic levels of school connectedness, academic motivation, attendance, and meaningful participation. However, there has been a return to pre-pandemic levels of students feeling safe from being victimized, from mean rumors, or physical altercations while on campus.

EUHSD will continue its efforts to respond to student needs and improve the school climate at each school location.

Priority 7: Access to a Broad Course of Study

EUHSD met this standard. All EUHSD high schools offer a broad course of study with courses that meet A-G eligibility as well as fulfill graduation requirements. Students with disabilities, English Learners, and students receiving Tier 2 and 3 interventions have access to a variety of educational and academic options to support learning in order to graduate college and career ready. Our system of MTSS includes extended periods for additional academic support and extended learning opportunities after school and during the summer. A review of the data has illustrated that most students are enrolled in a broad course of study highlighted by improvements in A-G completion rates: 41% in 2020-21 to 45.4% in 2021-22.

To address the needs of all students, the district has expanded its programming to reflect a full continuum of service options for students. Specialized Academic Instruction is available at all comprehensive school sites, as a support/intervention for students with disabilities who need additional accommodations outside of the General Education setting. Programs supporting students with extensive learning disabilities are enrolled at specific sites (by specialization). A Co-teaching model is available at all comprehensive high school settings to accommodate students with special needs who need additional support to access A-G courses. The master schedule at each school site reflects the inclusion of students with special needs in mainstream courses.

Although all students at EUHSD have access to a broad course of study, student needs have shifted since COVID 19. Implications of school and work closures during COVID 19 have continued to impact students academically, socially, and emotionally. Increases in course failures during school closure have impacted general scheduling for students who need to repeat courses. Therefore, course sections in non-graduation tracked courses or more rigorous course of study have declined in some areas; however, the district continues to offer additional opportunities for students to recover the necessary credits. The district also continues to engage in A-G Graduation audits to ensure barriers that may potentially prevent access to a broad course of study are removed. Barriers continue to be related to identifying the best use and implementation of limited resources (staff, support staff, time, funding, etc.).

All three comprehensive high schools are participating in their last year of the CARPE network, which is a grant that concentrates on supporting high school students, specifically first-generation students of color, in transitioning to college. The network is grounded in Improvement Science and Continuous Improvement and focuses on: FAFSA completion, Cal Grant, finding the college that fits, avoiding
summer melt, and creating a sense of belonging. EUHSD will also maintain existing pathways for dual enrollment, concurrent enrollment, and middle college in partnership with Palomar College. In addition, school sites are receiving additional class sections to reduce class size, specifically to provide targeted support/interventions for unduplicated students.

CA Dashboard:

Graduation Rate

The California Dashboard utilizes a 5-year graduation rate to determine performance. EUHSD, in the 2021-2022 school year, was identified as having a “medium” performance on the California Dashboard. The ethnic breakdown by performance level for students who graduated in the 2021-2022 school year are as follows: The student group identified as “very low” are Foster Youth with 62.5% graduating from high school within 5 years. The groups identified as “low” are African Americans/Black with 78.1%, English Learners with 68.5%, Homeless with 72.4%, and Students with Disabilities with 76.8% graduating from high school within 5 years. Students performing at “medium” include Latinx/Hispanic with 84.6% and Socioeconomically Disadvantaged with 84.8% graduating from high school within 5 years. The student groups categorized as “high” performance levels include Filipinos with 91.7% and White with 92.1% graduating within 5 years. The student group with a “very high” performance rating is Asian with 97.6% graduating from high school within 5 years. Like most districts, the previous two years included several academic challenges for students with campus closures, online learning, and transitioning back to on campus classes, resulting in a serious decline in student performance. As a district EUHSD put more focus and resources on credit recovery for meeting graduation requirements (when compared to previous years) while continuing to prioritize A-G completion. EUHSD is pleased with the progress made in ensuring students had access and are successful in the courses they needed to earn their high school diploma. This year, EUHSD continued to provide additional opportunities for students to recover credits; however, the district has been successful in rebuilding and supporting students in meeting their A-G requirements as well.

Suspension Rate

Students who are suspended at least one day in the previous school year are counted on the California dashboard suspension rate. In 2021-22 students were transitioning from online learning, due to the COVID pandemic and campus closures, to on campus learning. This transition proved challenging for several students as they struggled in acclimating to school. As result student behaviors lead to an increase in off campus suspensions, which increased the suspension rates in the Ca Dashboard. EUHSD’s suspension rates also increased from the previous year (2020-2021) because students were not on campus and learning virtually, which resulted in minimal behavioral incidents leading to suspensions and reducing our suspension rates dramatically.

In the 2021-22 California Dashboard EUHSD’s suspension rate was identified as “medium”. The ethnic breakdown by performance level for students who were suspended at least one day are as follows: Students identified as “very low” include Asian and Filipino with 0% of Filipinos and 0.5% of Asian students suspended at least one day. White students are identified as “low” with 3.1% suspended at least one day. Latinx/Hispanic, Socioeconomically Disadvantaged students, and students who identify with two or more races are identified as “medium” with 4.7% of Latinx/Hispanic students, 4.3% of students who identify with two or more races and 4.9% of students who are Socioeconomically Disadvantaged suspended at least one day. The ethnic groups identified as “high” include Black/African American with
8.8%, English Learners with 6.5%, Homeless with 7.4%, and students with Disabilities with 8.3% suspended at least one day. The demographic group identified as “very high” is Foster Youth with 25.6% suspended at least one day. The district continues to invest in social emotional support via Wellness Centers, additional social work interns, and restorative practices to support students that continue to struggle.

LCAP goals

EUHSD saw progress made on many of the LCAP goals as measured by the metrics reflected in the LCAP. Similar to most districts in 2020-2021 EUHSD saw a significant drop in student performance due to school closures and at home learning. This year EUHSD saw improvement in many academic areas. The areas where the district declined are partially due to the academic impact COVID 19 and at-home learning had on our students the year prior. As students returned to on-campus instruction in 2021-2022 the district continued to support A-G completion with a heightened focus on graduation completion. This was a necessary reaction to address the academic needs of students to ensure they met the requirements to earn their high school diploma. However, this shift also impacted student participation and progress in CTE, elective and Advanced Placement courses. The district’s progress in meeting LCAP goals is as follows:

Goal 1: 9th Graders Passing ELA (English Language Arts) and Math College/Career Ready Courses

The district’s pass rate in English Language Arts increased from 68.2% in 2020-2021 to 75.7% in 2021-2022. The pass rate for Math increased from 61.1% in 2020-2021 to 71.8% in 2021-2022.

Goal 1: AP Exam Pass Rate and AP Enrollment; Career Technical Education Enrollment and Completion

The district saw a 7.1% increase in AP exam pass rate; however, there was a decrease of 2.5% in AP course enrollment. CTE course enrollments increased by 0.3%, which was an improvement; however, the increase did not meet the district goal of a 1% increase. CTE capstone completion rates also decreased by 3.6%. However, in 2021-2022 students were returning to on-campus learning from a year of virtual learning due to the COVID 19 pandemic and campus closures. Students struggled with virtual learning and the district saw a drastic increase in students failing core courses. Therefore, upon their return to on-campus learning many students were placed in credit recovery courses which limited their ability to participate in AP and CTE courses respectively.

Goal 1: State Seal of Biliteracy and A-G Completion

There was a decrease of 5.2% of students qualifying for the State Seal of Biliteracy. However, UC and CSU A-G Completion rates increased by 1.5%. The State Seal of Biliteracy has several criteria that need to be met to qualify including passing an advanced assessment and successfully passing (meeting, or exceeding standards) the ELA CAASPP. In 2020-2021, due to the COVID 19 pandemic and campus closures, students were learning virtually. All state tests were issued; however, students were expected to take all state tests on campus. This was challenging for several students and became a barrier for students to meet the state testing criteria necessary for earning the Seal of Biliteracy.

Goal 3: 4-year Adjusted Cohort Graduation Rate and Adjusted Cohort Dropout Rate and Chronic Absenteeism Rate
In 2021-22 EUHSD’s graduation rate (4-year adjusted cohort) increased by 0.2%. The dropout rate increased by 1.2%. The district MTSS taskforce continues to support sites in providing additional interventions to the most at-promise students. This task force continues to conduct home visits and work with families who need additional resources and support.

Goal 5: Suspension and Expulsions

The district’s student suspension rate increased by 4.3% and the expulsion rate increased by 0.08%. In 2021-22 students were transitioning from online learning, due to the COVID pandemic and campus closures, to on campus learning. This transition proved challenging for several students as they struggled in acclimating to school. As result student misconduct led to off campus suspensions, which increased the district’s suspension rates. EUHSD’s suspension rate also increased from the previous year 2020-2021 because students were not on campus in 2020-2021 and learning virtually, which resulted in minimal behavioral incidents leading to suspensions, thus reducing our suspension rates dramatically.

Overall, the progress students have made since last year is a positive improvement. The gains can be attributed to students being more acclimated to being on campus for face-to-face instruction. The data show that students perform more positively when they are in class, in person, and engaging with their teachers and peers.

Educational Partners Feedback

The feedback received from Educational Partners includes the results from the LCAP Survey

Goal 1: Academic Achievement

Educational Partners shared priorities for ensuring students graduate ready for college, career, and life by providing students with curriculum that promotes relevant and rigorous learning opportunities, preparing students for college and career pathways and setting high expectations for academics and behavior. EUHSD continues to focus on ensuring all students are enrolled in a pathway toward graduation, have access to A-G courses, and CTE pathways. Moving forward, the district will continue to focus on professional learning and developing additional CTE pathways as expansions that would be most beneficial for students.

Goal 2: Effective Instruction and Leadership

Educational Partners emphasized the importance of recruiting and retaining high quality teachers and staff, supporting teachers to plan instruction which meets the needs of students, and developing leaders to support teacher and staff development. The district plans to continue efforts to create partnerships with teacher credential programs to enhance high quality candidate recruitment. EUHSD has prioritized professional learning along with the instructional material training necessary for successfully improving instructional practice. Content Specialists continue to support sites, teachers, and teacher teams in critical academic areas (Math, English Language Arts including
English Language Development, and Science). Significant funding and resources are focused on the implementation of the district’s Arc of Learning, which is grounded in equity and design thinking, SEL, improvement science, and deeper learning. Additional funding for staffing has also been added to support a reduction in class size in targeted areas.

Goal 3: Support to students

Educational Partners agreed that in order to ensure that students have equitable and accessible support emphasizing academics, career, and personal development, a focus on counselor availability is necessary. Students need to be able to discuss academic topics, guidance topics, or post-secondary options as needed. Additional academic support is necessary when students are struggling, it is also vital to have trained professionals available to talk to students about social emotional issues, such as Social Workers, Psychologists, and other mental health professionals. This school year, all three comprehensive high schools are in their final year of the CARPE network, which is a part of a college access grant. The CARPE work engages school teams in ongoing cycles of improvement focused on FAFSA completion, college access, DACA, Cal Grant, and identifying the most appropriate post-secondary option for each individual student. Being a part of this network helps sites create more effective and efficient systems to support students as they transition out of high school and into higher education. EUHSD continues to support the Wellness Centers located at each comprehensive high school. Students can access the wellness center throughout the school day and speak to a trained professional about social emotional concerns. All district schools will continue to work on creating additional interventions and support for students who continue to struggle academically.

Goal 4: Engaged Parents

Based on feedback from our Educational Partners, parents appreciate the effort made by the district and school sites to keep parents informed about student’s behavior and academic progress. Parents also shared that they were pleased with the school counselor’s availability to talk to parents when there is a need. Parents also shared that they felt welcomed and were encouraged to be involved in the school.

EUHSD values Educational Partner feedback and continues to make parent engagement a priority. Each school has a bilingual parent liaison available to support families as they navigate the school system. Additionally, we have added a district level parent liaison to focus on student attendance and family support district wide. The district continues to fund communication systems including but not limited to Blackboard and Remind.

Goal 5: Safe and Respectful Environments

EUHSD is dedicated to fostering respectful, collaborative, safe and secure environments that support teaching and learning. Educational partners shared that they believe EUHSD schools have clear and consistent expectations for student behavior on campus and schools are welcoming and inclusive. Furthermore, they appreciated that EUHSD schools, teachers and staff respect students.
Overall, Educational Partners were most pleased with the academic support the district provides for students, the quality of instruction students receives, and the overall safety of campuses. The district will continue to engage in listening sessions with educational partners to ensure optimal ongoing feedback and collaboration.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2020-21 there was a pause in the reporting of most state indicators on the CA Dashboard. Therefore, EUHSD identified areas of need and improvement through a review of “additional reports and data” that was available in Dashboard and local data. Though in 2021-22 the state returned to reporting most of the state indicators on the Ca Dashboard yet, there is no “comparable data” on the Dashboard from 2020-21 to 2021-22. However, EUHSD will continue to use the data published in the Ca Dashboard and local data to identify areas of need.

Goal 1: AP Exam pass rate and AP enrollment

In 2021, the Ca Dashboard “additional reports” identified the number of students (in the 4-year graduation cohort) who passed at least 2 Advanced Placement exams with a score of 3 or higher. EUHSD reports the percentage of students who passed an AP exam and the percentage of students who are enrolled in an Advanced placement class. In 2022 there was a 7.1% increase in students passing an AP exam and a decrease of 2.5% of students enrolling in an Advanced Placement course.

Goal 1: Career Technical Education enrollment and Completion

In 2021, the Ca Dashboard “additional reports” identified the number of students in the combined graduation rate who completed at least one CTE Pathway with a grade of C or better. EUHSD identifies the percentage of students enrolling in a CTE course and the percentage of students who complete a CTE Capstone course. In 2021-2022 CTE enrollment decreased by 0.3% and capstone completion rates decreased by 3.6%. During the 2020-21 school year there was a decline in academic performance while students were learning from home. This resulted in an increase in the number of students needing to repeat courses required for graduation. This shift caused several elective and non-core programs to be negatively impacted.

Goal 1: A-G Completion

In 2021 the Ca Dashboard “additional reports” identified the number of students in the combined graduation rate who met the UC or CSU A-G criteria with a C or better and completed at least one CTE pathway with a grade of C or better in the capstone course. EUHSD historically
measures the percentage of students who complete their A-G requirements by the end of their senior year. 2021-2022, EUHSD’s A-G completion rate increased by 1.5%; however, the goal of increasing completion rates by 2% was not met.

EUHSD local data and progress monitoring data show the following:

Like most districts, students struggled to adjust to in person learning. Health conditions and mandatory quarantine made consistency in classrooms extremely challenging in the 2021-22 school year. However, EUHSD students did experience more academic success than the year prior, there are still areas that need additional attention and support. The following provides a closer look at student achievement by student group.

Goal 1: 9th Graders Passing ELA and Math College/Career Ready Courses

EUHSD’s 9th grade students increased in both areas. The number of students with grades of C or better increase by 6.9% in ELA and 10.7% in Math. EUHSD has not yet met pre-pandemic results; however, progress is being made in both areas. The student groups who continue to struggle in passing ELA include ELL (English Language Learners) with 45.7% of students not passing ELA; Special Education student with 40.8%; Foster Youth with 50.0%; and Homeless students with 36.4% of 9th grade students not passing ELA. In Math the student groups that continue to struggle include Black/African American with 36.1%; ELL with 45.2%, Special Education with 39.5%; Foster Youth with 41.7%; and Homeless students with 40.7% not passing Math in their freshman year.

Goal 1: AP Exam Pass Rate and AP Enrollment; Career Technical Education Enrollment and Completion

There was a 7.1% increase in AP pass rate, however, there was a decrease in AP course enrollment of 2.5%. The district experienced a decrease of 0.3% in CTE enrollment and a 3.6% decrease in CTE completion rates. A closer look at student groups shows there was no significant decline in completion rates for any specific group.

Goal 1: State Seal of Biliteracy and A-G Completion

In 2021-22 12.8% of EUHSD students met the requirements for the Seal of Biliteracy. This is a decrease of 5.2%. 45.4% of students met the UC/CSU A-G requirements, which is a 1.5% decrease from the prior year. The student groups that are least represented in the seal of biliteracy include Black/African American with 0.0%; white with 4.0%; ELL with 0.7%; Special Education with 0.7%; and Foster Youth with 0.0% of students qualifying for the Seal of Biliteracy. The student groups least represented in the UC/CSU A-G completion rate include ELL with 17.0%; Special Education with 13.4%; Foster Youth with 16.7%; and homeless students with 22.6% meeting UC/CSU A-G requirements.

