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

Budget Overview for the 2022-23 School Year

This chart shows the total general purpose revenue Escalon Unified 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 Escalon Unified School District is $32,683,102, of which $26,622,136 is Local Control Funding Formula (LCFF), $2,343,970 is other state...
funds, $1,107,960 is local funds, and $2,609,036 is federal funds. Of the $26,622,136 in LCFF Funds, $2,409,825 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Escalon Unified School District plans to spend for 2022-23. 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: Escalon Unified School District plans to spend $33,133,649 for the 2022-23 school year. Of that amount, $29,423,965 is tied to actions/services in the LCAP and $3,709,684 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not include several essential, non-instructional services or their costs, such as utilities, district personnel services, debt service, facility and operational costs not included in MOT costs, and some costs associated with one-time funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Escalon Unified School District is projecting it will receive $2,409,825 based on the enrollment of foster youth, English learner, and low-income students. Escalon Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Escalon Unified School District plans to spend $2,409,825 towards meeting this requirement, as described in the LCAP.
This chart compares what Escalon Unified 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 Escalon Unified 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 2021-22, Escalon Unified School District's LCAP budgeted $2,414,164 for planned actions to increase or improve services for high needs students. Escalon Unified School District actually spent $2,418,732 for actions to increase or improve services for high needs students in 2021-22.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
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<tbody>
<tr>
<td>Escalon Unified School District</td>
<td>Ricardo Chavez</td>
<td><a href="mailto:rchavez@escalonusd.org">rchavez@escalonusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Assistant Superintendent</td>
<td>209-838-3591</td>
</tr>
</tbody>
</table>

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Budget Act of 2021 provided the Escalon Unified School District with additional funding allocations that were not included in the 2021-2022 Local Control Accountability Plan (LCAP). This includes, amongst other things, the Educator Effectiveness Block Grant (EEBG). Per, Assembly Bill No. 130 one-time money was allocated for the “Educator Effectiveness Block Grant.” The program provides funds to county offices education, school districts, charter schools, and state special schools to provide professional learning for teachers, administrators, paraprofessionals, and classified staff to promote educator equity, quality, and effectiveness. A school district can use the allocation of funding during the 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 fiscal years. In addition, the district was allocated funds as part of the Universal Pre-Kindergarten Planning and Implementation Grant Program. Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK. Thirdly, the District was allocated funds as part of the Expanded Learning Opportunity Program (ELOP). The Expanded Learning Opportunities Program (ELOP) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

The Escalon Unified School District values their educational partners and considers their input when developing district plans. Educational partners include parents, community members, students, teachers, administrators, classified staff, bargaining units, and school/district parent advisory committees (e.g., School Site Council, District Parent Advisory Committee, English Learner Advisory Committee and District English Learner Advisory Committee). Educational partners are engaged through the LCAP planning and decision-making process. A similar process of engagement will continue to be used in the consultation of Educational Partners for the use of funds provided through the Budget Act of 2021. This will include review of state and local data (e.g., California School Dashboard and related reports) with school site (School Site Councils; English Learner Advisory Committees) and district advisory committees (Parent Advisory Committee; District English Learner Advisory Committee). EUSD will continue to facilitate "town hall" meetings at school sites to elicit input. Furthermore, community/parent, staff
and student surveys will continue to be utilized as a source of engaging Educational Partners. Special Education Local Planning Area (SELPA) will also be consulted to assist with the support of students with disabilities. Lastly, public hearings and board meeting will be used to obtain additional insight.

District priorities outlined within the LCAP, consistent with Educational Partner input were used to identify areas of focus within the Educator Effectiveness Plan. Those areas include:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
4. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.
5. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

The link to the Educator Effectiveness Block Grant (EEBG) follows below:
https://4.files.edl.io/b3f6/02/03/22/204039-399b0d62-a757-4e95-b8ea-a614bc4b2604.pdf

The district will continue to meaningfully engage with its educational partners over the remainder of the year, as described above, on the Universal Pre-Kindergarten Planning and Implementation Grant Program, and the Expanded Learning Opportunity Program (ELOP) via the LCAP process.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Escalon Unified School District did not receive additional concentration grant add-on funding. This section does not apply.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The district received one-time federal funds including: Elementary and Secondary School Emergency Relief Funding (ESSER II and ESSER
III). Escalon Unified School District utilized a similar process to seek input from educational partners for both state and federal funds. EUSD educational partners include parents, community members, students, teachers, administrators, classified staff, bargaining units, and school/district parent advisory committees (e.g., School Site Council, District Parent Advisory Committee, English Learner Advisory Committee and District English Learner Advisory Committee). Educational partners were engaged through the LCAP planning and decision-making process. This included review of state and local data (e.g., California School Dashboard and related reports) with school site (School Site Councils; English Learner Advisory Committees) and district advisory committees (Parent Advisory Committee; District English Learner Advisory Committee). EUSD facilitated “town hall” meetings at school sites to elicit input. Furthermore, community/parent, staff and student surveys were utilized as a source of engaging Educational Partners. Special Education Local Planning Area (SELPA) was also consulted to assist with the support of students with disabilities. Lastly, public hearings and board meeting were used to obtain additional insight.

The following links indicate how and when EUSD engaged educational partners in the use of funds received to support recovery from the COVID-19 pandemic:

Expanded Learning Opportunities Grant Plan (ELOG)--Pages 1 through 3
https://4.files.edl.io/a326/10/11/21/220115-cdbe19b8-fce2-4681-9072-2db5ff7b5947.pdf

Local Control Accountability Plan (LCAP)--Pages 78 through 85

Elementary and Secondary School Emergency Relief Funding (ESSER III) Pages 2 through 5
https://4.files.edl.io/b715/02/03/22/204023-a0901641-0979-4f1e-8309-ea2b39150fb9.pdf

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

EUSD developed an ESSER-III plan with proposed expenditures consistent the two required sections: strategies for continuous and safe in-person learning and addressing lost instructional time. The district also proposed ways to utilize additional funds. The ESSER-III proposed expenditures are in line with other District goals and priorities described within other plans including the Learning Continuity and Attendance Plan (LCP), the Expanded Learning Opportunities Grant Plan (ELOG), and the Local Control and Accountability Plan (LCAP).