Goal 3: 4-year Adjusted Cohort Graduation Rate and Adjusted Cohort Dropout Rate and Chronic Absenteeism Rate
In 2021-22 EUHSD experienced a slight increase of 0.2% in graduation rates and an increase of 1.2% in Dropout Rate. The student group with the lowest graduation rates include Black/African American with 75.9%, ELL with 66.3%; Special Education with 76.5%; Foster Youth with 64.3%; and homeless students with 70.6% graduation rate. The student groups with the highest dropout rates include Black/African American with 13.8%; ELL with 19.2%; Foster Youth with 28.6%; and Homeless students with 23.5% dropping out of school.

Goal 5: Suspension and Expulsions

The district's suspension rate increased by 4.3% and the expulsion rate increased by 0.1%. These increases can be partially attributed to students’ return to on campus learning and readjusting to school. The student groups with the highest suspension rates include Foster youth with 25.0%, Black students with 8.7%, SWD with 8.4%, and homeless students with 7.4%.

Next steps in Academics and Instructional support

EUHSD has taken proactive steps to address the identified needs. The district continues to allocate additional sections for credit recovery and provide before, after, and during school tutoring and academic support. The district is in their first full year of utilizing a student diagnostic system (Renaissance) to gauge student progress and assist in the identification of students needing additional support and interventions. With the increase in supplemental LCAP dollars each site was allocated additional sections to reduce class size, specifically in classes with targeted clusters of Emerging Multilinguals (EML). These class sizes were reduced to provide additional targeted and timely feedback to EML students to improve language acquisition and literacy skills.

The Educational Services department is in its first full year of implementing the Arc of Learning professional development plan to support educators in Social Emotional Learning (SEL), Improvement Science, Design Thinking/Equity Protocol, and Deeper Learning. The professional learning plan includes working closely with site administrators, site teacher leaders, and instructional coaches in co-constructing studio cycles and professional learning based on the arc of learning.

Next steps in Mental Health

Wellness Centers will continue to support students at every comprehensive high school, which allows students to check in with a mental health professional, at school, whenever necessary. Additional Social Workers and Social Work Interns will continue to support the social/emotional needs of students and provide students with targeted (tier 2) and intensive (tier 3) support on all campuses. In partnership with the National Conflict Resolution Center, the implementation of Restorative Practices across the district, included the development of a district wide implementation plan, school level plans, training for all Educational Partners and was expanded to administrator coaching in the implementation of RP (Restorative Practices) at each school site.

Next steps in School Safety
EUHSD’s MTSS team continues to support sites in implementing intentional and targeted tiers of intervention and support. The MTSS team supports school sites in conducting home visits for students who continue to struggle with attendance. EUHSD continues to partner with Escondido Police department and SRO (School Resource Officer) to support student safety on and off campus. Campus supervisors increased hours district wide to ensure enhanced safety and supervision of students before, during, and after school. Additional safety measures include the addition of services through Raptor Technologies. Raptor is a service that allows school sites to screen and track all school visitors against sex offenders and custom databases. It synchronizes with the SIS (Student Information System) to ensure students are released to approved parents and guardians as well as immediately alerting administrative and security personnel if a visitor is identified as a risk. This year the district added additional Emergency Management software that allows school sites to prepare, respond, and recover from emergency situations. The system allows district and site leadership to know where students, staff, and visitors are during emergencies, reunite students with parents and guardians. The system integrates directly with 911 and provides data to first responders. Further, it complies with state mandates such as Alyssa’s law which requires public schools to have silent panic alert systems linked directly to first responders and law enforcement agencies.

LCAP Highlights

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

EUHSD continues to pursue quality student learning outcomes which prepare students for college, career, and life. Through a series of meetings with Educational Partners, the District’s LCAP continues to focus actions and services on the following five goals, over the next three years. The following are specifically addressed in the 2020-23 LCAP:

- Goal 1 – Academic Achievement: Escondido Union High School District will ensure equitable practices for all students to improve academic achievement by holding high expectations and so that every student graduates college and career ready.

  1.1.1 Standards-aligned courses
  1.1.2 Appropriate use of technology
  1.1.4 Instructional materials
  1.1.5 Other materials, supplies and resources
  1.2.1 Appropriate use of technology
  1.2.2 Support for English Learners
  1.2.3 Data Analysis
  1.2.4 Career and Technical Education: CTE Pathways/Curriculum Alignment
  1.2.5 Actions and services to support academic achievement using site initiative funds (0022003)
  1.2.6 Decrease class size in targeted areas
  1.3.1 Bilingual instructional aides for ELD
1.3.2 Support classes for ELD
1.3.3 Evidence-based instructional support for 9th grade ELA and math
1.3.4 Data analysis, PLC Lead timesheets

- Goal 2 – Effective Instruction and Leadership: EUHSD will provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Additionally, leadership capacity will be developed in order to advance and ensure successful implementation of district goals and initiatives.

2.1.1 High quality staff
2.1.2 Professional learning to support Goals 1-5
2.2.1 Recruit and retain high quality teachers
2.2.2 PLC time
2.2.3 Content specialists and instructional coaches and coaching PL (Professional Learning)
2.2.4 District and site leadership capacity for instructional leadership
2.2.5 Professional Learning (supporting Goals 1-5)
2.2.6 Actions and services to support effective instruction and leadership using site initiative funds (0022003)
2.3.1 Clearing credentials and adding authorizations; industry certs and externships; RISE
2.3.2 District and site leadership capacity for PLC
2.3.3 Science content specialist and instructional coaches
2.3.4 Professional learning; Curriculum Development Timecards; AVID SI

- Goal 3 - Support to Students: EUHSD will be responsible for systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate college and career ready.

3.1.1 Included in 1.1.5 and 2.1.1
3.2.1 Additional support for academic programs
3.2.2 Recover and accelerate credits
3.2.3 Academic and social emotional needs of students
3.2.4 College and career readiness counseling services and techs: AP Testing for Students
3.2.5 AVID
3.2.6 Systemic interventions: Student Advisory support
3.2.7 Absenteeism support
3.2.8 Monitoring and support for EL/RFEP students
3.2.9 College and career explorations
3.2.10 Actions and services to support students using site initiative funds (0022003)
3.3.1 College and career explorations
3.3.2 Support for ELs
3.3.3 Opportunities to accelerate and recover credits
3.3.4 Peer tutors and Saturday Scholars
3.3.5 Intervention support for academies
3.3.6 Support services for homeless and foster youth

- Goal 4 – Engaged Parents: EUHSD will continue to promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

4.1.1 LCAP Advisory
4.2.1 Family engagement plans: Site Bilingual Parent Liaisons; District Parent Liaison
4.2.2 Increase parent communication
4.2.3 Actions and services to support parent engagement using site initiative funds (0022003)
4.3.1 Resources and support for parent involvement and education

- Goal 5 – Safe and Respectful Environments: EUHSD will cultivate respectful, collaborative, safe and secure environments that support teaching and learning.

5.1.1 Included in 1.1.5 and 2.1.1
5.2.1 Evidence based programs targeted at high-risk students: SOS, PAD, Youth Advisory Council, 9th grade intervention program
5.2.2 Resources, programs and services support climate and culture
5.2.3 Actions and services to support safe and secure environments using site initiative funds (0022003)
5.3.1 Implement plan for PBIS (Positive Behavior and Interventions and Supports) (Positive Behavior and Interventions and Supports) and Restorative Practices

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 Continuation High School (VHS)

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

Comprehensive Support and Improvement (CSI) is a part of ESSA (Every Student Succeeds Act) targeting identified schools for additional support to improve student outcomes, specifically supporting school administrators’ capacity to increase the graduation rate and implement early interventions. In EUHSD, Valley Continuation High School qualifies for CSI based on graduation rates.
The resources provided through CSI will support developing teacher leadership capacity and teacher collaboration to improve teaching and learning through data inquiry cycles. Resources targeted toward a comprehensive online dashboard that will provide real-time student achievement data will help VHS make timely and targeted early interventions.

Needs Assessment:

District staff supported VHS in developing the 2022-23 School Plan for Student Achievement (SPSA) through district SPSA workshops, Principal SPSA development meetings, digital tools/resources, and specific needs assessment tools. Needs assessment tools included comprehensive data slide decks around CA dashboard indicators, grade data, and all Local Control and Accountability Plan (LCAP) metrics specific to the school. Site-specific student forum and LCAP survey results/analytics reflecting SPSA and LCAP Goals were provided to the school. Site leaders conducted their own local needs assessment specific to site-identified issues (i.e., attendance, tardiness, etc.). Additionally, CSI root cause analysis and school action plan meetings occurred with school administrators on July 24, 2022, to support SPSA development for 2022-23. Site specific LCAP metrics were shared with the site on February 4th. The site shared its LCAP metrics with its educational partners on February 13th, with staff on February 27th, and on Feb. 7th with the School Site Council.

State Indicators:
Moving forward, the needs assessment components and further root cause analysis of multiple measures, including academic performance and well-being of student groups, will guide school staff to create a strategic focus for improving student equity, learning and performance. The 21 -22 achievement data on the California dashboard, was reviewed, and analyzed. Site leadership, along with district personnel, analyzed suspension rates, EL progress, graduation rate, ELA, and Math. The 2022-23 SPSA integrated the improvement plans and aligns with the district’s arc of learning. This plan delineates coherent strategies that connect student success indicators with high yield instructional supports and evidence of student learning to focus the collaborative work of teachers, counselors, site administrators and district staff for improving student learning outcomes and graduation rates. The graduation rate of VHS students continues to not meet the targeted rate of 86.8% for California. Therefore, it was determined that schoolwide systems needed to be addressed to enable students to track their progress towards meeting graduation requirements. As such, in 2020-21 VHS moved to a quarterly tracking system. Teachers input grades into the Student Information System (SIS) and staff worked with individual students to address their progress and self-monitoring. As well, teachers participated in inquiry cycles to address lesson plan design, rigor, and assessment of learning.

Evidence-Based Interventions:

The interventions were determined after conducting a Root Cause Analysis to identify patterns around attendance, behavior/discipline, student identification and intake protocols, deficit perceptions of school, inconsistent collective efficacy in Professional Learning Communities (PLC), and low student engagement. The school leadership team identified evidence-based interventions and strategies that were relevant to the school context. As students returned to in person instruction, VHS staff and students had to reset, re-evaluate, and adapt to a new learning environment. The VHS and District office team determined that many root causes were still persistent (tardiness, attendance, student engagement) and they continued to address through PLC Collaboration, Professional Learning via Teacher studios (held quarterly
with district Content Specialist support), MTSS/Restorative practices (ongoing support provided via the district MTSS team), Responsibility Training Program (RTP), and other culture building strategies.

Resource Inequalities:

District personnel, including district level Content Specialists, will continue to support VHS's school wide interventions which were determined after the Root Cause Analysis identified persistent patterns connected attendance, behavior/discipline, student identification & intake protocols, deficit perceptions of school, inconsistent collective efficacy in Professional Learning Communities (PLC) teams and low student engagement. VHS will continue to focus on PLCs specifically the instructional focus of active engagement through rigorous and relevant tasks with the inclusion of the district’s arc of learning focus (Deeper Learning, Design Thinking, SEL, Improvement Science, Equity Protocol). CSI funds will support professional learning and collaboration for classified and certificated staff, a release period for an intervention TOSA to help inform PLC and grade level teams, restorative practices, supplemental materials to support the district and site instructional focus, and additional instructional support in and out of the classrooms including tutors and tutoring.

**Monitoring and Evaluating Effectiveness**

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

EUHSD will monitor and evaluate the implementation and effectiveness of the CSI plan quarterly, to support student and school improvement through close examination of PLC protocols, ongoing Professional Learning, reviewing live online dashboard data including progress grades, credit completion, student discipline/attendance data, and measurable checks for understanding through school-wide systems. The site SPSA integrates the improvement plans and aligns with the district’s Arc of Learning. This plan delineates coherent strategies that connect student success indicators with high yield instructional support and evidence of student learning to focus the collaborative work of teachers, counselors, site administrators and district staff on improving student learning outcomes and graduation rates.

- District office staff will meet with Valley Leadership at least one time per quarter to discuss and review classroom walkthrough data, DOK levels, and student engagement. Together, plans for disseminating data and key information as well as identifying next steps will be determined.
- Annually, District staff will collect and analyze VHS student performance data including grades, attendance, and behavior.
- Annual site specific professional learning via the district Arc of Learning
- Quarterly check in with site content leaders and PLC teams
- Monthly MTSS meetings with AP over MTSS to evaluate efficacy of interventions
- 1 on 1 district support in developing the SPSA and CSI plan
- Annual district support in data collection and analysis for site level comprehensive needs assessment
- Annual, District supported and implemented, site level student forums are held to collect student voice and feedback on site and district initiatives.
Local Context and process for engaging Educational Partners:

Every year, participating parents of the English Learner Advisory Committee (ELAC) and School Site Council (SSC) are included in analyzing student data and reviewing progress made via LCAP and SPSA. This year parents were invited to participate in site level meetings as well as district meetings where all Educational Partners were given an opportunity to provide input and suggestions to the district LCAP. A separate student forum was held that included a variety of Associated Student Body (ASB) students and a random selection of unduplicated students. School Site-Council meetings are held on the third Wednesday of each month where Educational Partners are invited to attend and provide input and suggestions to the school plan for student achievement as well as the Parent and Family Engagement Policy/Parent Compact. During this meeting, the results of the needs assessments are presented and the plan to address the needs is approved along with any necessary amendments that need to be made during the school year. Parents are also invited to a Title I meeting each year to review fund allocation, discuss the expenditure plan for Title I funds, and review/receive feedback on the site level Parent and Family Engagement Policy/Parent Compact. All information provided during these meetings is shared at the district level.
Engaging Educational Partners

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

Escondido Union High School District provided for a collaborative process in engaging Educational Partners to assist in developing an impactful and meaningful Local Control Accountability Plan.

Educational Partners engaged in an explanation and discussion of LCFF (Local Control Funding Formula) Overview/LCAP development, provided feedback on LCAP survey items, analyze data/interim metrics and LCAP survey findings, discussed research-based best practices and participated in meaningful discussions surrounding the identified needs. Educational Partners priorities, in response to the data story and community feedback regarding the LCAP, were collected and considered to ensure all services are in proper alignment with district goals and based on identified needs and available funds. Two student board member representatives facilitated Student Forums at each school site with participants consisting of LCAP unduplicated student groups, students in Special Education, and student leaders across various extracurricular programs. Students responded to questions about individual educational experiences, engaged in open discussion, and provided important feedback that helped inform the district's decision-making in developing the LCAP.

Engaging Educational Partners is an ongoing priority for District leadership. To ensure diverse perspectives, feedback was solicited from students, parents, classified staff, certificated and management staff (including site principals, assistant principals, and district leadership). Meetings included reviewing the budget, survey results, student achievement data, parent and family engagement policy, and the results from student forums.

The LCAP Educational Partners Advisory Committee meetings are comprised of students, parents (including parents of unduplicated students and parents of SWD), classified staff, certificated staff, labor partners (classified and certificated), DELAC representatives, ELAC representatives, SELPA (Special Education Local Plan Area) representatives, and management staff (including site principals, assistant principals, and district leadership). Meetings with Educational Partners are as follows:

School-Level Parent Meetings in English and Spanish: Focus on LCAP
DLA - February 21, 2023
EHS - February 28, 2023
OGHS - February 28, 2023
SPHS - February 13, 2023
VHS – February 13, 2023

District goals and school specific metrics were provided to each school site (EHS, SPHS, OGHS, DLA, VHS). Site administrators facilitated the parent forums at each site with parent invitations going out to all parents, specifically parents/guardians/families of unduplicated students. Parents were given an opportunity to provide input and feedback pertaining to each school site's progress.

Student Forum Meetings
Student board members facilitated the student forums at each site with participants representing a wide range of student demographics (EL’s, Special Education, Foster Youth, Low income, student leaders). Students responded in groups to a variety of questions. Students were then given 10 “dots” to mark which responses had the most impact on individual experiences. Student representatives then volunteered to speak to the responses with the most dots and explain the rationale for consideration. Participants engaged in open, safe, and insightful discussions.

School Staff Meetings: Focus on LCAP
DLA - February 6, 2023
EHS - February 23, 2023
OGHS - February 24, 2023
SPHS - February 22, 2023
VHS - February 27, 2023

District goals and school specific metrics were provided to each school site (EHS, SPHS, OGHS, DLA, VHS). Site administrators facilitated staff forums where all staff members were invited to join. Staff were presented with the information and given an opportunity to provide input and feedback.

School Site Council Meetings with LCAP Focus
DLA - February 22, 2023
EHS - February 15, 2023
OGHS - February 23, 2023
SPHS - February 8, 2023
VHS - February 7, 2023

District goals and school specific metrics were provided to each school site (EHS, SPHS, OGHS, DLA, VHS). Site administrators facilitated the SSC (School Site Council) forums where all council members were invited to join. The SSC was presented with the information and given an opportunity to provide input and feedback.

English Learner Advisory Committee: LCAP Focus
DLA – March 6, 2023
EHS - February 16, 2023
OGHS - April 20, 2023
District goals and school specific metrics were provided to each school site (EHS, SPHS, OGHS, DLA, VHS). Site administrators facilitated ELAC forums where all members were invited to join. The ELAC was presented with the information and given an opportunity to provide input and feedback.

LCAP Educational Partners Advisory Committee
Four LCAP Educational Partners Advisory Committee meetings were held. There were 122 members invited to participate, as follows: The Super
Superintendents, 6 Directors, 1 Interpreter, 1 Ed Services Secretary, 1 Coordinator of Attendance Outreach, 2 ESTA representatives, 2
CSEA representatives, 4 DELAC representatives, 4 Bilingual Assessment Technicians, 6 Bilingual Parent Liaisons, 12 certificated staff, 8
classified staff, 53 parents (including parents of unduplicated students and parents of SWD), 5 principals, 4 assistant principals and 7
students.

The LCAP Educational Partners Advisory Committee met:
November 10, 2022 - Review LCAP process and present new LCAP and budget for 22-23 school year. Review LCAP Infographic. Review
LCAP draft survey and provide feedback.
March 2, 2023 - Review purposes and procedures of LCAP. Review LCAP metrics: A-G completion, AP, Grad rate, CTE, Grade data, and
SSB (State Seal of Biliteracy). Gallery walks to view and leave comments.
March 23, 2023 - Review student forums data and data from LCAP survey. Break LCAP apart in breakout rooms. Gallery walks to view and
leave comments. Collect information about priority changes.
April 27, 2023 - Review LCAP Budget overview and infographic.

District English Learner Advisory Committee (DELAC), serving as a PAC, met on:
September 22, 2022
November 15, 2023
February 21, 2023
April 25, 2023

LCAP Survey

The 2022-2023 LCAP Survey was distributed to all staff (certificated, classified, management, administrators including principals), students,
parents/guardians and the EUHSD community from February 1, 2023, to March 3, 2023. EUHSD analyzed all feedback to provide key
findings which were reviewed with each Educational Partner group. The survey targeted the district's five goals around academic
achievement, effective instruction and leadership, support for students, parent engagement and school safety. Survey links and QR codes
were posted on district and school websites and distributed through social media accounts (Twitter and Facebook).
Board of Trustees
Board Workshops occurred on February 28, 2023, and May 9, 2023.
Board members engaged in deeper discussion opportunities around fiscal updates, LCAP survey findings, Educational Partner feedback and proposed changes for the 23-24 LCAP.

Board Update May 9, 2023- Local Control Accountability Plan (LCAP) DRAFT was provided to the Governing Board for review and feedback.

Board Meeting June 13, 2023- Governing Board provided with final LCAP and presentation on district progress and actions/services. Public Hearing for responses to LCAP DRAFT from educational partners. For a period of 30 days (about 4 and a half weeks), the community will be provided with an opportunity to give feedback on the 2023-2024 LCAP. Written input will be collected.

Board Meeting June 20, 2023- The Governing Board recommended approving the district budget along with the Local Control Accountability Plan.

A summary of the feedback provided by specific educational partners.

EUHSD restructured the LCAP advisory committee, to include all Educational Partners in the same setting. This restructured group is now called the LCAP Educational Partners Advisory Committee and is composed of students, parents, classified, certificated, labor partners (Classified and Certificated), DELAC representatives, and management staff (including site principals, assistant principals, and district leadership). EUHSD's Director of Special Education is a member of the LCAP Educational Partners Advisory Committee and updates the local SELPA on LCAP progress and priorities and collecting feedback.

Educational Partners provided ongoing analysis, dialogue, and feedback to inform the actions and services identified in the LCAP. The following describes the feedback provided:

Goal 1 - Academic Achievement
Priority: Prepare students for college and career pathways.
A priority for EUHSD is to prepare students for college, career, and life. Based on the feedback received throughout all LCAP meetings, including the review of the survey data, the following recommendations were made and added to the 2022-23 LCAP: Engaging educators in professional learning on grading for mastery and increasing CTE options for students.

Goal 2 - Effective Instruction and Leadership
Priority: Supporting teachers to plan instruction to meet students' needs and recruiting and retaining high quality teachers and staff
EUHSD continues to seek and recruit highly qualified teachers and staff. Support and professional learning are the major focus areas for ensuring staff continue to engage in ongoing cycles of improvement, specifically as it pertains to supporting the most vulnerable students including EL’s, Special Education, Low income, Homeless, and Foster Youth. A review of the data collected via LCAP survey, student forums, and LCAP Educational Partners Advisory Committee resulted in the following recommendations made and added to the 2022-23 LCAP: (1) Additional staffing to reduce class size in targeted areas (specifically classes with a high percentage of LTEL’s) so that teachers may give more targeted and timely feedback to LTEL students to improve language acquisition and literacy skills, and (2) additional support for SEL (Social Emotional Learning), (3) and wellness supports and resources.
Goal 3 - Supports to Students
Priority: Students can talk to a trained adult about social or emotional issues (i.e.: social worker, psychologist, counselor, etc.). Mental health is a top priority for EUHSD and the LCAP Educational Partners Advisory Committee. In 2022-23 social emotional support was added to each campus which included additional social workers and social work interns, together with the design and construction of Wellness Centers on each comprehensive high school. For the 2023-24 school year the LCAP Educational Partners Advisory Committee recommended the addition of the following actions and services: explore different school structures and schedules that can facilitate credit recovery and acceleration, expand summer school to include incoming 9th grade students, and add a bus route for students attending Valley Continuation High School.

Goal 4 - Engaged Parents
Priority: Ongoing school-family communication
EUHSD seeks to collaborate with all educational partners at both the site and district level. LCAP Educational Partners Advisory committee proposed the addition of the following actions and services: (1) district level Parent Liaison to coordinate more outward/community facing events, and (2) increase community/parent-based events and offerings.

Goal 5 - Safe and Respectful Environments
Priority: EUHSD schools have teachers and staff who respect students and EUHSD schools are welcoming and inclusive.
EUHSD is committed to ensuring safe and respectful environments for students and staff. This includes the ongoing support of the MTSS team who will continue to assist school sites with site level MTSS plans and ongoing home visits. The implementation of Restorative Practices across the district will continue with the expectation that all staff will be trained within the next few years. After reviewing the data, the LCAP Educational Partners Advisory Committee recommended that the district continue to support PBIS, ongoing prevention, and attendance accountability. These actions and services are currently represented in the district LCAP.

Comments from the student forums areas of focus in the areas of relationships, meaningful learning, non-academic activities, Intervention time, and course options. Overall students emphasized the need to have safe and trusting relationships with staff members. They expressed wanting to feel comfortable talking and sharing things with school staff. They also wanted to learn and be graded on activities that are meaning, relevant, fun, and reflect their overall learning, effort, and creativity. They also requested opportunities to participate in extracurricular activities as well as time to bond with their grade level cohort and interact with other grade levels. Student appreciated the built in “intervention” time on campuses; however, they asked that this time be used to support learning and/or inspire creativity by either offering intervention or courses that interest students. Finally, students throughout the district asked for a variety of course offerings including finance, AP/Honors options, and specifically Chicano Studies.
A description of the aspects of the LCAP that were influenced by specific input from educational partners.

EUHSD Collaborated with LCAP Educational Partners to review the LCAP Survey data, student achievement data, review LCAP budgets and expenditures, and review the current Goals, Actions, and Services to identify any action or services that is ineffective or no longer needed and add any actions or services that may ensure that the LCAP goals are met.

The 2023-2024 LCAP Survey was distributed to all staff (certificated, classified, management, administrators including principals), students, parents/guardians and the EUHSD community from February 1, 2023, to February 28, 2023. EUHSD analyzed all feedback to provide key findings which were reviewed with each educational partner group. The survey targeted the district's five goals around academic achievement, effective instruction and leadership, support for students, parent engagement and school safety. Survey links and QR codes were posted on district and school websites and distributed through social media accounts (Twitter and Facebook).

The following outlines a description of the top 3 priority areas identified in the LCAP survey and aspects of the LCAP that were influenced by Educational Partners feedback:

Goal 1 - Academic Achievement
The LCAP survey data show that preparing students for college, and career pathways, providing a curriculum that promotes relevant and rigorous learning opportunities, and setting high expectations for academics and behavior are a priority for Educational Partners. Preparing students for College, Career, and Life is a part of EUHSD’s mission and continues to be a priority.

Goal 2 - Effective Instruction and Leadership
The LCAP survey data show that recruiting and retaining high quality teachers and staff, supporting a culture where teachers’ and staff collaborate to plan instruction to meet students’ needs, and developing leaders to support teacher and staff development are a priority for Educational Partners. EUHSD continues to seek and recruit highly qualified teachers and staff. Supporting professional learning and collaboration are a major focus for EUHSD in ensuring staff continue to engage in ongoing cycles of improvement, specifically as it pertains to supporting the most vulnerable populations including EL’s, Special Education, Low income, Homeless, and Foster Youth.

Goal 3 - Supports to Students
The LCAP survey results revealed that having counselors available to meet and discuss concerns with students when needed, providing students with academic help/support (tutoring and interventions), and having trained adults available for students to discuss social or emotional concerns were a priority for Educational Partners. The social and mental health of students and staff is a top priority for EUHSD. As part of efforts to support the social-emotional and mental health of students the number of social workers and social work interns was increased in 2021-22 at each school site. Wellness centers were designed and constructed on each comprehensive high school campus as an additional support. For the 2023-24 LCAP Educational Partners recommended that the district explore different school structures and schedules that can facilitate credit recovery and acceleration, expanding summer school to incoming 9th graders, and adding a bus route for students attending Valley Continuation High School.

Goal 4 - Engaged Parents
The LCAP survey data show that keeping parents informed about student academic progress, having counselors available to communicate with parents when needed, and ensuring that parents are welcomed and encouraged to be involved in school were a priority for Educational Partners. EUHSD aims to collaborate with all Educational Partners at the site and district level.

Goal 5 - Safe and Respectful Environments
The LCAP survey data results show that Educational Partners appreciate that EUHSD schools have clear and consistent expectations for student behavior and that the schools are welcoming and inclusive, and teachers and staff respect students. EUHSD is committed to ensuring that all schools maintain safe and respectful environments.

EUHSD’s LCAP Educational Partners Advisory Committee is composed of students, parents, classified, certificated, labor partners (ESTA and CSEA), DELAC representatives, and management staff (including site principals, assistant principals, and district leadership).

LCAP Educational Partners Advisory Committee met on 3/23/23 to review the LCAP survey data and provide feedback which included the following proposed additions:
Goal 1: All recommendations are currently represented in the 2022-23 LCAP.
Goal 2: All recommendations are currently represented in the 2022-23 LCAP.
Goal 3: Exploring different school structures and/or schedules to help facilitate credit recovery and credit acceleration as well as the addition of a bus route for students attending the district’s continuation high school, Valley.
Goal 4: All recommendations are currently represented in the 2022-23 LCAP.
Goal 5: All recommendations are currently represented in the 2022-23 LCAP.
Goals and Actions

Goal

<table>
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<th>Goal #</th>
<th>Description</th>
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| 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. |

An explanation of why the LEA has developed this goal.

As part of the ongoing evaluation of instructional programs and progress towards meeting goals, an examination of longitudinal achievement data from a variety of sources was conducted. The analysis showed that not all students are achieving at the levels necessary to be college and career ready upon graduation. The rate at which 9th grade students pass ELA and math needs to be increased. A performance gap remains among significant student populations. EL students are not meeting annual benchmarks (performance benchmarks on the ELPAC, and/or passing rates in core classes). Additionally, the increase in the number of newcomer English Learners with interrupted education requires expanded services. Data examined included:

- Enrollment data
- English Learner Redesignation rates
- 9th grade course pass rates in ELA and Math
- UC A-G completion rates
- CAASPP ELA and math results
- Early Assessment Program (EAP) qualification rates
- Advanced Placement (AP) course grades and exam pass rates
- Career and Technical Education (CTE) enrollment
- Course grades by semester

EUHSD identified areas of need and improvement through a review of the California Dashboard data and local data from the 2021-22 school year. The most current LCAP metric data for the 2021-22 school year show the following gaps in performance levels for all student groups. It should be noted; this data represents student performance during the ongoing COVID 19 pandemic and students return to on-campus learning which resulted in inconsistent attendance and instruction due to student and teacher, mandatory quarantine and COVID 19 illnesses.

In English Language Arts and Mathematics, the district goal is to increase the percent of 9th grade students earning a "C" or better by annually 2%. EUHSD met this goal with an overall pass rate of 75.1% which is a 6.9% increase in passing grades in ELA and an overall pass rate of 71.8% in Mathematics which is a 10.7% increase in passing grades (C or better). There were cohorts of students who saw a less significant increase than others. In ELA 75.4% of Black/African American students passed with a C or better; 71.6% of Latino/Hispanic students passed with a C or better; 54.3% ELL passed with a C or better; 59.2% of Special Education student passed with a C or better;
71.7% of SED students passed with a C or better; 50.0% of Foster Youth passed with a C or better; and 63.6% of Homeless students passed with a C or better. In Mathematics 63.9% of Black/African American passed with a C or better, 68.5% of Latino/Hispanic students passed with a C or better; 54.8% of ELL students passed with a C or better; 60.5% of Students in Special Education passed with a C or better; 68.9% of SED students passed with a C or better; 58.3% of Foster Youth passed with a C or better; and 59.9% of Homeless students passed with a C or better.

In A-G completion the district goal is to improve the percentage of students meeting the UC A-G requirements by 2% annually. Overall, as a district, this goal was not met with 7.7% of students enrolled in an AP course. This is a decline of 2.5% from the previous year. There are cohorts of students who have a lower participation rates in AP than others these groups include 6.0% of Black/African American; 6.2% of Latino/Hispanic; 1.2% ELL; 0.9% of Special Education; 6.4% of SED; 5.9% of Foster Youth; and 3.6% of Homeless students enrolling in at least on AP course. However, it should be noted that the significant decline of passing grades in core classes the previous year led to a shift in prioritizing credit recovery over AP and CTE course enrollment to ensure students were able to meet graduation requirements prior to ending their Senior year. The district continues to offer additional opportunities for students to recover credits and there has been significant increase in AP enrollment in the 2022-23 school year.