Although the District has been working to implement the identified actions within each specific section, ESSER-III funds have not been used to date. This is in part related to the fact that other funding sources are currently being used to support the implementation of the described actions including Expanded Learning Opportunities Grant dollars and Local Control Funding Formula (LCFF) dollars identified within the Local Control Accountability Plan. The ESSER-III Expenditure Plan was approved by the governing board in October 2021. This short amount of time has impacted the district’s ability to implement all the proposed actions within the plan. Relatedly, EUSD can expend ESSER-III funds through September 2024.
The link to EUSD's ESSER III Plan follows below:
https://4.files.edl.io/b715/02/03/22/204023-a0901641-0979-4f1e-8309-ea2b39150fb9.pdf

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Escalon Unified School District is utilizing California's 2021-22 Budget Act, and the federal American Rescue Plan Act of 2021 funds to support the needs of our students. All the plans together including the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan are aligned to support the implementation of the 2021-22 LCAP and Annual Update. The actions reported across the plans are aligned with the district 3 broad LCAP goals:

1. Escalon Unified School District will provide the necessary supports, resources, and staffing to make all students career and college ready by implementing a multi-tiered system of supports that increases student achievement, provides access to a well-rounded education, and exposes students to the rigorous common core state standards.
2. Escalon Unified School District will implement a multi-tiered system of supports that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness.
3. Escalon Unified School District will enlist input and participation from stakeholders to create welcoming student-centered learning environments that are effective and engaging.

The following links provide access to relevant plans:
Local Control Accountability Plan (LCAP)

Elementary and Secondary School Emergency Relief Funding (ESSER III)
https://4.files.edl.io/b715/02/03/22/204023-a0901641-0979-4f1e-8309-ea2b39150fb9.pdf

Safe Return to In-Person Instruction and Continuity of Service Plan
https://4.files.edl.io/f13c/09/14/21/183647-75702983-3e16-4359-9d14-0b60f169d2b4.pdf

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control Accountability Plan for Escalon Unified School District
Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

• The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
• All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
• Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

• The 2022–23 Budget Overview for Parents
• The 2021–22 Supplement
• The 2022–23 LCAP
• The Action Tables for the 2022–23 LCAP
• The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.
Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”
If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
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<tbody>
<tr>
<td>Escalon Unified School District</td>
<td>Mark Vos, Assistant Superintendent</td>
<td><a href="mailto:mvos@escalonusd.org">mvos@escalonusd.org</a>, 209-838-3591</td>
</tr>
</tbody>
</table>

Plan Summary [2022-23]

General Information

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

The Escalon Unified School (EUSD) District was formed in 1967 and unified 8 separate districts in the greater Escalon area. Located in a rural agrarian part of Southern San Joaquin County, the district serves the greater communities of Escalon, Farmington, and Collegeville. The district operates 4 elementary schools (Dent Elementary, Van Allen Elementary, Farmington Elementary, and Collegeville Elementary), 1 middle school (El Portal Middle School), 1 comprehensive high school (Escalon High School), 1 continuation high school (Vista High School) and 1 charter school (Escalon Charter Academy). The district currently serves nearly 2,900 students across all school sites inclusive of the district dependent charter. Although, District enrollment has declined over the last several years, especially since the onset of the COVID-19 pandemic, it continues to stabilize due in part to charter options and the growth of a Dual Language Immersion Program. Current student demographics indicate that 44.6% of students are White, 50.5% are Hispanic and 4.9% are from other backgrounds. Additionally, 50.6% of the district’s students are socioeconomically disadvantaged, 15.1% are English Learners, 0.1% are designated as Foster Youth, and 10.1% receive special education and related services. The district is rich with tradition and enjoys extensive community support. Providing a high-quality education for its students has always been the district’s top priority, and it has implemented a range of programs to meet the needs of all students. The district has provided extensive training to all staff, adopted new curricular materials, and significantly expanded technology to meet the rigor the Common Core State Standards require. The district’s commitment to its students is evidenced by its simple, yet powerful mission statement ~ “We will serve and connect with all students”.

Escalon Unified maintains high expectations and a rigorous and relevant academic focus for all learners through purposeful, collaborative relationships. Our students are highly literate, innovative thinkers who understand the need for continuous self-improvement in their pursuit of excellence. They are socially responsible and value working with others to build positive and productive relationships. They are inspired and prepared to thrive amidst the challenges of the 21st century. The district values the following:

*Focus
We understand and accept that every decision, action, or change must be based on what is best for our students.
*Collaboration
We collaborate to promote a shared responsibility and accountability so that all learners reach their full potential.

*Effective Learning
We provide structured ongoing professional learning to identify and implement best practices, so all learners receive targeted and appropriate instruction.

*Guaranteed Curriculum
We guarantee that all learners will receive a viable and appropriate curriculum, so they are college and career ready.

*Relationships
We commit to establishing meaningful relationships with students, staff, and the EUSD community so that all students are successful.

*Celebrations
We celebrate student and staff achievement throughout our school community.

*Accountability
We hold students and staff to high academic, behavioral, and professional standards.

Employees of the Escalon Unified School District are hardworking devoted, individuals who are greatly invested in student success and the community at large. The district continues to grow as a Professional Learning Community (PLC) and consistent with our District values, our educators focus on staff collaboration that embodies professionalism and promotes effective teaching and access to rigorous and relevant curriculum for all our students. As a district we aim to implement actions and provide services that address the 8 CA state priorities including: access to basic services, implementation of state standards, parent involvement, student achievement, student engagement, school climate, access to broad course of study, and overall student outcomes. Goals that support the need of unduplicated pupils include increasing English language proficiency for English learners to ultimately support reclassification. EUSD will continue to deliver instruction that improves both literacy skills and increases mathematical reasoning and problem solving-skills with the final goal of making students career and college ready.

The district will continue to prioritize student needs and through a multi-tiered system of supports will align instruction, programs, services, and practices aimed at ensuring that EUSD students continue to learn at high levels.
Reflections: Successes
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Upon reflection on student outcomes from the 2021-2022 Local Control Accountability Plan (LCAP) some positive trends emerged. Based on a review of state and local indicators of student performance, input from educational partners, and other metrics, the areas of greatest progress are summarized below.

*EUSD was able to fully staff all certification positions within the district. This includes fully credentialed education specialists to support the needs of students with disabilities, single and multiple subject teachers, support staff and classified personnel. This action was support by the district’s ongoing efforts to begin recruitment early, maintained partnerships with local universities, and early analysis of master schedules and teacher credentials to determine ongoing staffing needs. The district was even able to maintain teachers with the necessary added authorizations to teach departmentalized designated ELD at the middle school and high school; teachers with BCLAD credentials for the Dual Language Immersion program; and Career and Technical Education (CTE) teachers for the offered career and technical education pathways.