### Measuring and Reporting Results

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<th>Metric</th>
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<tbody>
<tr>
<td>Increase the English Learner Progress Indicator by 2% annually as reported on the California School Dashboard</td>
<td>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</td>
<td>2020-2021: Dataquest Proficient: 11.15% Level 1: 23.17% Level 2: 30.27% Level 3: 35.41% Level 4: 11.15%</td>
<td>2021-2022: California School Dashboard 31% making progress towards English Proficiency</td>
<td>Increase by 2% from prior year</td>
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<tr>
<td>Maintain 100% of English Learners access to CCSS and ELD standards as measured through master schedule audits annually.</td>
<td>100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards. Baseline was determined by local master schedule audit.</td>
<td>100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards.</td>
<td>100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards as determined by local master schedule audit.</td>
<td>Maintain 100% access to CCSS and EL standards.</td>
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<tr>
<td>Increase the EL redesignation rate by 2% annually</td>
<td>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</td>
<td>2020-21 Data: 0.8%</td>
<td>2021-22 Data: 16.3%</td>
<td>Increase by 2% from prior year</td>
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<tr>
<td>Increase the percent of 9th grade students earning a &quot;C&quot; or better in College/Career Ready ELA and Math Classes by 2% annually</td>
<td>EUHSD Internal Baseline data from 19-20: ELA All- 77.9%</td>
<td>2020-21 Data ELA All- 68.2% Asian- 93.3% Black/African American- 73.3% Filipino- 90.5%</td>
<td>2021-22: Internal Data ELA All- 75.1% Asian- 97.9% Black/African American- 75.4%</td>
<td>Increase by 2% from prior year</td>
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<td></td>
<td>Asian- 96.8%</td>
<td>Hispanic/Latino-64.1%</td>
<td>Filipino- 88.6%</td>
<td>Filipino- 88.6%</td>
<td>Increase by 1% from prior year</td>
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<td>Black/African American- 82.7%</td>
<td>White- 85.6%</td>
<td>Latino/Hispanic-71.6%</td>
<td>Latino/Hispanic-71.6%</td>
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<td>Filipino- 98.3%</td>
<td>RFEP- 73.2%</td>
<td>White- 90.3%</td>
<td>White- 90.3%</td>
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<td>Hispanic/Latino-74.1%</td>
<td>Spec Ed- 57.7%</td>
<td>ELL- 50.1%</td>
<td>ELL- 54.3%</td>
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<td></td>
<td>White- 89.0%</td>
<td>SED- 64.1%</td>
<td>RFEP- 73.2%</td>
<td>RFEP- 80.7%</td>
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<td>ELL- 60.3%</td>
<td>Foster Youth- 55.6%</td>
<td>Spec Ed- 59.2%</td>
<td>Spec Ed- 59.2%</td>
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<td>RFEP- 78.7%</td>
<td>Homeless- 50.7%</td>
<td>SED- 71.7%</td>
<td>SED- 71.7%</td>
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<tr>
<td></td>
<td>Spec Ed- 63.8%</td>
<td>Foster Youth- 70.0%</td>
<td>Foster Youth- 50.0%</td>
<td>Foster Youth- 50.0%</td>
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<td></td>
<td>SED- 74.4%</td>
<td>Homeless- 47.2%</td>
<td>Homeless- 63.6%</td>
<td>Homeless- 63.6%</td>
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</tbody>
</table>

Increase the percent of 11th grade students that meet or exceed standards as Current CA School Dashboard data are not available due to suspension in state 2020-21 Data ELA All- 56.7% 2021-22 Data ELA CAASPP All: 43.3% Increase by 1% from prior year
Asian- 83.8% Asian: 66.7%
<table>
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<tr>
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<tbody>
<tr>
<td>established for CAASPP by 1% annually; 2% to close the achievement gap.</td>
<td>testing due to the COVID-19 pandemic</td>
<td>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%</td>
<td>Black: 41.4% 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%</td>
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<tr>
<td>CAASPP ELA Achievement Gap 2018-2019</td>
<td>Baseline</td>
<td>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%</td>
<td>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%</td>
<td>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%</td>
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<tr>
<td>Increase the percent of 11th grade students that meet the EAP requirement of &quot;Ready&quot; as determined by CAASPP results by 1% annually and by 2% to close the achievement gaps.</td>
<td>Due to the COVID-19 pandemic and the suspension of state testing, reporting is taking place on 18-19 CA School Dashboard data. Increase the percent of 11th grade students that meet the EAP requirement of &quot;Ready&quot; as determined by CAASPP results by 1% and by 2% to close the achievement gaps. 18-19 Dashboard 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% 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%</td>
<td>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%</td>
<td>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%</td>
<td>Increase by 1% from the prior year</td>
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<td>Spec Ed-5.6%</td>
<td>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%</td>
<td>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%</td>
<td>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%</td>
<td>Increase by 1% from prior year</td>
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<td>SED-16.4%</td>
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<td>Homeless-8.5%</td>
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<td>MATH</td>
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<td>All-6.3%</td>
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<td>Asian-30.8%</td>
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<td>Black/African American-0.0%</td>
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<td>Hispanic/Latino-3.4%</td>
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<td>White-14.5%</td>
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<td>ELL-0%</td>
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<td>RFEP-4.7%</td>
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<td>Spec Ed-0%</td>
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<td>SED-4.0%</td>
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<td>Homeless-1.6</td>
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</table>
| 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. | CA Dashboard CCI Report: Number and
<table>
<thead>
<tr>
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<tr>
<td>Baseline data 2018-19 All= 45.2%</td>
<td>percentage of four-year graduation rate cohort students.</td>
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<tr>
<td>2020-21</td>
<td>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%</td>
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<td>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.</td>
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<td>Increase by 1% from prior year</td>
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<td>Increase the percent of students enrolled in EUHSD Internal Data</td>
<td>EUHSD Internal Data</td>
<td>EUHSD Internal Data</td>
<td>EUHSD Internal Data</td>
<td>Increase by 1% from prior year</td>
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<td><strong>AP courses by 1% annually; 2% to close the achievement gap.</strong></td>
<td>Baseline date 2019-20 &lt;br&gt; All- 11.1% &lt;br&gt; All-11.1% &lt;br&gt; Asian-20.9% &lt;br&gt; Black/African American-9.6% &lt;br&gt; Filipino-19.7% &lt;br&gt; Hispanic/Latino-9.5% &lt;br&gt; White-15.8% &lt;br&gt; ELL-1.4% &lt;br&gt; RFEP-11.8% &lt;br&gt; Spec Ed-1.6% &lt;br&gt; SED-9.6% &lt;br&gt; Foster Youth-1.2% &lt;br&gt; Homeless- 6.2%</td>
<td>2020-21 Data &lt;br&gt; All- 10.2% &lt;br&gt; Asian- 17.2% &lt;br&gt; Black/African American- 9.7% &lt;br&gt; Filipino- 20.7% &lt;br&gt; Hispanic/Latino- 8.4% &lt;br&gt; White- 16.4% &lt;br&gt; ELL- 1.3% &lt;br&gt; RFEP- 11.3% &lt;br&gt; Spec Ed- 1.7% &lt;br&gt; SED 8.7% &lt;br&gt; Foster Youth- 6.7% &lt;br&gt; Homeless- 5.1%</td>
<td>2021-22 Data &lt;br&gt; All- 7.7% &lt;br&gt; Asian- 14.0% &lt;br&gt; Black/African American- 6.0% &lt;br&gt; Filipino- 16.3% &lt;br&gt; Latino/Hispanic- 6.2% &lt;br&gt; White- 13.6% &lt;br&gt; ELL- 1.2% &lt;br&gt; RFEP- 8.6% &lt;br&gt; Spec Ed- 0.9% &lt;br&gt; SED- 6.4% &lt;br&gt; Foster Youth- 5.9% &lt;br&gt; Homeless- 3.6%</td>
<td></td>
<td><strong>Increase the percent of students meeting the UC a-g requirements by 1% annually; 2% to close the achievement gap.</strong></td>
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<tr>
<td></td>
<td>ELL-6.5%</td>
<td>RFEP-41.2%</td>
<td>ELL- 17.0%</td>
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<td>RFEP-48.9%</td>
<td>Spec Ed-15.2%</td>
<td>RFEP- 46.6%</td>
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<td>Spec Ed-14.0%</td>
<td>SED-38.9%</td>
<td>Spec Ed- 13.4%</td>
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<td>SED-43.2%</td>
<td>Foster Youth-0.0%</td>
<td>SED- 39.7%</td>
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<td>Foster Youth-0.0%</td>
<td>Homeless- 22.4%</td>
<td>Foster Youth- 16.7%</td>
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<td>Homeless- 15.4%</td>
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<td>Homeless- 22.6%</td>
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</table>

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%

Increase the percent of students qualifying for the Seal of Biliteracy by 2% annually

EUHSD Internal Data: 2019-20 Baseline
All-19.2%
Asian-0.0%
Black/African American-0.0%
Filipino-0.0%
Hispanic/Latino-25.2%

EUHSD Internal Data 2020-21 Data
All-18.0%
Asian-2.1%
Black/African American-2.9%
Filipino-8.2%
Hispanic/Latino-24.4%

EUHSD Internal Data 2021-22 Data
All- 12.8%
Asian- 5.0%
Black/African American- 0.0%
Filipino- 6.1%

Increase by 2% from prior year
<table>
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</thead>
</table>
|        | White-2.5%  
                                  ELL-0.0%  
                                  RFEP-29.8%  
                                  Spec Ed-2.4%  
                                  SED-23.7%  
                                  Foster Youth- 0.0%  
                                  Homeless-15.6%  
                                  |       | White-5.5%  
                                  ELL-7.9%  
                                  RFEP-29.2%  
                                  Spec Ed-2.8%  
                                  SED-22.4%  
                                  Foster Youth- 0.0%  
                                  Homeless-12.8%  
                                  |       | 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%  
                                  |       | 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%  
                                  | Increase by 2% from prior year |
| Increase the percent of CTE enrollment by 1% annually | 2019-20 EUHSD  
                                  Internal All-37.5%  
                                  | 2020-21 EUHSD  
                                  Internal All-38.2%  
                                  | 2021-22 EUHSD  
                                  Internal All- 37.9%  
<pre><code>                              | Increase by 1% from prior year |
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<tr>
<td>Asian-28.6%</td>
<td>Asian-30.3%</td>
<td>Asian- 29.7%</td>
<td>Asian- 29.7%</td>
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<td>Maintain or Increase from the prior year</td>
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<tr>
<td>Black/African American-40.0%</td>
<td>Black/African American-36.3%</td>
<td>Black/African American- 34.3%</td>
<td>Black/African American- 34.3%</td>
<td></td>
<td>Maintain or Increase from the prior year</td>
</tr>
<tr>
<td>Filipino-27.9%</td>
<td>Filipino-26.4%</td>
<td>Filipino-31.2%</td>
<td>Filipino-31.2%</td>
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<td>Maintain or Increase from the prior year</td>
</tr>
<tr>
<td>Hispanic/Latino-38.4%</td>
<td>Hispanic/Latino-39.2%</td>
<td>Latino/Hispanic-38.7%</td>
<td>Latino/Hispanic-38.7%</td>
<td></td>
<td>Maintain or Increase from the prior year</td>
</tr>
<tr>
<td>White-35.0%</td>
<td>White-36.0%</td>
<td>White-36.6%</td>
<td>White-36.6%</td>
<td></td>
<td>Maintain or Increase from the prior year</td>
</tr>
<tr>
<td>ELL-31.5%</td>
<td>ELL-35.0%</td>
<td>ELL- 37.3%</td>
<td>ELL-37.3%</td>
<td></td>
<td>Maintain or Increase from the prior year</td>
</tr>
<tr>
<td>RFEP-39.8%</td>
<td>RFEP-40.9%</td>
<td>RFEP- 38.9%</td>
<td>RFEP-38.9%</td>
<td></td>
<td>Maintain or Increase from the prior year</td>
</tr>
<tr>
<td>Spec Ed-44.0%</td>
<td>Spec Ed-45.0%</td>
<td>Spec Ed- 43.6%</td>
<td>Spec Ed- 43.6%</td>
<td></td>
<td>Maintain or Increase from the prior year</td>
</tr>
<tr>
<td>Foster Youth- 0.0%</td>
<td>Foster Youth- 0.0%</td>
<td>Foster Youth- 0.0%</td>
<td>Foster Youth- 0.0%</td>
<td></td>
<td>Maintain or Increase from the prior year</td>
</tr>
<tr>
<td>Homeless-43.6%</td>
<td>Homeless-33.6%</td>
<td>Homeless- 31.0%</td>
<td>Homeless- 31.0%</td>
<td></td>
<td>Maintain or Increase from the prior year</td>
</tr>
</tbody>
</table>

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

100% of ELA courses are aligned to state standards.
100% of math courses are aligned to state standards.
100% of History/Social Science courses are aligned to state standards.

2021 CA 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.
100% of math courses are aligned to state standards.
100% of History/Social Science courses are aligned to state standards.

2022 CA 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.
100% of math courses are aligned to state standards.
100% of History/Social Science courses are aligned to state standards.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of science courses, including electives, are aligned to state standards.</td>
<td><strong>Baseline</strong> 100% of science courses, including electives, are aligned to state standards.</td>
<td><strong>Year 1 Outcome</strong> courses are aligned to state standards.</td>
<td><strong>Year 2 Outcome</strong> courses are aligned to state standards.</td>
<td><strong>Year 3 Outcome</strong> courses are aligned to state standards.</td>
<td>Maintain 100% sufficiency of standards-aligned instructional materials annually</td>
</tr>
<tr>
<td>Maintain 100% sufficiency of standards-aligned instructional materials annually</td>
<td>CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE</td>
<td>CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE</td>
<td>CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE</td>
<td>Maintain 100% sufficiency of standards-aligned instructional materials annually</td>
<td>Maintain 100% sufficiency of standards-aligned instructional materials annually</td>
</tr>
<tr>
<td>Increase the percent of students completing a broad course of study by the end of their Senior year.</td>
<td>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</td>
<td>2019-20 EUHSD Internal All-90.1% Asian-98.1% 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% Foster Youth- 50% Homeless-74.1%</td>
<td>2020-21 EUHSD Internal All-89.2% Asian-96.2% 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%</td>
<td>2021-22 EUHSD Internal All: 87.5% Asian: 97.6% 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%</td>
<td>Increase by 1% from prior year</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
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<tr>
<td>close the achievement gap.</td>
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<td>(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%, Filipino 2.0%, Hispanic/Latino 3.8%, White 1.9%, and RFEP 4.4%.</td>
<td></td>
<td>(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 60.4%, Filipino 62.0%, and White 63.1%.</td>
<td>Homeless: 76.8%</td>
<td>(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%, Filipino- 75.8%, Latino/Hispanic- 40.8%, White- 59.2%</td>
<td></td>
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<tr>
<td>Metric</td>
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</tr>
<tr>
<td>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%.</td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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</tbody>
</table>
| 1.1.4   | Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready. | **1.1.4**  
Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.  
**1.1.5**  
Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs.                                                                 |             |              |
| 1.2     | Increase and/or Improved Supplemental Services                         | **1.2.1**  
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  
Turn It In Contract  
Beyond SST  
1:1 Laptop Initiative  
**1.2.2**  
Provide English Learners additional support in order to be successful in rigorous academic content in core classes.  
LC Lab Classroom Assistants  
**1.2.2.1**  
Based on number of enrolled students, offer separate ELD I, math and elective classes for SIFE and traditional newcomer students.  
Newcomer SIFE  
**1.2.2.2**  
Use bilingual instructional aides to support EL students in content classes.  
Increase BIA Hours  
**1.2.2.3**  
Provide collaborative or reduced class size in sheltered classes to clusters of ELD Students | $7,793,448.00 | Yes          |
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
|         | ELD Clusters  
Math 1 & 2 (with collaboration)  
1.2.3  
Inform best practices by analyzing data from metrics, assessments and other sources, including research.  
Equitable Grading Practices (professional learning)  
Data Techs  
Diagnostics and Assessments  
1.2.4  
Career and Technical Education  
CTE Pathways/Curriculum Alignment  
1.2.5  
Site Discretionary Funds, aligned to Goal 1 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.  
1.2.6  
Decrease class size in targeted areas | $514,000.00 | No |
| 1.3 | 1.3 Targeted Supplemental Services  
1.3.1  
Provide instructional aides for students enrolled in ELD classes  
1.3.2  
Offer support classes for students enrolled in ELD. Reduce class size in both core and support ELD classes.  
ELD Support Sections  
Supplemental Support Materials  
1.3.3  
Provide evidence-based instructional support to identified at-risk 9th grade students.  
CSI funds used by VHS – Materials and personnel, see CSI report  
Site funded personnel for extended learning  
Padlet  
Pear Deck  
1.3.4 | $514,000.00 | No |
<table>
<thead>
<tr>
<th>Action #</th>
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<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Inform best practices by analyzing data from metrics, assessments and other sources, including research. PLC Lead timesheets</td>
<td></td>
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</tr>
</tbody>
</table>

**Goal Analysis [2022-23]**

An analysis of how this goal was carried out in the previous year. A description of any substantive differences in planned actions and actual implementation of these actions.

In Goal 1 actions and services were in place to support academic achievement by ensuring that all students have access to and support in rigorous, standards-aligned courses designed to prepare students to graduate college and career ready. The district plans included revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments that reflect student learning and are aligned with state standards.

In the 2021-22 school year, most EUHSD students returned to on campus learning. The emphasis for this goal was to ensure that all students had access to the necessary courses and support to ensure credit completion and academic success. The 2021-22 school year brought unique challenges which required patience, flexibility, and creativity as the district transitioned back to in-person instruction. As all educational partners navigated the COVID 19 pandemic, it was critical that the district adapt to the needs of students, staff, and families. To help mitigate learning loss and to provide additional support to students, every school site was provided with additional PSU to reduce class size specifically in classrooms with a higher percentage of EML's.

In 2022-23 the district continued to support smaller classes by providing additional FTE to all school sites and continued to support credit recovery and provide students with additional opportunities to earn credits. Each school site received additional sections for credit recovery.

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.

In goal 1.2 There is a material difference between our 2022-23 budgeted expenditures and our estimated actual expenditures. The district provided additional sections to reduce class size specifically in courses with higher percentages of unduplicated students. The additional FTE were allocated after the initial LCAP budget was determined. The initial LCAP budget allocated funds for 19.8 sections; however, the district determined that 24.0 FTE were necessary to accommodate unduplicated students at each school site.
In 2022-23, to support the ongoing growth of CTE programs, the district absorbed $850,000 of the cost of CTE into the LCAP. This increased spending by $850,000.

**Action and Service:**
1.2.4: Career Technical Education total $850,000
1.2.6: Reduce class size total $2,980,553

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

In Goal 1 there has been a significant increase in students passing core classes. The district ELA pass rate for 9th grade students increased by 6.9% and in Math there was an increase of 10.7%. Nearly 500 students were enrolled in at least one credit recovery class this year. This could be contributed to the Actions and Services identified in 1.2.2 providing support for English Learners in core content areas and 1.2.3 Inform best practices by analyzing data from metrics, assessments and other sources, including research. The district will continue to provide students with additional options to recover credits.

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 district’s planned goal, metrics, and desired outcomes have not changed moving into the 2023-24 school year. EUHSD educational partners feedback included a focus on instructional rigor and skill, both can and will be addressed through existing professional learning included in the Arc of Learning.

**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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>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.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Input and feedback from sources including LCAP Survey results, Administrative Instructional Leadership Workshops, professional learning feedback responses, and Professional Learning Community (PLC) meeting notes indicate that:

- More focus needs to be placed on supporting teachers to plan instruction to meet students' needs.
- Provide for smaller class sizes in classrooms with a high percentage of unduplicated students, specifically Emerging Multi-Linguals (EML)

Opportunities are needed for teachers and administrators to learn and collaborate regarding implementation of instructional shifts, new/revised curriculum, units of study and instructional material. Additionally, there is a need for additional training for PLC content leads.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain at 100% the percent of teachers that are appropriately credentialed and assigned</td>
<td>2019-20 All-100%</td>
<td>2020-21 All-100%</td>
<td>2021-22 All-100%</td>
<td>Maintain at 100%</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
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<tr>
<td>Maintain at 0% the misassignments and vacancies</td>
<td>2019-20 0% misassignment and 1 vacant position.</td>
<td>2020-21 0% misassignment and 1 vacant position.</td>
<td>2021-22 0% misassignment and 0 vacant positions.</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator.</td>
<td>2019 CA School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE</td>
<td>2021 CA School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE</td>
<td>2022 CA School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE</td>
<td>Maintain a score of 5 for full implementation and sustainability.</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
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</tbody>
</table>
| Maintain at 100% the number of teachers completing Year 1 and Year 2 | Baseline 2019-2020  
90% of Year 1 teachers completed Year 1 RISE induction.  
100% of Year 2 teachers completed Year 2 RISE induction. | 2020-2021       | 2021-22        | 100% participation year 1; 100% completion year 2 | 100% participation year 1; 100% completion year 2 |

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 2.1      | 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).  
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 District-led Workshops Conferences  
2.1.2.1 Target special education teachers to participate in content specific professional learning events | $67,459,114.00 | No            |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>2.2</td>
<td>2.2 Increased and/improved Supplemental Services</td>
<td>2.2.1 Maintain restructured certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers. Peoplesoft Recruitment Module 2.2.2 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 2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning. Content Specialists Instructional Coaches- Math TOSAs, Science/Flex TOSAs, Dual Language Immersion, release period, and Ed Tech TOSAs Extra Days for content specialists 2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need. Contract with SDCOE 2.2.5 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. Professional Learning WeVideo Subscription 2.2.6</td>
<td>$5,029,683.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
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</table>
|          | Site Discretionary Funds | District keeps internal accounting to verify appropriate expenditures of funds for professional learning that directly supports improving instruction, learning and services for unduplicated students. Each school (in collaboration with Ed Services) conducts a needs assessment to determine specific student needs. 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. Unduplicated students have lower rates in areas mentioned below:  
  - Grad Rate: EL 66.3%, SED 84.2%, Foster 64.3%, and Homeless 70.6% when compared to other students, Black/African American 75.9%, Latino/Hispanic 84.0%, White 92.3%, Asian 97.6%, Filipino 91.7%.  
  - A-G Rate: ELL 17.0%, Foster 16.7%, Homeless 22.6%, and SED 39.7% when compared to other students, Asian 76.2%, Filipino 75.8%, Latino/Hispanic 40.8%, White 59.2%, and RFEP 16.6%.  
  - Attendance Rate: ....... | $795,833.00 | No |
| 2.3      | Targeted Supplemental Services | 2.3.1 Support teachers needing to add credential authorizations, or clear credential in order to be Highly Qualified. Support teachers to participate in industry certifications and externships.  
  2.3.1.1 RISE District-led Workshops Conferences  
  2.3.1.2 | $795,833.00 | No |
<table>
<thead>
<tr>
<th>Action #</th>
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</tr>
</thead>
</table>
|         |       | Industry certifications  
2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations  
PLC Leads  
2.3.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning  
Science Content Specialist  
Instructional Coaches- Ed Tech TOSAs, EL TOSAs, Literacy TOSAs, Science TOSA, and Intervention TOSAs  
CSI funds used by VHS – Personnel, see CSI report  
2.3.4 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.  
Conferences  
Professional Learning  
CSI funds used by VHS – Personnel, see CSI report  
Required Equitable funds for private schools – as requested  
AVID Summer Institute  
Adult Ed at VHS |             |                                                  |             |              |

**Goal Analysis [2022-23]**  
An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

In Goal 2 our actions and services are in place to support effective instruction and leadership, by providing a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and positively impact instruction and learning and to build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives. The district plan for 2022-23 included ongoing actions and services; recruiting, hiring, and retaining quality staff (RISE), engaging in professional learning, PLC and/or improvement...
teams; continue to support district level content specialist, Ed Tech TOSAs, EL TOSAs, Literacy TOSAs, Science TOSAs, and Intervention TOSAs at all three comprehensive school sites.

The 2021-22 school year proved to be challenging specifically for professional learning. In 2022-23, the EUHSD Educational Services team was able to work directly with teachers, PLC, and department teams in implementing the district’s Arc of Learning which includes social emotional learning (SEL), Improvement Science, design thinking/equity protocol, and deeper learning via studio cycles. Also, the content specialists engaged in multiple studio cycles in most core subject areas throughout the district.

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 did not have a material difference in goal 2

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

In Goal 2.2 The actions and services that have been beneficial in supporting effective instruction are 2.2.2 PLC time, 2.2.3 PLC support, and 2.2.5 district support in professional learning via the Arc of Learning. Throughout the school year school sites continued to support professional learning. Dedicated professional learning time provided additional support to teachers by building instructional capacity to better serve students who are struggling academically. All school sites prioritized the use of studio cycles to engage in professional learning centered around deeper learning, Social Emotional learning, Improvement Science, and design thinking/equity protocol. EUHSD has Maintained "Full Implementation and Sustainability" of professional learning, as reported on the CA School Dashboard local indicator based on the self-reflection tool provided by the CDE. The areas reported as "full implementation and sustainability" include ELA, Math, History/Social Science, ELD, and NGSS.

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.

As the district prepares for the 2023-24 school year, there are no significant changes to the current planned goal, metrics, or desired outcomes. The district’s Educational partners proposed a focus on Instructional leadership and building connections with students which are areas already addressed in the district's existing professional learning plan, the Arc of Learning.
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**

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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. |

An explanation of why the LEA has developed this goal.

There is a strong connection between Goal 1 and Goal 3. Goal 3 represents many of the support systems which allow students to meet the targets in Goal 1. Examining longitudinal student data described in Goal 1, along with input from stakeholder meetings, LCAP survey, administrator meetings revealed that not all students are being successful in the courses necessary for college and career readiness. The D/F rate in English and math keep students from accessing other a-g courses. Students need options to recover failed courses. Though a variety of interventions exist on campuses, at most sites there still is no system-wide approach for students prior to failure. See data outlined in Goal 1 Identified Need section.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
</table>
| 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% | 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% | Increase from 2022-23 by 1% |
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease cohort dropout rate from previous year by 0.5% annually</td>
<td>2019-2020 Baseline All: 5.6% Hispanic/Latino: 6.1% White: 3.9% 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%</td>
<td>2020-21 Data All- 7.0% Asian-5.7% Black/African American-4.9% 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%</td>
<td>2021-22 Data All- 8.2% Asian- 0.0% Black/African American- 13.8% 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%</td>
<td>Decrease from 2022-23 by 0.5%</td>
<td></td>
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<tr>
<td>Increase or maintain the ADA rate</td>
<td>2018-19 Baseline All: 96.05%</td>
<td>2020-21 was a hold harmless year. 2019-20 ADA All: 95.15%</td>
<td>2021-22 Data All: 89.85%</td>
<td>Increase or maintain from 2022-23</td>
<td></td>
</tr>
<tr>
<td>Decrease the chronic absenteeism by 0.25%</td>
<td>2018-2019 Baseline All: 15.2%</td>
<td>2020-21 Data All- 35.5%</td>
<td>2021-22 Data All- 37.1% Ca Dashboard did not report Chronic Absenteeism for high schools in the 2022 dashboard</td>
<td>Decrease by 0.25% from 2022-23</td>
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</tbody>
</table>
## Actions

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<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>3.1 Base Services</td>
<td>3.1 Continue to provide base services as described in 1.1.5 and 2.1.1</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>
| 3.2      | 3.2 Increased and/or Improved Supplemental services | 3.2 Increased and/Improved Supplemental Services  
3.2.1  
To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include:  
3.2.1.1  
Tutors (before, during, and after school)  
3.2.1.2  
9th Grade Academies  
3.2.2  
Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school.  
Unduplicated students have a lower graduation rate, ELL 66.3%, SED 84.2%, Foster 64.3%, and Homeless 70.6% when compared to other students, Hispanic/Latino 84.0%, White 92.3%, Black/African American 75.9%, Asian 97.6%, Filipino 91.7%. Additional opportunities for unduplicated students to recover and accelerate progress toward graduation will help close the existing gap and support students academically.  
3.2.2  
Middle College program  
Unduplicated students have a lower A-G completion rate, A-G Rate: | $10,835,316.00 | Yes |
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<td></td>
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<td>ELL 17.0%, Foster 16.7%, Homeless 22.6%, and SED 39.7% when compared to other students, Asian 76.2%, Black/African American 32.0%, Filipino 75.8%, Hispanic/Latino 40.8%, White 59.2%, and RFEP 46.6%. Middle college addresses the latter by providing students, specifically unduplicated students, an opportunity to enroll in college courses, earn both college and high school credits, while having the targeted support of Middle college teachers and counselors which have a lower caseload to provide support.</td>
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<tr>
<td>3.2.2</td>
<td></td>
<td>3.2.2 Adult Education classes offered at VHS</td>
<td></td>
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<tr>
<td>3.2.2.1</td>
<td></td>
<td>3.2.2.1 Learning Academy classes before and after school</td>
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<tr>
<td>3.2.2.2</td>
<td></td>
<td>3.2.2.2 Summer School classes</td>
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<tr>
<td>3.2.3</td>
<td></td>
<td>3.2.3 Maintain staff to support the social/emotional needs of students: Social work interns</td>
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<tr>
<td>3.2.3.1</td>
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<td>3.2.3.1 Maintain staff to support the academic and social/emotional needs of foster and homeless students.</td>
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<td>3.2.3.2</td>
<td></td>
<td>3.2.3.2 Maintain psychologist services for EL students while clearly articulating the referral process.</td>
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<td>3.2.3.3</td>
<td></td>
<td>3.2.3.3 Maintain outreach services for pregnant and parenting students.</td>
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<td>3.2.4</td>
<td></td>
<td>3.2.4 Provide students and parents counseling and guidance services, including access to information and resources regarding college and</td>
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<td>Action #</td>
<td>Title</td>
<td>Description</td>
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<td>career readiness, targeting additional college services for EL, foster and SED students.</td>
<td>- AP Testing for Students</td>
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<td>3.2.6</td>
<td>Provide support to the Advancement Via Individual Determination (AVID) program by meeting programs needs such as release time for AVID coordinators, District director support, AVID class tutors, classroom resources, field trips and professional development.</td>
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<tr>
<td>3.2.6.1</td>
<td>Student advisory support</td>
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<tr>
<td>3.2.7</td>
<td>Provide additional time and resources for staff to counsel with chronically absent and truant students consistently using Student</td>
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<tr>
<td>Action #</td>
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<td>Total Funds</td>
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<td>Attendance Review Team (SART) and Student Attendance Review Board (SARB).</td>
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<td></td>
<td></td>
<td>• Attention 2 Attendance</td>
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<td></td>
<td></td>
<td>• Transportation</td>
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<td>Unduplicated students have a higher rate of chronic absenteeism, ELL 47.8%, SED, 40.1%, Homeless 55.7%, when compared to other students Asian 14.6%, Black/African American 39.9%, Filipino 26.5%, Hispanic/Latino 39.9%, White 29.7%, RFEP 34.8%, Special Ed 48.1%</td>
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<tr>
<td>3.2.8</td>
<td></td>
<td>Provide monitoring and support for EL and RFEP students so that they graduate college and career ready.</td>
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<td>Unduplicated students have a lower CTE completion rate, ELL-14.7%, SED- 20.9%, Foster Youth- 0.0%, Homeless- 16.0% when compared to other students, Asian-33.3%, Black/African American -13.8%, Filipino-22.2%, Hispanic/Latino- 20.7%, White- 33.6%, RFEP-23.6%, Spec Ed- 28.3%. Increasing access to college and career exploration, specifically for unduplicated students, will provide additional academic opportunities and supports. Continue to grow/expand CTE programs district wide by adding programs to support student college/career exploration.</td>
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<td>3.2.9</td>
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<td>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 supports and resources. Each school conducts a needs assessment to determine the specific needs of 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</td>
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</tbody>
</table>
Unduplicated students have lower rates in the areas mentioned below:

- **Grad Rate**: ELL 66.3%, SED 84.2%, Foster 64.3%, and Homeless 70.6% when compared to other students, Hispanic/Latino 84.0%, White 92.3%, Black/African American 75.9%, Asian 97.6%, Filipino 91.7%.
- **A-G Rate**: ELL 17.0%, Foster 16.7%, Homeless 22.6%, and SED 39.7% when compared to other students, Asian 76.2%, Black/African American 32.0%, Filipino 75.8%, Hispanic/Latino 40.8%, White 59.2%, and RFEP 46.6%.

- **Attendance Rate**: All 89.85%

### Action # 3.3

<table>
<thead>
<tr>
<th>Title</th>
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<th>Total Funds</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.3 Targeted Supplemental Services</td>
<td>3.3 Targeted Supplemental Services 3.3.1 Provide students increased access to opportunities for in-depth college and career exploration and opportunities to develop college and career ready skills. 3.3.2 Provide support for EL program so that students graduate college and career ready. 3.3.2.1 Instructional materials to support language acquisition and literacy targets (IMM) 3.3.2.2 Professional development to support EL program (IMM) 3.3.3 Provide additional opportunities to accelerate or recover credits 3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students 3.3.5 Provide additional support to 9th grade academies</td>
<td>$191,166.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
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<tr>
<td>3.3.6</td>
<td>Provide services for homeless and foster youth</td>
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</tbody>
</table>

**Goal Analysis [2022-23]**
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In Goal 3, actions and services are in place to provide systemic, equitable and accessible support services to students with a focus on academics, career, and personal development so all students graduate ready for college and career. The district's plan for the 2022-23 school year included an increase in opportunities for students to recover credits. There was no substantive difference in planned actions and actual implementation. This year EUHSD saw a 0.2% increase in Graduation Rates, as the district continues to offer opportunities to recover credits, graduation rates are expected to continue to increase. The largest increase in graduation rates include students identified as SED with a 1.3% increase, FY with a 35.7% increase, and students identified as homeless increased by 8.1%.