*Facilities projects include the commencement of much needed renovations of elementary school bathrooms including at Collegeville Elementary, Farmington Elementary, and Van Allen Elementary. In addition, the early planning stages of Escalon High School's track modernization has begun. These projects are ensuring improvements in District facilities and providing access to safe learning environments.

*Escalon Unified continued our central focus on targeted professional development, which included the ongoing growth and evolution of Professional Learning Communities (PLC). In the summer of 2021, the district, in partnership with Solution Tree, hosted a virtual Professional Learning Communities (PLC) at Work Institute. The district hosted over 90 employees including teachers, other certificated support staff, classified staff, and administrators through this 3-day institute. This event served as the springboard for ongoing teacher and staff collaboration that ensued through the 2021-2022 school year. The collaboration days were student focused while teachers and staff worked to answer the four PLC questions: 1. What do we want students to learn? 2. How will we know if they learned it? 3. What will we do if they did not learn it? 4. What will we do if they already know it? In the fall of 2021, Anthony Reibel, expert in Guaranteed Standards returned to Escalon and worked closely with EUSD staff to assist with the development of Guaranteed Standards, while also bringing new hires on board with PLC culture, common language, and best practices. Relatedly, elementary schools continued to facilitate grade level site PLC meetings during minimum days; with the middle school and high school facilitating site content PLC meetings during their minimum days. The district plans on continuing the development of PLCs to ensure access to the Common Core State Standards (CCSS) for all students and ensuring that Guaranteed Standards are taught to all EUSD students.

*The district was able to maintain access to 1:1 devices for all students, and was even able to retire some devices that reached end of life. These student devices were replaced with new ones to maintain access to updated technology, which is a key priority. As students and teachers have increased their technology literacy, EUSD will continue to leverage both its greater access to technology as well as the increased technological knowledge to support the growth of our instructional programs and to continue to provide the necessary supports, resources, and staffing to make all EUSD students college and career ready.
*The district worked hard to continue implementing master schedules at the middle school and high school, which guaranteed Designated ELD was provided to English Learners in departmentalized settings during the 2021-2022 school year. Access to the direct, targeted, and explicit instruction helped the district with the reclassification process of English Learners. With the implementation of the 2021-2024 LCAP, EUSD will maintain a focus on best instructional practices to support English learners, while also providing access to a broad course of study.

*The district continued to implement a system of subsidized costs whereby the cost of AP tests was decreased to assist with any financial burden. The long-term goal remains to increase overall AP test participation and passage rate. To better prepare students for College, EUSD will continue to offer opportunities to secondary students at Escalon High School that will support them by increasing post-secondary options.

* The district was able to successfully adopt Advanced Placement (AP) Spanish language curriculum that is better aligned with the AP exam and ultimately supports student educational goals. Relatedly, the district piloted and adopted updated Ag pathway curriculum, including new textbooks for the Ag leadership class, floral, welding, and Ag science.

*To ensure that all families had relevant information and to improve modes of communication, all District communication came through multiple channels (e.g., phone calls, emails, text messages, social media posts such as Facebook and Instagram and using the district website). In addition, information was provided both in Spanish and English to ensure that all our families had necessary information. The district will continue to identify and use various modes of communication to engage educational partners while also keeping them informed.

*Low income, foster youth and English learners had access to academic counseling as well as mental health supports through school counselors, school psychologist and mental health clinician services. These services were deemed crucial, especially as more students returned to school for in-person instruction post pandemic. The district will maintain their efforts to meet the needs of the whole child beyond academics and will continue to seek input from parents and stakeholders to develop educational programs that ensure that all students learn at high levels.

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.

Upon reflection on student outcomes from the 2021-2022 Local Control Accountability Plan (LCAP) areas of greatest need are summarized below:

*The district continued expanding its work with the implementation of the MTSS framework through Professional Learning Communities. Multi-tiered System of Supports (MTSS) implementation varied across District school sites. Academically, the District continued to operate Response to Intervention (RTI), and Student Data Review Teams (SDRT) review the needs of the whole child to align services with student need. The SDRT process took place during the Fall and Spring semester. It should be noted that educational partners shared an interest in
seeing the SDRT process expand into the high school level. As the District continues its work with Professional Learning Communities, it is anticipated that the tiered systems of support within the MTSS framework will be adjusted. During the beginning of the 2021-2022 school year, school sites continued to focus on positive behavior systems of support in various forms. For example, El Portal Middle School began the implementation of PBIS Rewards to support positive reinforcement and find alternative means to assertive discipline. Full MTSS implementation, however, continues to be in the developing phase across all school sites. EUSD will continue to allocate resources and efforts to support all student needs through data-based decision making.

*The California Department of Education gave school districts flexibility with regards to summative assessments proctored during the Spring of 2021. Escalon Unified decided to proctor summative CAASPP for both English Language Arts and Math. Per aggregate summative CAASPP English Language Arts scores, 44.65% of the students tested in Spring 2021 where identified as meeting or exceeding standards. This was a slight dropped from 2019 when 48.68% of the student’s test were identified as meeting or exceeding standards. Relatedly, summative CAASPP Math scores in 2021 indicated 27.48% of the students tested were meeting or exceeding standards. These scores were also a drop from Spring 2019 where 35.97% of the students tested were identified as meeting or exceeding standards for Math. The COVID-19 pandemic has impacted overall student performance and EUSD is working to continue offering intervention and other related services that will assist with learning recovery, especially for students most impacted including second language learners, low socio-economic students, foster youth, and students with disabilities. Relatedly, the Escalon Unified School District benchmark assessments administered throughout the school year, are good predictors for summative CAASPP performance and ultimately serve as good data points for teachers to adapt instruction. A review of District Benchmarks for ELA and Math (Star Reading and Star Math) has shown steady growth across grades levels from Fall administration to Winter administration. The district plans to continue implementing robust assessment calendars paired with ongoing data analysis and professional development to support continued student growth. Guaranteed Standards vertical articulation is planned for the 2022-2023 school year.

*Educational stakeholders continued to share concerns with the need for additional intervention and support services that may need to extend beyond the school day moving into the 2022-2023 school year and beyond. Concerns noted go beyond academics and include social emotional well-being, behavioral and mental health supports. Furthermore, educational partners shared the need to implement a consistent MTSS framework that incorporates social emotional learning for all students across all school sites. Educational Stakeholders also advocated for ongoing access to school based mental health services. As a result, the district has hired a new school psychologist starting with the 2022-2023 school year. The new hire will bring the school psychologist count to 4 for the entire district. The addition of the position will allow each school based mental health provider to not only support the needs of students with IEP’s but will also allow for greater access to school based mental health services. Relatedly, 3 school counselors at Escalon High School and 1 full time counselor at El Portal Middle School assist with counseling services. Furthermore, access to a mental health support provider is available to students enrolled at Collegeville and Farmington Elementary as part of a grant. The district will continue to streamline service delivery to ensure students continue to have access to related services.