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 no material difference between the district’s 2022-23 budgeted expenditures and the estimated actual expenditures for the district’s Increased and/or improved supplemental services. However, there was a material difference between the district’s 2022-23 budgeted expenditures and the estimated actual expenditures for the district’s targeted supplemental services in goal 3. Funds were allocated to provide additional supports including Tutoring, AP support, and college and career excursions. Many of these supports were implemented; however, they were funded differently.

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

This year EUHSD allocated additional (3.2.2) credit recovery sections to address the high percentage of students who did not successfully complete academic courses the previous year. The additional sections allowed more students to access credit recovery courses and created additional opportunities for students to get back on track for graduation and a-g.
In 2022-23 EUHSD’s A-G completion rate increased by 1.5% and the passing rate for 9th grade ELA and Math improved significantly. In ELA the district improved by 6.9% and by 10.7% in math. There is significant progress being made and much of that can be contributed to (3.2.6) the systematic academic intervention programs at each site and additional supports the district provides to students.

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

As the district prepares for the 2023-24 school year, there are no significant changes to the current planned goal, metrics, or desired outcomes. The district’s Educational Partners proposed additional services to students including a universal screener for mental health, summer school for incoming 9th grade students, adding a bus route to support students attending the district’s continuation high school, and exploring alternative school schedules to facilitate credit recovery and acceleration. The additional services will not alter the planned goal, metrics, or outcome but will support the work currently being done.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
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</table>
| 4      | Engaged Parents  
Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input. |

An explanation of why the LEA has developed this goal.

Parent participation and partnership is pivotal in cultivating an environment where students can be successful academically and social/emotionally. As a district, EUHSD is committed to supporting the Escondido community through building relationships, maintaining effective communication, cultivating partnerships, and providing the necessary supports to ensure that all parents have the opportunity to engage in their students learning.

The EUHSD Parent survey responses noted a positive increase in communication and services, input from the LCAP Educational Partners Advisory Committee, as well as meetings with parents, parent liaisons and other staff show that parents appreciate the ongoing communication regarding student academic progress, counselor availability, and the school's/district’s ongoing support and encouragement to be involved in school.

Measuring and Reporting Results

<table>
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<tr>
<th>Metric</th>
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</tr>
</thead>
</table>
| Efforts the school district makes to seek parent 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 | Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee 2021-22 | Increase or maintain the number of opportunities for parents to participate from the previous year. |
<table>
<thead>
<tr>
<th>Metric</th>
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<th>Year 2 Outcome</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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</td>
<td>LCAP Stakeholder Advisory Meeting 4 meetings</td>
<td>LCAP Stakeholder Advisory Meeting 4 meetings</td>
<td>DELAC 4 meetings</td>
<td>SSC 4 Meetings</td>
</tr>
<tr>
<td>Increase or maintain the parent and family engagement level as reported on the CA School Dashboard local indicators.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Maintain a 4 or higher for all 12 elements on the self reflection rubric provided by the CDE</td>
<td></td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<td>local indicators on the 2020 Dashboard</td>
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### Actions

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</table>
| 4.1      | 4.1 Base Services | 4.1 Base Services  
4.1.1 Meet with the LCAP Parent Advisory Committees at key times throughout the year to:  
4.1.1.1 Share information regarding interim metrics and the progress on LCAP actions and services.  
4.1.1.2 Gather feedback and input regarding goals, actions and services.  
4.1.1.3 Review final LCAP working document prior to Public Hearing. | $5,000.00 | No |
| 4.2      | 4.2 Increased and/or Improved Supplemental Services | 4.2 Increased and/or Improved Supplemental Services  
4.2.1 Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans.  
4.2.1.1 Include establishing opportunities for parents/guardians to navigate school and support student success in high school and beyond. | $697,569.00 | Yes |
<table>
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<td></td>
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<td>• Community/Parent-based events and offerings</td>
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<td>4.2.1.2</td>
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<td>Include options for increasing communication and use of social media.</td>
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<td>• District Bilingual Parent Liaison</td>
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<td>4.2.1.3</td>
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<td>Translate more materials and resources for Spanish speaking families.</td>
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<td>4.2.1.4</td>
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<td>Include establishing opportunities for immigrant parents/guardians to navigate school and support student success in high school and beyond.</td>
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<td>4.2.2</td>
<td></td>
<td>Increase two-way communication with parents</td>
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<td>4.2.3</td>
<td></td>
<td>Site-based allocations aligned to Goal 4 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.</td>
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</tr>
</tbody>
</table>
| 4.3     | 4.3 Targeted Supplemental Services         | 4.3. Targeted Supplemental Services  
4.3.1. Provide resources and professional learning to support parent involvement and education                                                                                                             | $51,746.00   | No           |
Goal Analysis [2022-23]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In Goal 4, EUHSD’s actions and services are in place to promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as to provide opportunities for shared input. In this goal we did not have any substantive differences in our planned actions and the actual implementation of our actions/services. The district’s plan for the 2022-23 school year included our ongoing actions and services such as site level parent liaisons and the development and implementation of parent involvement plans, supporting our LCAP Educational Partners Advisory Committee, implementing a “ParentVUE” mobile application, and support our ongoing social media presence and platforms. This year our Educational Partners proposed adding parent and student-led meetings/workshops; a parent orientation to clarify parent meetings (SSC, ELAC, Title I, SARB/SART, LCAP), and to ensure that there are translation services for all parent meetings.

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 had a material difference between their budgeted expenditures and estimated actual expenditures in this area. There was a material increase of more than 10% for the district's Title I allocation and actual expenditures. In 2022-23 the district allocated carryover funds to cover the cost of the DELAC, Bilingual Parent Liaisons, and Bilingual instructional Assistants to attend CABE in Long Beach. Transportation to and from the event was also provided. The district also used Title I funds to engage ELD teams in additional Project Based Learning professional learning via a PBL academy which aligns with the district's Arc of Learning.

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

LCAP Educational Partners Advisory Committee feedback, regarding Goal 4, was positive specifically as it pertained to (4.2.1) ongoing communication regarding student academic progress, counselor availability, and the school's/district's ongoing support and encouragement to be involved in school. The site level Parent Liaisons continue to be extremely valuable in bridging the home/school communication. The (4.2.1) Bilingual Parent Liaisons work collaboratively to create district wide workshops on supporting students, navigating school related applications, drug prevention, mental health as well as many more useful topics. The level of collaboration and parent support is effective in building a lasting partnership with the community.
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.

As the district prepares to transition to the 2023-24 school year, there are no modifications to the goal, metrics, or desired outcomes. As a district EUHSD plans to continue promoting, fostering, and developing parent connections while building strong and effective communication and partnerships. The district’s Educational Partners proposed the addition of parent and student-led meetings/workshops, orientation meetings to understand the different parent meetings offered at each site/district (SSC, ELAC, DELAC, Title I, SARB/SART, LCAP), and ensuring that translation services are available at all parent meetings. Opportunities to include these proposals currently exist within the district's parent engagement structure and will not modify the existing goals, metrics, or outcomes.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 5      | Safe and Respectful Environments  
Foster respectful, collaborative, safe and secure environments that support teaching and learning |

#### An explanation of why the LEA has developed this goal.

EUHSD students continue to struggle and have not fully returned to pre-pandemic levels of school connectedness, academic motivation, attendance, and meaningful participation. However, there has been a return to pre-pandemic levels of students feeling safe from being victimized, from mean rumors, or physical altercations while on campus. The goal at EUHSD is to ensure that all school campuses are safe, respectful, and foster collaboration in safe and secure environments that support teaching and learning.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain or decrease the expulsion rate.</td>
<td>Baseline:2018-19</td>
<td>2020-21 Data</td>
<td>2021-22 Data</td>
<td></td>
<td>Maintain or decrease from the prior year</td>
</tr>
<tr>
<td>EUHSD 0.26%</td>
<td>All- 0.0%</td>
<td>All- 0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian 0.00%</td>
<td>Asian- 0.0%</td>
<td>Asian- 0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American 0.00%</td>
<td>Black/African American- 0.0%</td>
<td>Black/African American- 0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino 0.00%</td>
<td>Filipino-0.0%</td>
<td>Filipino-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino 0.30%</td>
<td>Hispanic/Latino-0.0%</td>
<td>Hispanic/Latino-0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White 0.16%</td>
<td>White-0.0%</td>
<td>White-0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL 0.59%</td>
<td>ELL-0.0%</td>
<td>ELL- 0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec Ed 0.19%</td>
<td>Spec Ed-0.0%</td>
<td>Spec Ed- 0.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SED 0.29%</td>
<td>SED-0.0%</td>
<td>SED- 0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth 0.00%</td>
<td>Foster Youth- 0.0%</td>
<td>Foster Youth- 0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless 0.67%</td>
<td>Homeless-0.0%</td>
<td>Homeless- 0.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| 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%  
Filipino: 1.8%  
Hispanic/Latino: 3.5%  
White: 3.1%  
EL: 6.1%  
SWD: 7.2%  
SED: 3.8%  
Foster: 18.4%  
Homeless: 6% | 2020-2021 Data  
All: 0.2%  
Asian: 0.0%  
Black/African American: 0.0%  
Filipino: 0.0%  
Hispanic/Latino: 0.3%  
White: 0.2%  
EL: 0.4%  
Spec Ed: 0.8%  
SED: 0.2%  
Foster: 3.8%  
Homeless: 0.9% | 2021-22 Data  
All: 4.5  
Asian: 0.5%  
Black/African American: 8.7%  
Filipino: 0.0%  
Hispanic/Latino: 4.9%  
White: 3.5%  
EL: 6.9%  
Spec Ed: 8.4%  
SED: 5.0%  
Foster Youth: 25.0%  
Homeless: 7.4% | Maintain or decrease from the prior year |
| 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% | Maintain or decrease from the prior year |
<p>| Maintain Local Climate Survey as 2019 CA School Dashboard Local | 2019 CA School Dashboard Local | 2020-21 CA School Dashboard Local | 2021-22 CA School Dashboard Local | Maintain a &quot;Standard Met&quot; annually |</p>
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;standards met&quot; annually, based on the results of the CA Healthy Kids Survey.</td>
<td>Climate Survey list this indicator as &quot;standard met&quot; based on the results of the CA Healthy Kids Survey.</td>
<td>Climate Survey list this indicator as &quot;standard met&quot; based on the results of the LCAP survey for the 2021-22 school year.</td>
<td>Climate Survey list this indicator as &quot;standard met&quot; based on the results of the CA Healthy Kids Survey.</td>
<td>The results of the LCAP survey for the 2022-23 school year include: 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. Parent Engagement: (school connectedness)</td>
<td>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.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Top 3 responses (based on ranking agree through</td>
<td></td>
<td>73% of respondents felt that the school informs them about their child's academic</td>
<td>Parent Engagement: (School Connectedness) Top 3 responses (based on ranking</td>
<td>Safe and Respectful</td>
<td></td>
</tr>
<tr>
<td>disagree)</td>
<td></td>
<td>progress. 71% of respondents felt that adults on campus are available to        agree through disagree) 65.8% of respondents felt that the school            Environments: (sense of safety)</td>
<td></td>
<td>Environments: (Sense of Safety)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>communicate with parents when needed. 67% of respondents felt that schools      informs them about their child's academic progress 62.7% of respondents</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>keep parents informed about their child's behavior.                             felt that adults on campus are available to communicate with parents when</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>needed. 57.3% of respondents felt that the school provides parents with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe and Respectful Environments: (sense of</td>
<td></td>
<td>information on the importance and significance of daily school attendance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>safety)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 3 responses (based on ranking agree through</td>
<td></td>
<td>66% of respondents felt that EUHSD schools are welcoming and inclusive.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disagree)</td>
<td></td>
<td>62% of respondents felt that EUHSD schools have a clear</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>and consistent expectations for student behavior on campus.</td>
<td>59% of respondents felt that EUHSD school were well maintained.</td>
<td>and consistent expectations for student behavior on campus.</td>
<td>60.8% of respondents felt that EUHSD schools are welcoming and inclusive</td>
<td>59.8% of respondents felt that EUHSD schools, teachers, and staff respect students.</td>
<td></td>
</tr>
<tr>
<td>Overall satisfaction with EUHSD schools: (Sense of safety)</td>
<td>Top 3 responses (based on ranking of top 2 statements)</td>
<td>Top 3 responses (based on ranking of top 2 statements)</td>
<td>Top 3 responses (based on ranking of top 2 statements)</td>
<td>Top 3 responses (based on ranking of top 2 statements)</td>
<td></td>
</tr>
<tr>
<td>74% of respondents were satisfied with the academic support provided</td>
<td>71% of respondents were satisfied with the quality of instruction</td>
<td>68.1% of respondents were satisfied with the academic support provided for</td>
<td>68.1% of respondents were satisfied with the academic support provided for</td>
<td>58.3% of respondents were satisfied with the academic support provided for</td>
<td></td>
</tr>
<tr>
<td>school safety.</td>
<td>66% of respondents were satisfied with school safety.</td>
<td>students.</td>
<td>students.</td>
<td>students.</td>
<td></td>
</tr>
<tr>
<td>Due to the COVID-19 pandemic students participating in the CHKS (11th &amp; 9th grade) were learning from home and not physically on campus to determine &quot;school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2023-24 Local Control and Accountability Plan for Escondido Union High School District
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain school facilities in &quot;good repair&quot;, based on the self-reflection tool provided by CDE</td>
<td>Local Indicators: CA School Dashboard 2018-19 Baseline</td>
<td>0% of instances where facilities do not meet the &quot;Good repair&quot; standard.</td>
<td>0% of instances where facilities do not meet the &quot;Good repair&quot; standard.</td>
<td>0% of instances where facilities do not meet the &quot;Good repair&quot; standard.</td>
<td>Maintain a &quot;Good Repair&quot; standard.</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>5.1 Base Services</td>
<td>5.1-Continue to provide the base services as described in 1.1.5 and 2.1.1</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>
| 5.2      | 5.2 Increased and/or improved Supplemental Services | 5.2 Increased and/or Improved Supplemental Services  
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:  
5.2.1.1 Prevention and Diversion (PAD) drug/alcohol education program  
• 9th grade intervention program  
• Alternative to suspension | $2,524,931.00 | Yes          |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1.2</td>
<td>Safety Outreach for Students (SOS) bullying/fighting intervention program</td>
<td>• Youth Advisory Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.1.3</td>
<td>Escondido Police Diversion Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.1.4</td>
<td>School Resource Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2</td>
<td>Provide resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2</td>
<td>MTSS Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2</td>
<td>NCRC Contract</td>
<td>• Professional Learning (Diversity, Equity, Inclusion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2.1</td>
<td>Maintain increased campus supervision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2.2</td>
<td>Carry out the plan for implementing PBIS and Restorative Practices implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2.3</td>
<td>Provide equipment, resources and training for campus safety</td>
<td>• Security Cameras</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2.4</td>
<td>Implement a school check-in service to support campus safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.3</td>
<td>Site-based allocations aligned to Goal 5 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>5.3 Targeted Supplemental Services</td>
<td>5.3 Targeted Supplemental Services</td>
<td>$160,028.00</td>
<td>No</td>
</tr>
<tr>
<td>5.3.1</td>
<td>Carry out the plan for implementing PBIS and Restorative Practices implementation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal Analysis [2022-23]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In Goal 5, EUHSD's actions and services are in place to foster respectful, collaborative, safe and secure environments that support teaching and learning. The current actions and services are in place to support the district’s goal including programs to support our most at-promise students such as Diversion, Safety Outreach for Students (SOS), collaboration with Escondido Police Department (EPD), National Conflict Resolution Center (NCRC), increased campus supervision, to provide ongoing focus on resources, programs and services to support a safe and collaborative learning environment. There was not a substantive difference between our planned actions and actual implementation. However, EUHSD initially planned on creating collaborative learning spaces in English Language Arts and English Language Development classes, after further evaluation it was determined that our unduplicated students would benefit from collaborative learning spaces in other core classes as well. This resulted in EUHSD purchasing additional collaborative desks.

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 is a material difference between the district's 2022-23 budgeted expenditures and their estimated actual expenditures. EUHSD initially planned on purchasing collaborative work spaces for students in ELA and ELD; however, it was determined that students, specifically unduplicated students, would benefit from collaborative spaces in other core subject areas as well. In turn, the district added collaborative spaces in Social Science classes as well as ELA and ELD.

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

In 2022-23 EUHSD has launched a new MTSS team to support our efforts to create a safe and respectful learning culture and climate on all district campuses. The team initially focused on creating a plan for Orange Glen High School. In 2023-24 the team will focus on creating a district wide plan working specifically with Escondido High School and San Pasqual High School. As students returned to on campus learning, all school sites experienced challenges with student behavior. The MTSS team along with additional resources such as SOS, PAD,
Restorative Practices, and our work with NCRC have assisted sites in creating safe and welcoming environments to better support students as they readjusted to being on campus.

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.

As EUHSD prepares to transition to the 2023-24 school year, we are not anticipating modifying our goal, metrics, or desired outcomes. As a district EUHSD plans to continue fostering respectful, collaborative, safe and secure environments that support teaching and learning. The Educational Partners proposed additional prevention and intervention programs as well as improved processes and accountability for attendance.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$26,880,947</td>
<td>$3,166,431</td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.08%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>33.08%</td>
</tr>
</tbody>
</table>

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

### Required Descriptions

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

The Escondido Union High School District will receive $26,880,947 in Supplemental/Concentration grant funding for the 2023-24 school year. These funds will be spent on actions and services principally directed toward our unduplicated student groups so that they will graduate college and career ready.

Since EUHSD has a high (82%) unduplicated student count, all actions and services are principally directed at the unduplicated student population. The increased services are at least equal to 33.08% of the total LCAP budget. The actions and services are listed by Goal.

**Action or Service Rationale**

**Goal 1: Academic Achievement**

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates ready for college and career.

1.2.1 Provide resources and support for the appropriate use of technology. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional technology provides instructional tools to better serve students who are struggling academically. Research and our past practices have demonstrated an increase in student engagement with rigorous material. These improvements have the most impact on unduplicated students who have scored below expectations on student
1.2.2 Provide English Learners additional support (instructional aides, collaborative classes, and reduced class size in Students with Interrupted Formal Education (SIFE) courses to be successful in rigorous academic classes.

- Goal 1.2.2.1 Provide a program for Students with Interrupted Formal Education (SIFE) students (EHS, OGHS, SPHS).
- Goal 1.2.2.3 Reduce class size in cluster classes (EHS, OGHS, SPHS).

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Cluster classes provide additional academic support for English Learners via a Bilingual Instructional Aide (BIA), special instruction, and smaller class size. With lower class sizes and student to adult ratios, teachers and aides are better able to differentiate and support struggling students, as demonstrated by research and our past practice showing increased student engagement with rigorous material. Student achievement data for ELs (English Learner), FY (Foster Youth) and LI (Lower Income) indicate an achievement gap when compared to other student groups, and these services will directly benefit our unduplicated students.

1.2.3 Analyze data to inform practices.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. As we have seen in our past practice and research, data reflection sessions with stakeholders at multiple levels and use of multiple data management systems to research and analyze student data will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures. Last year EUHSD added a diagnostic assessment program to assist in the identification of students needing additional support and interventions. This year our educational partners highlighted the need to provide our teachers and staff the opportunity to engage in professional learning with a focus on increasing instructional rigor, state standards, maintaining high expectations for all students, and focusing on student skill. All of the recommendations made align to the previous recommendation of grading for mastery. This will continue to create opportunities for students to earn grades that reflect their learning progress and focus on specific learning targets. Student achievement data for our unduplicated students indicate a gap in student academic performance when compared to their (non- foster, EL, homeless, or LI) peers, these services will directly benefit the academic recording of our unduplicated students’ academic performance.

1.2.4 Provide additional Career Technical Education Pathways/Programs. By developing CTE pathways, unduplicated students will have access to expanded opportunities to increase College and Career Readiness in the targeted industry sectors of their choice. Refinement of the CTE curriculum over the past three years to align with state frameworks and literacy standards will support EL, FY and LI students to reach their academic and career goals. The feedback we received from our educational partners included ongoing and increased focus on CTE options for students.

1.2.5 Provide site-based allocations aligned to Goal 1 action and service priorities. The District keeps internal accounting to verify appropriate expenditures of allocated Supplemental and Concentration funds to support unduplicated students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

1.2.6 Decrease class size/student support for classes with high percentage of Long-Term English Learners (LTELs). This action/service is principally directed towards unduplicated students as the focus for lowering class sizes is directed at classes with a higher number of
unduplicated students, specifically our LTELS (Long Term English Learners). With lower class sizes and student to adult ratios, teachers are better able to differentiate and support struggling students, as demonstrated by research and our past practice showing increased student engagement with rigorous material. Student achievement data for our unduplicated students indicate an achievement gap when compared to other student groups, and these services will directly benefit our unduplicated students.

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 the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

2.2.1 Due to the difficulty in recruiting, hiring, and retaining qualified staff to support unduplicated pupils and to support students graduating college and career ready, maintain our restructured certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. By recruiting and then retaining our high-quality teachers, our unduplicated students will have access to teachers with knowledge in their content area(s) and in classroom pedagogy. As we have seen in our past practice and research, expert teachers will allow for optimum program implementation targeted at unduplicated students who have scored below expectations on student achievement measures.

2.2.2 Additional time for teacher collaboration and professional learning. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional Learning Communities support teachers by building professional capacity to better serve students who are struggling academically. Serving struggling students has the most impact on our unduplicated students who have scored below expectations on student achievement measures.

2.2.3 Improve teaching and learning through the work of content specialists and instructional coaches. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With the assistance of instructional coaches, research-proven best practices in literacy, Math and Science will be provided to teachers to differentiate instruction to support closing the achievement gap. An EL Content Specialist will support the schools in the implementation of the ELA/ELD Framework and the administration of the ELPAC (English Language Proficiency Assessments for California), as well as implementing all Title III mandates. These services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

2.2.4 Increase instructional leadership capacity to improve student learning. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Through professional learning for support providers including Prevention and Diversion (PAD) and Safety Outreach for Students (SOS) staff, social workers, counselors, and teachers of sheltered classes, staff and teachers will be better equipped to support the socio-emotional and academic needs of unduplicated students who have scored below expectations on student achievement measures. As we have seen in our past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

2.2.5 Engage staff in professional learning to build capacity and systematically implement Goals 1-5. Feedback from our Educational
Partners included the addition of Social Emotional Learning (SEL) and wellness to the district’s professional learning plan. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional development will support teachers, paraprofessionals, and administrators by building professional capacity to better serve our unduplicated students with implementation of actions and services described in Goals 1-5. As we have seen in our past practice and research, such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

2.2.6 Site-based allocations aligned to Goal 2 action and service priorities. District keeps internal accounting to verify appropriate expenditures of allocated Supplemental and Concentration funds to support unduplicated students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

Goal 3: Support to Students-
Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate ready for college and career.

3.2.1 Provide tutors, targeting 9th grade classes.

- Goal 3.2.1.2 Provide release periods for “house” leads to support 9th Grade Academies. (EHS and SPHS). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is designed to support unduplicated students who need tutoring and additional 9th grade support to ensure they are exiting 9th grade on track to being college and career ready. As we have seen in our past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

3.2.2 Provide opportunities to recover and accelerate credits. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Our unduplicated students have a lower percentage of high school completion, and these supports provide extra opportunities to earn credits towards graduation.

Options to take additional courses are provided before and after school, as well as in summer to students who are credit deficient. These opportunities are also available to students who want to take additional classes to accelerate progress towards graduation.

3.2.2 Middle College/Dual Enrollment and Concurrent Enrollment. This action/service will be effective in meeting the goal for our unduplicated students, specifically our FY, EL, and LI students by providing highly supported opportunities to access higher education.

Our unduplicated students have a lower A-G completion rate, ELL 17.0%, Foster 16.7%, Homeless 22.6%, and SED 39.7% when compared
to other students, Asian 76.2%, Black 32.0%, Filipino 75.8%, Hispanic 40.8%, white 59.2%, and RFEP 46.6%. Middle College addresses the latter by providing students, specifically our unduplicated students, an opportunity to enroll in college courses, earn both college and high school credits, while having the targeted support of Middle college teachers and counselors which have a lower caseload to provide increased support.

3.2.3 Social and Emotional Needs: Maintain and expand staff (social workers, bi-lingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students. The feedback we received from our educational partners included the exploration of alternative school schedules to facilitate credit recovery and acceleration, along with the option for incoming 9th grade students to enroll in summer school and providing universal screening for mental health.

- Goal 3.2.3.1 Provide a social worker dedicated to support the needs of Foster Youth (FY)
- Goal 3.2.3.2 Provide a bilingual psychologist to support the needs of EL students and families. (EL)
- Goal 3.2.3.3 Provide a student outreach coordinator to support pregnant and parenting students.

These actions/services are principally directed towards unduplicated students and are effective in increasing or improving services for these students. The services are meant to provide unduplicated students targeted support systems for their social emotional and academic needs. As we have seen in our past practice and research, unduplicated students principally benefit from services providing social emotional support, so they can better access instruction throughout the day.

3.2.4 Provide targeted guidance and counseling services as well as opportunities for college and career readiness. Maintain 3.5 additional counselors to implement counseling plans. (LI, EL, FY). Last year educational partners proposed that the district support students in paying for every student’s AP exam. Nearly 82% of EUHSD students comprise our unduplicated student count and funding multiple AP tests can become a financial burden to our families. Paying for every student’s AP exams removed any financial barriers and encouraged students to not only take additional AP courses but to also take the exam at the end of the year. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to 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 LI students.

3.2.5 Continue support for AVID (Advancement Via Individual Determination) program. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Research shows the AVID program is designed to support unduplicated students through academic and social-emotional support toward academic success and college acceptance.

3.2.6 Implement systemic academic intervention program. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is specifically designed to provide an accelerating intervention system for struggling 9th graders to achieve college and career readiness in ELA and beyond. The program will serve all students and as demonstrated by our past practice, helps to close the achievement gap to attain college and career readiness. The addition of advisory services will provide unduplicated students with tools to support college and career readiness.
Unduplicated students have a lower passing rate in College/Career Ready ELA and Math. In 2021-22, 9th graders passing ELA included: 59.3% of ELL, 71.7% of SED, 50.0% of Foster Youth, and 63.6% of homeless students when compared to other students 97.9% of Asian, 75.4% of Black/African American, 88.6% of Filipino, 71.6% Hispanic/Latino, 90.3% of white, 80.7% of RFEP students. In math, 9th grade students who passed are as follows: 54.8% of ELL, 68.9% of SED, 58.3% of Foster Youth, and 59.3% of homeless students when compared to other students 92.4% of Asian, 63.9% of Black/African American, 88.6% of Filipino, 87.3% of White, and 77.5% of RFEP students. Our systemic academic intervention programs help early identification and intervention for students, specifically our unduplicated students, struggling in College/Career Ready courses.

3.2.7 Provide additional time and resources to support chronically absent and truant students.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from additional support toward improved attendance. Past practice shows that increased class time and support to monitor chronically absent and truant students will provide the skills unduplicated students need for academic success. Our unduplicated students have a higher rate of chronic absenteeism, ELL 47.8%, SED 40.1%, and Homeless 55.7% when compared to other students Asian 14.6%, Black/African American 39.9%, Filipino 26.5%, Hispanic/Latino 39.9%, and White 29.7%. The additional time and resources will help support our students, specifically our unduplicated students, struggling with ongoing positive attendance.

3.2.8 Monitor and support EL and RFEP students so they graduate college and career ready.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Increased identification of student needs through systemic monitoring tools will lead to increased academic support and interventions for our English Learners and Reclassified students. As shown by research, such improvements will impact language acquisition goals as demonstrated through the ELPAC and increase our ELs' readiness for college and career.

3.2.9 Provide increased opportunities for in-depth college and career exploration.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Field trips, focusing on college and career options for unduplicated students will allow them to apply and extend their learning, planning, and goal setting. Research shows that when students can visualize themselves in an unfamiliar environment, they are more likely to follow-through with their plans. These opportunities for college and career exploration will have the most impact on unduplicated students who have scored below expectations on student achievement measures. Our unduplicated students have a lower CTE completion rate, ELL 14.7%, SED 20.9%, Foster Youth 0.0%, and Homeless 16.0%, when compared to other students, Asian 33.3%, Black/African American 13.8%, Filipino 22.2%, Hispanic 20.7%, White 33.6%, and RFEP 23.6%. Increasing access to college and career exploration, specifically for unduplicated students, will provide additional academic opportunities and support. EUHSD continues to grow/expand the CTE program district wide by adding programs to support student college/career exploration.

3.2.10 Site-based allocations aligned to Goal 3 action and service priorities.
The district keeps internal accounting to verify appropriate expenditures of allocated Supplemental and Concentration funds to support unduplicated students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these
students. Site-based allocations allow for each school site to provide their students, specifically unduplicated students, with additional support and resources. Each school conducts a needs assessment to determine the specific needs of their student population. Each school has access to their achievement data, attendance data, and social emotional data (healthy kids survey) to assist in their decision-making process. Ed services staff will facilitate/guide school sites to utilize discretionary funds to improve the graduation rate, attendance rate, pass rate, and A-G completion of unduplicated students. Unduplicated students have lower rates in the above-mentioned areas:

- Grad Rate: EL 66.3%, SED 84.2%, Foster 64.3%, and Homeless 70.6% when compared to other students, Hispanic/Latino 84.0%, White 92.3%, Black/African American 75.9%, Asian 94.6%, Filipino 91.7%.
- A-G Rate: ELL 17.0%, Foster 16.7%, Homeless 22.6%, and SED 39.7% when compared to other students, Asian 76.2%, Black/African American 32.0%, Filipino 75.8%, Hispanic/Latino 40.8%, white 59.2%, and RFEP 46.6%.
- Chronic absenteeism, ELL 47.8%, SED 40.1%, and Homeless 55.7% when compared to other students Asian 14.6%, Black/African American 39.9%, Filipino 26.5%, Hispanic/Latino 39.9%, and White 29.7%.

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

4.2.1 Increase communication: The feedback we received from our Educational Partners was to maintain our ongoing actions and services including parent liaisons (site and district) and provide additional information on parent meetings including ELAC, LCAP, SSC, Title I, SARB/SARC. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students and their families. Bilingual parent liaisons and translators support parent engagement in the educational process and provide additional support to the families of English Learners, Low Income students and Foster Youth. Research shows that engaged families who feel connected to the school and the resources available are more likely to have students take advantage of these resources, resulting in higher levels of student success. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

4.2.2 Increase two-way communication with parents. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Providing additional communication through mobile phone applications will increase awareness of attendance, behavior, and academic updates for parent/guardians of EL, FY and LI students. This real time support will help sites with communication and alert parents/guardians with student progress monitoring.

4.2.3 Site-based allocations aligned to Goal 4 action and service priorities.

The district keeps internal accounting to verify appropriate expenditure of funds to support unduplicated students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

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

5.2.1 Implement evidence-based programs with intentional focus on at-promise students.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The Prevention and Diversion (PAD) drug/alcohol education program, Safety Outreach for Students (SOS) bullying/fighting intervention program, and the Escondido Police Diversion Program are evidence-based programs shown to keep students in school and in positive, learning environments. The additional Campus Supervisors and School Resource Officer (SRO) provide school support in the effort
to maintain campus safety; the SRO duties include law enforcement response as well as prevention services. The feedback received from educational partners included the addition of a prevention and intervention program as well as ongoing support to improve attendance district wide. These services primarily assist unduplicated students through behavior and social emotional support focusing on academic success for college and career readiness.

5.2.2 Provide resources, programs and services that support a collaborative, safe and respectful learning culture, and climate through MTSS. The district’s educational partner's feedback included the ongoing support of current actions and services associated with MTSS. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from a positive school climate as well as from a universal alignment (across school sites) in the tiers/level of support as it pertains to academic, behavior, and social/emotional supports. Suspension data indicates that targeted student populations need additional support, so they can better access instruction throughout the day. Such support has the greatest impact on unduplicated students who have had higher incidences of suspension. School check-in systems will support a safe and respectful learning culture by ensuring all campus visitors are identified.