*A review of District graduation rates for the 2020-2021 school year reveled an overall graduation rate of 92.5%, which is higher than the state average of 86.8%. However, this was a drop from prior year, where the EUSD graduation rate was reported to be 96.3%. The graduation rate for students designated as English Learners dropped from 93.5% (Spring 2020) to 82.1% in Spring of 2021. The graduation rate of students designated as socioeconomically disadvantaged dropped from 96.4% (2020) to 90.1% (2021). Overall, there was a drop in
graduation rates from one school year to the next. The drop-in graduation rates were impacted by the COVID-19 pandemic. Regardless, the District has implemented efforts to support students in meeting graduation requirements. For example, credit recovery courses were offered throughout the 2021-2022 school year to high school students that needed to make up high school courses. Summer School credit recovery as well as other credit recovery options will continue to be available to students through the 2022-2023 school year. The plan is to pair academic counseling alongside credit recovery opportunities to support our student body in meeting graduation requirements and improving post-secondary outcomes.

Based on a review of state indicators of student performance included in the Fall 2019 California School Dashboard, areas of greatest need are summarized below.

One of the greatest areas of need identified on the 2019 CA School Dashboard includes the district’s overall Suspension Rates moving from the yellow performance category to the orange performance category. Reviewing the data in more detail, in 2020-2021 the student suspension rate for the district was 0.7%. This was a significant drop from prior year (2019-2020), where the suspension rate for the district was recorded to be 3.7%. During the 2020-2021 school year the unduplicated count of students suspended was 18 2019-2020 school year which is a decrease from the prior school year (2019-2020) were the unduplicated count of students suspended was 105. In 2020-2021 the student expulsion rate was 0.1%. Although the District has demonstrated a decrease in suspensions and expulsions throughout the district over the year, EUSD will continue to implement programs that provide alternatives to assertive discipline. To address this, need the district plans to continue implementing MTSS across all sites and augment PBIS and social emotional support efforts. This need is reflected in goal one (1.1, 1.3) goal 2 (2.5) and goal 3 (3.2).

Another central focus continues to include the monitoring and progress of English Learners. English Learner needs continues to be identified by our governing board as an area of critical need. Recognizing how critical it is to have an effective process to identify, track and monitor the district’s EL students, a completely revamped and more centralized process was instituted during the 2020-2021 school year. The process was improved during the 2021-2022 school year with updated reclassification criteria (including a better analysis of local assessment measures). Furthermore, the District began the adoption process of an online platform, Ellevation, which will assist with better student monitoring even post reclassification. A supplement component to the platform includes access to differentiated lessons and tools for teachers to use during Integrated and Designated English language development (ELD). With the tracking/monitoring system in place, the district will intensify its focus on providing effective language acquisition instruction in both designated and integrated settings. The district’s assessment/progress monitoring system will continue to be used to progress monitor district EL students and district professional development efforts will target ELD. Escalon High School and El Portal Middle School will continue to provide departmentalized designated ELD to students who continue to require this level of language support. To address this, need the district developed goal 1 (action 1, action 3 and action 7) and goal 2 (action 1, action 2 and action 4).

Thirdly, district data on the 2019 CA School Dashboard indicates disparities in chronic absenteeism amongst student groups. The district maintained in the yellow performance category with 5.9% of students reported to be chronically absent. A deeper dive, however, indicates that students designated as homeless have a significantly higher rate of chronic absenteeism at 22.2% when compared to overall District chronic absenteeism reports. This indicates an increase of 13.1% from prior school year. Hispanic students (6.6% chronically absent) and Socioeconomically Disadvantaged students (7.5% chronically absent) were within the orange performance category; these percentages indicate a 1.2% increase in chronic absenteeism for Hispanic students and an increase of 0.6% for Socially Disadvantaged students. English
learners maintained chronic absenteeism rates remaining in the yellow performance level, with 5.9% chronic absenteeism, commensurate with overall District averages. Students with disabilities as a group demonstrated a decline in chronic absenteeism placing them in the green performance category with a reported 8.7% chronically absent rate. Relatedly, White students also demonstrated a decline in chronic absenteeism rates (by 0.5%) with overall 5.2% being reported to be chronically absent (placed within the green performance level). As the CA School Dashboard has not reflected new chronic absenteeism data, an analysis of local attendance revealed the following: Period 8 attendance for the 2021-2022 school year was reported to be 94.70% overall, which was a drop from previous year's period attendance of 97.96% (2020-2021 Period 8). Without question, the COVID-19 pandemic has impacted overall attendance. To address this, need the district developed goal 3 (action 1 and action 2).

Lastly, in reviewing dashboard and other data regarding performance indicators in math and ELA, the district has identified math as another area of primary need. Reviewing math data in more detail English learners, Hispanic students, socioeconomically disadvantaged Students, and students with disabilities all were within the yellow performance category on the 2019 CA School Dashboard, with white students being in the green category. However, math scores were on average 39.8 points below standard as opposed to 7.4 points below standard in English Language Arts. A review of the most recent CAASPP scores (Spring 2021) indicated that 27.48% of the students tested were meeting or exceeding standards. This was a drop from Spring 2019 where 35.97% of the students tested were reported to meet or exceed standards. To address the ongoing needs in math the district will continue to provide professional development aligned with adopted materials to all teachers K-12. Additionally, data generated through the district's assessment/progress monitoring system will provide detailed feedback on individual student needs to allow for more targeted instruction. The documented need is reflected in goal 1 (action 1, action 2, action 3 and action 7) as well as in goal 2 (action 1 and action 4).

To provide targeted supports to students in need, the district will strive to make data-based decisions that include both quantitative and qualitative analysis. Throughout the 2021-2022 school year the district made efforts to continue measuring student progress via the administration of benchmark assessments, end of unit assessments, formative assessments, and summative state assessments (including CAASPP for English Language Arts and Math). Relatedly, non-redesignated English Learners were assessed with the summative ELPAC. During the 2021-2022 school year EUSD continued to implement district assessment calendars. Results from these assessments will be used as one piece of evidence to continue assessing learning loss, and to subsequently determine the students most in need of supports.

In addition to providing ongoing assessments the district will also provide targeted professional development, access to additional coaching supports, and will continue with a robust PLC process that will capitalize on the expertise of our own instructors to support learning loss experienced by the COVID-19 pandemic. The common themes and areas of need will continue to serve as a central focus of the 2021-2024 LCAP.
LCAP Highlights

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

In seeking input from our educational partners in order to develop goals and actions EUSD took on the lens of one educational system of connected resources and supports that encompasses conditions of learning, student outcomes and engagement. Broad goals were developed to capture the eight LCFF priorities.

EUSD’s unduplicated pupil count was just under 51% and in relation, supplemental funds are accordingly used to provide access to district wide services as reflected in the broad goals and actions. EUSD however, will maintain a focus on providing increased or improved services for English learners, low-income students, and foster youth. The LCAP includes three goals which focus on supporting student achievement and preparation for post-secondary outcomes.

Goal one (Conditions of Learning): Escalon Unified School District will provide the necessary supports, resources and staffing to make all students Career and College ready by implementing a multi-tiered system of supports that increases student achievement, provides access to a well-rounded education, and exposes students to the rigorous Common Core State Standards.

The goal targets conditions of learning and hits on the following 3 priorities:
1-Basic Services
2- Implementation of State Standards
7-Course Access

As a result, the following actions are encompassed within goal 1:
1.1 Access to the Common Core State Standards (CCSS)
1.2 Access to technological supports and literacy
1.3 State and District Benchmark Assessments: Use & Literacy
1.4 Employee Staffing and Maintenance
1.5 Maintenance of Tier II and Tier III Staff and Supports
1.6. Facility Maintenance and Transportation
1.7 Targeted Professional Development
1.8 Access to CCSS Instructional Materials
1.9 Additional Supplemental Services and Materials

Goal two (Student Outcomes): Escalon Unified School District will implement a multi-tiered system of supports that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness.

The goal targets student outcomes and hits on the following 2 priorities:
4-Student Achievement
8-Student Outcomes
As a result, the following actions are encompassed within goal 2:
2.1 Student Achievement: Progress and Maintenance
2.2 Access to Designated/Integrated English Development
2.3 Career and Technical Education Exploration.
2.4 Access to Extended Learning Opportunities and Interventions
2.5 Multi-Tiered System of Support Maintenance

Goal three (Engagement): Escalon Unified School District will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.

The goal targets engagement and hits on the following 3 priorities:
3-Parent Involvement
5-Student Engagement
6-School Climate

As a result, the following actions are encompassed within goal 3:
3.1 Stakeholder Outreach
3.2 Positive, Effective and Engaging Learning Environments

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.
Not applicable

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
Not applicable
**Monitoring and Evaluating Effectiveness**

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

Not applicable
Engaging Educational Partners

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

The LCAP planning process began in the summer of 2021 during the Leadership Team's annual retreat in August. At the retreat, the 2021-22 LCAP was reviewed. In addition, performance data based on local measures was shared, including specific data representing the needs of our unduplicated pupils. The district’s annual goals and action plans were then developed to reflect the key elements found in the LCAP and data review. Throughout the fall, administration regularly monitored the implementation of each goal and evaluated its effectiveness. On March 07, 2022, an LCAP Leadership meeting was held, and site administrators continued their comprehensive review of local performance data, as well as reports published by the California Department of Education (CDE). In the absence of the 2021 California School Dashboard and therefore lack of access to Dashboard Performance Indicators, teams reviewed 'additional reports and data,' including the College/Career Measures Report, and the Graduation Rate Report, as well as other relevant reports, including information found on DataQuest along with local data.

EUSD educational partners were given multiple opportunities to provide input, ask questions and share concerns as the District reviewed the implementation of the 2021-2022 LCAP goals, actions, and expenditures. Input opportunities were provided via surveys, opportunities for public comment during board meetings, public hearings, meetings with educational partners and through communication between students, parents, and school sites. In addition, educational partners have been given the opportunity to provide input through ongoing communication with union leadership, school site leadership teams, staff meetings and parent advisory committees.

On March 10th, 2022, the district began to host “Town Hall” community meetings, (using School Site Council meetings as a vehicle) across all school sites. Additionally, a community wide District Town Hall meeting was held on April 22, 2022. All educational partners (principals, administrators, parents, students, teachers, community members, students and the EUTA and CSEA bargaining units) were invited to participate. To ensure all educational partners had the opportunity to participate, school sites placed telephone calls, emails and/or text messages to all parties. The meetings were also posted on school website calendars and the greater District meeting was advertised through social media outlets. The dates of the meetings include:

- Gateway Charter Academy: March 10, 2022 (Gateway Charter Academy is part of Escalon Charter Academy and also serves as it's own LEA)
- Vista High School: March 23, 2022
- Dent Elementary: March 31, 2022
- Escalon High School: April 05, 2022
- El Portal Middle School: April 07, 2022
- Farmington Elementary: April 25, 2022
- Collegeville Elementary: April 26, 2022
- Van Allen Elementary: May 19, 2022 (site cancelled meeting)

In order to provide access to non English speakers, translators were available to support the needs of Spanish speaking parents at all meetings.
Board input was provided during their Board Retreat held on March 24, 2022.

Meetings were primarily offered in-person with a few facilitated via zoom or google meet. Meeting participation ranged in size depending on the school site and included community members, teachers, certificated staff, and administrators. These meeting allowed all participants the opportunity to provide input and feedback on the annual update, and additional input as it related to the district’s three LCAP goals, their respective priority areas, and areas of focus/concern. Further student input was provided at board meetings by the high school ASB student representative as well as students who shared input with site and district administration. The SELPA was consulted on June 10, 2022.

The District English Learner Advisory Committee (DELAC) met several times throughout the school year. During the meetings, the advisory committee reviewed District and school site data and provided feedback regarding observed needs. District needs were discussed during the 01/10/2022, 03/14/2022 and 05/24/2022 meetings. Parent Advisory committee members were invited to participate in town hall meetings especially at town halls that were hosted at their home school sites. Once community input was gathered the board provided feedback to the district leadership regarding the key points. On May 24, 2022, District English Learner Advisory Committee (DELAC) members were given an opportunity to review and respond to the proposed actions and services in the 2022-23 LCAP. On May 25, 2022, the District Parent Advisory Committee (PAC) was given the opportunity to review and respond to the proposed actions and services in the 2022-23 LCAP. Their commentary was responded to in writing, was posted to the district's web page, and their recommendations and feedback were considered as the 2022-23 LCAP actions and services were finalized.