5.2.3 Site-based allocations aligned to Goal 5 action and service priorities.
The district keeps internal accounting to verify appropriate expenditures of allocated Supplemental and Concentration funds. Throughout the LCAP are actions and services which address the needs of ELs, FY and LI students designed to strengthen first best instruction, focused intervention, social emotional support, and positive school climate. All systems in Escondido Union High School District will continue to be refined through careful, frequent monitoring.

The above rationale for increased and improved actions and services is supported by the following research:

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

Identified actions and services provided for unduplicated students will increase by 32.9% as compared to the services provided for all students in the LCAP year. EUHSD expects to improve or increase services by engaging our Educational Partners in listening sessions and focusing on data driven systems that highlight unduplicated student outcomes. Actions and services such as data evaluation programs, assessment tools, PLCs, professional learning, staffing, etc. all work in tandem above the base services for 2023-24. EUHSD has a high (82%) unduplicated student count, all actions and services are principally directed at our unduplicated student population.

All unduplicated students

1.2.4 Career Technical Education Pathways/Curriculum Alignment
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. By developing CTE pathways, our unduplicated students will have access to additional opportunities to increase College and Career Readiness in targeted industry sectors of their choice. Our refinement of CTE curriculum over the past two years to meet state frameworks and aligning curriculum to literacy standards will allow for EL, FY and LI students to reach their academic and career goals.

2.2.1 Due to the difficulty in recruiting, hiring, and retaining qualified staff to support unduplicated pupils and to support students graduating college and career ready, maintain restructured certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. By recruiting and retaining our high-quality teachers, our unduplicated students will have access to teachers with experience and knowledge in their content area(s) and in classroom pedagogy. As we have seen in our past practice and research, trained teachers will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures.

3.2.1.2 Provide release periods for “house” leads to support 9th Grade Academies.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is designed to support unduplicated students who need tutoring and additional 9th grade support to ensure they are exiting 9th grade on track to being college and career ready. As seen in past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

3.2.2 Middle College/Dual Enrollment and Concurrent Enrollment.
This action/service will be effective in meeting the goal for FY, EL, and LI students by providing opportunities to access higher education. This action/service is principally directed towards unduplicated students and is effective in increasing or improving opportunities for students to earn both high school and college credit simultaneously. Unduplicated students are targeted and recruited to these programs via teacher, counselor, staff, and administration referral (as well as analysis of student achievement “potential” review).
3.2.3 Maintain and expand staff (social workers, bi-lingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide unduplicated students targeted supports for social emotional and academic needs. Students who are referred to and/or voluntarily see a social worker, bi-lingual psychologist, or student outreach coordinator are constantly monitored and checked on. As we have seen in our past practice and research, unduplicated students principally benefit from these services with social emotional support, so they can better access the instruction throughout the day.

3.2.5 Continue support for AVID program.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Research shows the AVID program is designed to support unduplicated students through academic and social-emotional support toward academic success and college acceptance.

3.2.7 Provide additional time and resources to support chronically absent and truant students.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from additional support toward improved attendance. Past practice shows that increased class time and support to monitor chronically absent and truant students will provide the skills unduplicated students need for academic success.
EUHSD is also exploring the possibility of adding a bus route for students attending the district continuation high school, Valley. Adding an additional targeted bus route to Valley High could potentially mitigate the chronic absenteeism rate at Valley High School.

4.2.1 Increase communication
Bilingual parent liaisons and translators support parent engagement in the educational process and provides additional support to the families of English Learners, Low Income students and Foster Youth. Research shows that engaged families who feel connected to the school and the resources available are more likely to have students take advantage of these resources, resulting in higher levels of student success. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

5.2.1 Implement evidence-based programs with intentional focus on at-promise students.
This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The Prevention and Diversion drug/alcohol education program, Safety Outreach for Students bullying/fighting intervention program, and the Escondido Police Diversion Program are each research-based program shown to keep students in school and in positive, learning environments. The additional Campus Supervisors and School Resource Officer provide school support in the effort to maintain campus safety and their (SRO) duties include law enforcement response as well as prevention services. The 9th grade intervention program was also added, last year, at the request of our educational partners. The 9th grade intervention program will serve as a higher tier intervention for incoming freshmen who have struggled academically and in connecting/building relationships. The program will include academic and behavioral support as well as onsite social/emotional care. These services primarily support unduplicated students through behavior and social emotional support towards academic success for college and career readiness.
5.2.2 Provide resources, programs and services that support a collaborative, safe and respectful learning culture, and climate through MTSS. Unduplicated students will benefit from a positive school climate as well as positive discipline systems. Suspension data indicates that targeted student populations need additional support, so they can better access the instruction throughout the day. Such support has the greatest impact on our unduplicated students who have had higher incidences of suspension. In addition, school check-in systems will support a safe and respectful learning culture by ensuring all campus visitors are identified.

English Learners
1.2.2 Provide English Learners additional support (instructional aides, collaborative classes, and reduced class size SIFE courses) to be successful in rigorous academic classes.
1.2.2.1 Provide a program for SIFE students (EHS and SPHS).
1.2.2.3 Reduce class size in sheltered classes (EHS, OGHS, SPHS).
This action/service is principally directed towards English Learners students and is effective in increasing or improving services for these students. With lower class sizes and student to adult ratios, teachers and aides are better able to differentiate and support struggling students, as shown by research and our past practice showing increased student engagement with rigorous material. Student achievement data for ELs, FY and LI indicate an achievement gap when compared to other student groups, and these services will directly benefit our unduplicated students.

1.2.3 Analyze data to inform practices.
This action/service is principally directed towards English Learners and is effective in increasing or improving services for these students. As past practice and research show, data reflection sessions with stakeholders at multiple levels and use of multiple data management systems to research and analyze student data will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures.

3.2.3 Maintain and expand staff (social workers, bi-lingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students.
3.2.3.2 Provide a bilingual psychologist to support the needs of EL students and families. (EL).
This service is meant to provide English Learners targeted support for social emotional and academic needs. As we have seen in our past practice and research, unduplicated students principally benefit from these services with social emotional support, so they can better access the instruction throughout the day.

3.2.8 Monitor and support EL and RFEP students, so they graduate college and career ready. This action/service is principally directed towards EL and RFEP students and is effective in increasing or improving services for these students. Systemic monitoring tools will lead to increased and customized academic supports and interventions for our English Learners and Reclassified students. As shown by research, such improvements will impact language acquisition goals as demonstrated through the ELPAC and increase our ELs' readiness for college and career.

Foster
3.2.3 Maintain and expand staff (social workers, bilingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students.

3.2.3.1 Provide a social worker dedicated to supporting the needs of Foster Youth (FY). This action/service is principally directed towards Foster Youth students and is effective in increasing or improving services for these students. This service is meant to provide unduplicated students targeted supports for social emotional and academic needs. As we have seen in our past practice and research, unduplicated students principally benefit from these services with social emotional support, so they can better access the instruction throughout the day.

EUHSD’s increased or improved services are listed by goal below:

Goal 1: Academic Achievement
A review of achievement data has identified a need to provide additional services principally directed at unduplicated student groups. Supplemental and concentration funding provides reduced class size and additional language support (BIA or additional teacher) in cluster classes for English Learners. All unduplicated students receive the benefits of technology, data analysis to assist with monitoring student progress, site-based initiatives and coordinated support services.

Goal 2: Effective Instruction and Leadership
A review of our current actions and services and the continuing need to provide students with the most skilled, knowledgeable, caring and committed staff is an ongoing priority. The actions and services provided under Goal 2 include support to students and teachers provided by site based TOSA’s, PLC time, support for Dual Enrollment, Concurrent Enrollment, Middle College, Dual Language Immersion, as well as professional learning to improve teaching and learning. These actions and services are principally directed toward unduplicated students and their experiences in academic settings. The district’s focus on effective instruction and leadership stems from the need to provide unduplicated students with the most appropriate course of study and instructional support possible. Teachers are (or will be) trained and coached in SEL, Improvement Science, Design Thinking, and Deeper Learning in service of equitable academic outcomes.

Goal 3: Support to Students
A review of our achievement data has identified an ongoing need to provide additional support to students so that they may graduate on-time and college and career ready. Goal 3 includes actions and services provided through our supplemental and concentration funding including Middle College, College and Career Technicians, Bilingual Assessment Technicians, school Social Workers, 9th grade support, opportunities for all students to recover and accelerate credits, free AP exams, exploring the addition of an advisory period at each comprehensive high school, and exploring alternative school schedules to facilitate credit recovery and acceleration. More than 80% of EUHSD students are a part of the unduplicated student count and funding multiple AP tests can become a financial burden to families. Paying for every student’s AP exam may encourage students to not only take additional AP courses but to also take the exam at the end of the year. EUHSD has been exploring a variety of school schedules that facilitate credit recovery and/or credit acceleration, an alternative schedule that facilitates credit recovery will positively impact A-G rates and Graduation rates. An alternative schedule can enable students to select additional electives, CTE pathways, and remediate courses. An advisory period will allow our students an opportunity to connect with one teacher for the entirety of their high school career. The Advisory teacher will serve as a Tier 1 intervention by providing additional support both academically and social/emotionally, as well as build connections and positive relationships with students. The existing and additional actions and services are principally directed toward our unduplicated students and the support they need to achieve academically as well as thrive social/emotionally.

Goal 4: Engaged Parents
Feedback from our educational partners and a review of our internal data on parent engagement identified an ongoing need to provide additional opportunities for families to engage and stay informed about their students’ academic and social/emotional wellbeing. Goal 4 action and services include ongoing communication with parents regarding site and district level events as well as student attendance, behavior, and academic updates. Site level parent liaisons with the addition of a district level parent liaison will support our families by building home-school connections and providing necessary school and community resources. These actions and services are principally directed towards unduplicated students to connect their families to the school so that they will access the available resources resulting in higher levels of academic success for students.

Goal 5: Safe and Respectful Environments
A review of our educational partners feedback, current actions and services, and the ongoing need to ensure all campuses in the district are safe and respectful continues to be a priority. The actions and services identified in goal 5 include evidence-based programs with an intentional focus on our most vulnerable and at-promise students, resources that support students social and mental health, and opportunities to celebrate student voice and self-advocacy. These actions and services are principally directed toward our unduplicated students to support and decrease disruptive behaviors, address mental health concerns, and create a school culture where students feel seen, heard, and valued.
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.

EUHSD allocated all additional concentration money to increase the number of staff providing direct services to unduplicated students, specifically to reduce class size.

Escondido High School was allocated 7.2 FTE to reduce class size specifically in classes with a high percentage of LTELs.
Orange Glen High School was allocated 9.2 FTE to reduce class size specifically in classes with a high percentage of LTELs.
San Pasqual High School was allocated 3.2 FTE to reduce class size, specifically in classes with a high percentage of LTELs.
Valley Continuation High School was allocated 0.2 FTE to reduce class size, specifically in classes with a high percentage of LTELs.

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<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
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<td>Staff-to-student ratio of classified staff providing direct services to students</td>
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## 2023-24 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
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<td></td>
<td>$1,712,773.00</td>
<td>$96,944,291.00</td>
<td>$82,282,320.00</td>
<td>$14,661,971.00</td>
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</tbody>
</table>

### Goal 1

<table>
<thead>
<tr>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>1.1 Base Services</td>
<td>All Students with Disabilities</td>
<td>$886,457.00</td>
<td></td>
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</tr>
<tr>
<td>1.2</td>
<td>1.2 Increase and/or Improved Supplemental Services</td>
<td>English Learners Foster Youth Low Income</td>
<td>$7,793,448.00</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.3</td>
<td>1.3 Targeted Supplemental Services</td>
<td>1.3.1; 1.3.2 English Learners All</td>
<td>$514,000.00</td>
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<tr>
<td>2.2</td>
<td>2.2 Increased and/improved Supplemental Services</td>
<td>English Learners Foster Youth Low Income</td>
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<tr>
<td>2.3</td>
<td>Targeted Supplemental Services</td>
<td>English Learners: 2.3.4 All</td>
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<td>3.1</td>
<td>3.1 Base Services</td>
<td>All</td>
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</tr>
<tr>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental services</td>
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<tr>
<td>3.3</td>
<td>3.3 Targeted Supplemental Services</td>
<td>English Learners: 3.3.2, .3.3.3 and 3.3.4, Low Income: 3.3.2,3.3.3, and 3.3.4 All</td>
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<tr>
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<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
</tr>
<tr>
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<td>4</td>
<td>4.2</td>
<td>4.2 Increased and /or Improved Supplemental Services</td>
<td>English Learners Foster Youth Low Income</td>
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<td>4.3 Targeted Supplemental Services</td>
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<td>5</td>
<td>5.2</td>
<td>5.2 Increased and/or improved Supplemental Services</td>
<td>English Learners Foster Youth Low Income</td>
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<td>$2,524,931.00</td>
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<td>5.3</td>
<td>5.3 Targeted Supplemental Services</td>
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### 2023-24 Contributing Actions Table

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<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
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<tr>
<td>1</td>
<td>1.2</td>
<td>1.2 Increase and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools Specific Schools: 1.2.2.1- EHS, OGHS, SPHS; 1.2.2.2 - EHS, OGHS, SPHS, DLA; 1.2.2.3- EHS, OGHS, SPHS</td>
<td>$7,793,448.00</td>
<td>$7,793,448.00</td>
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<td>2.2 Increased and/improved Supplemental Services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
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<td>$5,029,683.00</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental services</td>
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<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools Specific Schools: 3.2.1.2 EHS and SPHS</td>
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<td>$10,835,316.00</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Planned Percentage of Improved Services (%)</td>
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<td>4</td>
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<td>English Learners</td>
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<td>5</td>
<td>5.2</td>
<td>5.2 Increased and/or improved Supplemental Services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
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<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
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<td>1.2 Increase and/or Improved Supplemental Services</td>
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<td>2.2 Increased and/Improved Supplemental Services</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental Services</td>
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<td>$9,516,035</td>
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<td>3</td>
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<td>3.3 Targeted Supplemental Services</td>
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<td>$421,108.00</td>
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<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
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<tr>
<td>4</td>
<td>4.2</td>
<td>4.2 Increased and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$577,124.00</td>
<td>$669,406</td>
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<td>4</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>5.2 Increased and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$2,670,834.00</td>
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<td>$307,391.00</td>
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## 2022-23 Contributing Actions Annual Update Table

<table>
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<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
<td>1.2 Increase and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$5,742,017.00</td>
<td>$7,274,241</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>2.2 Increased and/improved Supplemental Services</td>
<td>Yes</td>
<td>$5,296,347.00</td>
<td>$5,461,078</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental services</td>
<td>Yes</td>
<td>$8,948,678.00</td>
<td>$9,516,035</td>
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<td>4</td>
<td>4.2</td>
<td>4.2 Increased and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$577,124.00</td>
<td>$669,406</td>
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<tr>
<td>5</td>
<td>5.2</td>
<td>5.2 Increased and/or improved Supplemental Services</td>
<td>Yes</td>
<td>$2,670,834.00</td>
<td>$3,734,727</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes
- **6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)**
  - $24,829,821
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - $23,235,000.00
- **7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)**
  - $26,655,487.00
- **Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)**
  - ($3,420,487.00)
- **5. Total Planned Percentage of Improved Services (%)**
  - 0.00%
- **8. Total Estimated Percentage of Improved Services (%)**
  - 0.00%
- **Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)**
  - 0.00%
## 2022-23 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
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<tbody>
<tr>
<td>$77,687,873</td>
<td>$24,829,821</td>
<td>1.40%</td>
<td>33.36%</td>
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<td>34.31%</td>
<td>$0.00</td>
<td>0.00%</td>
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Introduction and Instructions

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

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

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

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

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

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

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

**Plan Summary**

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

**Requirements and Instructions**

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

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

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

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

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

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

**Engaging Educational Partners**
Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

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

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

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

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

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

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

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

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Goal Analysis:**

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

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

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

**Data Entry Table**

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

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

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

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

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

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

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

• **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —
Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  
  o **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

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

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

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

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

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

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

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
• **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

**Calculations in the Action Tables**

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

**Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - 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 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 + 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).

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