Input from our educational partners was considered before finalizing the LCAP through an analysis of verbal feedback and comments obtained at townhall meetings, public hearings, board meetings and the LCAP mid-year report that was presented at the board meeting held on February 11, 2022. In addition, written input was used to shape goals and actions consistent with educational partner recommendations. Input gathered from townhall meetings was shared with site administrators to share with families and staff as well as to aid the development of School Plans for Student Achievement (SPSA’s). Through the analysis of the feedback gathered, the district reviewed goals and actions for implementation as part of the 2022-23 LCAP.

The Draft LCAP was made available at school sites and at the District Office for feedback. A public hearing was held for the District’s LCAP and budget at a regularly scheduled board meeting on June 21, 2022. The district’s LCAP and budget were formally adopted at a regularly scheduled board meeting on June 23, 2022. Both the district's budget and LCAP were forwarded to the San Joaquin County Office of Education within the five-day post adoption window.

A summary of the feedback provided by specific educational partners.

The District hosted Town Hall meetings at school sites and one community wide meeting. Significant feedback from educational partners was collected, reviewed and considered for inclusion in the 2022-2023 LCAP. The feedback obtained follows below:

A summary of the input shared by educational partners at Gateway Charter Academy follows below (The Charter serves as it's own LEA and this feedback is captured in their own LCAP):

Strengths:
Communication- improving including website updates, newsletter, teacher updates
Staff- very supportive, willing listeners, incorporate feedback, accessible
Flexibility- curricular choices, programing, level of participation
Monday Classes
Parent Support- including ‘Make and Takes’
Field trips/gatherings, Curriculum Faire
Needs:
Continue improvement of communication - Remind, follow-up on Monday classes
Instructional Resources- Need check out items like microscopes, anatomy kits, etc. for parents to use to support learning
Student socialization opportunities - especially important for secondary to create student “community”
Vendors- more needed
On site/virtual classes- more needed, especially Secondary
Home visit activities

A summary of input shared by educational partners at Vista High School follows below:
Parent input:
Need more parents involved in school meetings and need more opportunities for parents to get involved in school.
Administration should collaborate to help parents get groups together(mentioned Collegeville parents group that was formed from participating in meetings)
Better communication between district/schools to parents.
Student input:
More elective courses/CTE.
More funds for incentives.
Better facilities, specifically the bathrooms. “There are not enough stalls and it is very cold.”
Staff input:
Continue Professional development.
Collaboration day/Professional development for secretaries

A summary of the input shared by educational partners at Dent Elementary School follows below:
In reviewing the suspension data, were suspensions higher or lower pre-COVID?
What growth did we see in ELA and Math CAASPP? Did scores drop from pre-COVID?
Is the District focusing on alternative discipline?
Is the District planning to implement a similar PBIS program to El Portal Middle School, where students have the opportunity to earn points and purchase items from a student store?
Will the District be visiting a renewed partnership with UCDavis Math Institute to support growth in math achievement?
The need for summer school remains. Is the District offering summer school programing this year? What will program offerings look like?
The District may want to consider offering a summer program specifically aimed at targeting math needs.
Having access to additional intervention teachers has been helpful. Can the District continue offering this level of support?
The District needs to continue reaching out to parents and continue school to parent collaboration. The District should offer educational opportunities for parents, where parents can learn instructional strategies to teach/support student work at home.

Will the District allow parents to be on campus before and after school. How will the District continue to address student safety?

A summary of the input shared by educational partners at Escalon High School follows below:
What does staff support look like for teachers who require additional help and assistance (e.g. instructional behavioral)?
The District may want to consider the use of assessments that capture student strengths and weaknesses based on different learning styles. The District should consider administering surveys that allow them to express how they feel about specific teachers. Can the District hire a consultant that advises on the best way to gain student insight on needs and feelings?
Escalon High School should continue using reinforces which promote positive behaviors to encourage good citizenship (e.g. Golden Cougar Award)
The District should consider providing education on responsible technology use.

A summary of the input shared by educational partners at El Portal Middle School follows below:
Can we get intervention hires for math? Past intervention teachers have been specifically targeting English Language Arts and early literacy. As the District continues to show a greater need in math achievement, the District should consider hiring a content specific math instructional coach.
The District needs to continue their work on Guaranteed Standards with an emphasis on vertical articulation. It is crucial that all grade levels work together.
The District should consider providing incentives for math achievement at the elementary level (e.g. A.R. points are earned in English Language Arts, small charms are earned for reading etc.)
The District should consider increasing the number of elective courses offered at the middle school and high school.
The District should consider developing STEAM pathways.
There appears to be a high number of Long-Term English Learners coming into El Portal. The District should consider providing additional professional development, instructional support etc. which can be employed in the K-5 setting.
There should be an increase in Professional Development for Designated English Language Development (ELD) especially in the elementary grades.
The District should consider offering a financial literacy course as part of the graduation requirements.
The District should review school safety plans and best practices to communicate during events such as school lock-downs.

A summary of the input shared by educational partners at Farmington Elementary School follows below:
Review and explore different, more engaging/effective math curriculum K-5.
Review and adjust (as needed) EUSD guaranteed standards.
Continue working on the improvement and implementation of ELD instruction to support English learners. Exploration of an integrated curriculum for ELD students. EL materials in the current curriculum are not “user friendly.”
A summary of the input shared by educational partners at Collegeville Elementary School Site follows below:
Adoption or exploration of PIQEE meeting process (or something similar) (Parent Institute for Quality Education) to help educate parents about how to participate more effectively at school sites and in the district. Exploration of how to improve or increase parental involvement to help parents understand things like FAFSA, CAASPP.
ESL classes at Collegeville as another way to engage parents in school affairs.
Creation of a Book Club or other similar activity (aside from PTC) to bring parents onto campuses.
Exploration of how to continue improving intervention services based on the benchmark data collected.
Mental health resources directed to parents. Meetings or providing information related to mental health services at school sites.
Provide LCAP documents to the public in Spanish in a way that is easily accessible to the public. (Question: How long is the comment period for the formulation of the LCAP available?--District explained the comment period is open throughout the entire school year and noted educational partners can provide at any time and through various formats, including through board meeting public comments)
Exploration of a more diverse set of extracurricular activities made available to Collegeville. For example, art and music classes are made available for short periods of time. Having additional choices and with more regularity would be worthwhile to explore. In addition, involving parents in extra curricular activities would also be worth a look.
Is funding available for a PE teacher at Collegeville? If school personnel (such as an instructional aide) have sports knowledge that can be applied, could they be used as a resource to teach students team sports, sports rules, etc.?

Although the town hall meeting at Van Allen did not occur, educational partners had the opportunity to attend the community wide townhall meeting, as well as attend any other town hall meeting at other school sites.

A summary of the input shared by educational partners at the community wide district Town Hall meeting (held on April 22, 2022) follows below:
There are concerns with current facilities, restrooms across school sites are in need of repair
Need to consider adding enrichment opportunities at elementary school sites including: Art, Music, Science, Physical Education and STEM
Need to consider the impact of 1:1 devices. What is the long-term impact on student health and development? Are there physical and social concerns? Small screens, blue light.
The need to provide ongoing mental health services (psychologists/clinicians)
We need to provide access to psychologist and/or clinicians at each school site
New to adopt Science and Social Science Curriculum
Need to consider the role of a PBIS Coordinator
Need to offer at least 2 world language options
Need to work on keeping intervention teachers (daily) for both English Language Arts and Math needs
Need to expand after school program access
Need to consider adding the role of PBIS Coordinator
Need to consider adopting social emotional learning curriculum across all school sites (e.g. “Zones of Regulation”)
Need to plan for intervention post-COVID. What will intervention positions look like? What type of training will be offered?
Need to consider additional math to support the General Standards being taught
Current CAASPP scores reflect academic readiness, especially at Gateway
Consider adopting a life skills/finance class for grades 6th through 12th
Consider looking at Salad Bar lunch options
There is a need to increase A-G completion rate
Consider providing additional math supports 6th-12th grade
Consider the addition of intervention teachers with an emphasis on math
Appreciate the extended learning opportunities being offered
Consider increasing bussing opportunities for access to extended learning opportunities
Consider options to increase pupil praise at each school site
Consider options to improve student recognition
Consider options for student goal setting
Love the Career Pathway Shift
Consider adding electric machining, welding and other trades
Considering reviewing Benchmark testing when planning assessment calendar
Continue to publish and provide ELL data for our English Learner families
Provide training on student/teacher navigation tools and accommodations for CAASPP and ELPAC testing
Provide specific Designated ELD curriculum training for staff
Consider providing teacher professional development targeted at “understanding” what Aimsweb scores mean and how to use them.
Consider incentivizing STAR success to increase student buy-in
Smaller elementary schools need more assistance with projects.
Consider implementing practices which increase school pride
Consider reviewing flipped lunch, PBIS, MTSS, SDRT, SST and District mental health practices
Consider developing and implementing clubs at the middle school level
Consider providing access to better science experiments to engage students
Consider allocating funding to support supplemental curriculum
Consider expanding SDRT process inclusive of K-12th grade
Consider field trips and assemblies that promote school wide character building
Consider adding raffle prizes to increase participation in parent advisory committees (e.g. ELAC)
Consider sending out questionnaires seeking participation in parent advisory meetings
Consider providing new play equipment, including balls and updating the play structure
Consider allowing the return of parent helpers
Consider implementa kinder meet and greet
Consider offering team sports at the elementary level; Suggestion? EHS students can mentor sports at the elementary level during lunch
Consider elementary prep time

The District English Learner Advisory Committee (DELAC) met several times throughout the school year. During the meetings, the advisory committee reviewed District and school site data and provided feedback regarding observed needs. District needs were discussed during the 01/10/2022, 03/14/2022 and 05/24/2022 meetings. DELAC members continued to note the importance of working on closing the achievement gap between English learners and their English only counterparts, when reviewing summative state assessment and local
assessment data in both English Language Arts and Math. Suggestions provided included continual access to designated and integrated English Language Development as well as the need for ongoing teacher PD with a central focus on English learner needs was discussed. DELAC members acknowledged the importance of providing Designated ELD in self-contained periods at the middle school and high school to decrease the number of long-term English learners and assist with reclassification rates. Members also indicated the need to improve post-secondary outcomes for English learners and relatedly to increase college and career readiness rates as per the College Career indicator. SELPA consultation including the recommendation to expand the language within goals and actions, to clearly illustrate that students with disabilities are included within the LCAP.

An analysis and synthesis of the feedback obtained indicated educational partners desire to maintain and increase access to academic intervention and supports for students that required them. This may include expanded learning opportunities through summer school sessions, intervention supports, access to supplemental curriculum, and continued access to intervention teachers. In addition, a need to provide continued access to school based mental health and behavioral supports was reported as a high priority. This includes broader access to social emotional learning curriculum, and more developed PBIS and MTSS program. A persistent trend amongst educational partners indicated the desire to provide a broad course of study including access to music, art and career technical education courses at younger grade levels; and broader access to world language courses. Relatedly, requests were made to allow for course access that prepare students for the real world such as practical math courses as well as courses that support students seeking employment immediately post-graduation. Some educational partner input suggests the continuing need for improved parent outreach and participation in advisory committees and other school and district events. Parents, teachers, students, site administrators and community members acknowledge the importance of providing 1:1 chromebook devices for all students but also shared concerns with the broad access to technology. Students, parents, and teachers alike reported the need for tiered instructional and mental health supports. Students are reported the need to provide continued opportunities for safe socialization and continued access to extracurricular activities including sports. Both Parent Advisory Committee Members and DELAC members indicated the need to provide specific academic supports for English Learners and students with disabilities, to improve academic performance as aggregate data suggest these subgroups require additional support. Parent Advisory Committee members, students, and parents also indicated a need to provide more hands-on training opportunities for students participating in career and technical education. Certificated staff indicated the continued need for protected teacher collaboration time which ultimately supports joint teacher efficacy and is inline with the Districts implementation of Professional Learning Communities (PLC's) and Multi-tiered System of Supports (MTSS). Additionally, requests for ongoing targeted professional development were made, including specific requests for professional development which best supports the needs of English learners. Parent Advisory members and community members at town hall meetings continued to express a desire to maintain school facilities in operational order, and as permitted by District funds, requested continued facility improvements and expansion.

Input from our educational partners throughout the year was instrumental in validating local priorities and needs and ultimately impacted the updated LCAP by shaping the goals and actions proposed within the 2022-23 LCAP. As noted above, educational partners including parents, teachers, administrators, students, local bargaining unit members and community members shared a great desire to maintain and increase access to academic intervention and supports, as well as a desire to provide access to a broad course of study including access to music, art and career and technical education classes at younger grade levels. Furthermore, educational partners continued to prioritize the need to provide targeted supports both academic, social emotional and behavioral. This was evidenced by the requests to provide access to universal social emotional learning curriculum, the requests to streamline PBIS systems as well as the request for increased access to school
based mental health services. The need for improved parent outreach and increase parent and community member participation (especially in parent advisory groups) was an area of requested improvement. Additionally, educational partners continued to emphasized the importance of technology access and requested the District maintain the 1:1 instructional device program. Teachers and other school staff requested targeted professional development, especially in the areas of Designated English Language Development and Professional Learning Communities. In addition, teachers and staff continued to request protected collaboration time in order to improve collective teacher efficacy. Feedback and input shared by educational partners resulted in a desire to continue with and maintain many actions and services provided in prior LCAPs. The desire to maintain the original established goals and actions was reinforced by ongoing District needs, successes with prior implementation with the need for refinement of some processes and by educational partners input and data.

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

Goal one (Conditions of Learning): Escalon Unified School District will provide the necessary supports, resources and staffing to make all students Career and College ready by implementing a multi-tiered system of supports that increases student achievement, provides access to a well-rounded education, and exposes students to the rigorous Common Core State Standards.

Input and feedback provided by educational partners continues to suggest a need for continued maintenance and improvement of school facilities as permitted by current budgets. Educational Partners shared excitement over the recent renovations that have been completed at Van Allen Elementary, Farmington Elementary and Collegeville Elementary student restrooms. Goal 1 action 6 continues to support the feedback provided by educational partners. District funds will continue to be allocated to support access to safe facilities. Input provided by our educational partners also evidenced the continued desire for the expansion of career and technical exploration in early grades as well as the desire to expand and or augment Career and Technical Education offerings. Educational Partners have reported satisfaction with the First Responders Pathway, and the District has invested in growing the program by supporting the acquisition of uniforms, and maintenance of necessary equipment. Relatedly, educational partners requested the expansion of Ag related pathways at Escalon High School. In relation to this request, Ag teachers have developed a new Food Science Pathway with the first classes being offered during the 2022-2023 school year. Educational partners advocated for increased access to a broad course of study including the offering more world language classes, as well as increased access to targeted professional development as included in goal 1, actions 1, 4, 8 and 9. Consistent with educational partner input, LCFF dollars will continue to support access to the CCSS inclusive of curriculum, maintain current staff levels (including contracted services) and support supplemental services for unduplicated pupils. To capitalize on the increased access to technology, the District will continue to provide professional development opportunities on the integration of technology in the classroom. In addition, the District will continue to maintain current devices so that they are updated and operational. The District will also continue to budget funds to replace technology that reaches end of life. Input provided from educational partners continues to support goal 1 action 2. Educational partners indicated the need to provide additional supports and services for students that require targeted intervention, including continued access to intervention teachers. The best way to support the identification of academic areas of need is through assessment and progress monitoring. To support evidence-based practices and instruction, staff professional development will complement instruction that targets specific needs. Consistent with input provided by educational partners EUSD will continue to implement, goal 1 actions 3, 5 and 7.

Goal two (Student Outcomes): Escalon Unified School District will implement a multi-tiered system of supports that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness.
EUSD has continued to implement a robust student assessment system that includes universal assessments and benchmark for all students throughout the District. The assessment system is in line with Professional Learning Communities and assists with the instruction of the CCSS while also allowing for students to receive targeted supports. Input provided by educational partners suggests the need for the continued implementation of the assessment system and the related need for intensive targeted interventions and supports. In addition, input provided indicated the desire for more training on the use of assessment platforms and result interpretation. EUSD staff and site administration have committed to the ongoing growth of Professional Learning Communities. Feedback has indicated the need for more training on data analysis and the use of data to appropriately drive instruction. The feedback is reflected in goal 2 actions 1, 4, and 5; and as such the goal and actions will continue to be implemented into the 2022-2023 school year. The governing board has continued to identify English Learner progress as a District area of focus. In line with the Boards priority, educational partners continued to indicate a strong desire to provide the necessary instructional supports to meet the varied needs of ELs. In response to this, EUSD has implemented departmentalized ELD sections at El Portal Middle School and Escalon High School to provide targeted instruction to English Learners at risk of becoming/ or already designated as long-term English Learners. Consistent with the feedback provided, Goal 2, action 2 captures this input and targets specific instructional time and professional development. College and career readiness will continue to be a district focus across all grade levels. Educational Partner input indicated the need to start career exploration opportunities early to better prepare our students for the workforce and post-secondary education. During town-hall meetings, members of the public indicated the need to improve college and career readiness. The focus is captured in goal 2 action 3.

Goal three (Engagement): Escalon Unified School District will enlist input and participation from stakeholders to create welcoming student-centered learning environments that are effective and engaging. Input provided by educational partners suggest the District needs to maintain their efforts to communicate with the community and educational partners at large through various modes of communication and in multiple languages. As educational partners indicated, multiple means of communication are crucial as not all families have access to social media outlets. The District has used this feedback to provide information via multiple outlets and in multiple languages, including English and Spanish, which are the most widely spoken language within the District. The District has been using, Parent Square, which will replace the previous system, Signal Kit. The district and school sites have augment communication via the new platform. Educational partner input continued to shape goal 3 action 1 and will continue to be implemented as written. EUSD continues to maintain overall positive attendance rates, although chronic absenteeism increased as in part due to the COVID-19 pandemic. This concern was echoed by educational partners during town-hall meetings. In order to assist with these concerns, goal 3 action 2 will continue to be implemented.

The greater part of the feedback shared by educational partners supports the continued implementation of the original broad goals and actions that were developed as part of the 2021-2024 three year LCAP. As feedback provided continues to indicate the priorities of educational partners remain the same.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Escalon Unified School District will provide the necessary supports, resources and staffing to make all students Career and College ready by implementing a multi-tiered system of supports that increases student achievement, provides access to a well-rounded education and exposes students to the rigorous Common Core State Standards.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Goal one is broadly written and aims to ensure EUSD students are provided with the needed supports and services to access their educational program. The goal targets conditions of learning and hits on the following 3 priorities:

1. Basic Services
2. Implementation of State Standards
3. Course Access

As a result of the stakeholder input received throughout the development of the 2022-2023 LCAP, and as explained above, Goal 1 was developed, and encompass the following actions:

1.1 Access to the Common Core State Standards (CCSS)
1.2 Access to Technological Supports and Literacy
1.3 State and District Benchmark Assessments: Use & Literacy
1.4 Employee Staffing and Maintenance
1.5 Maintenance of Tier II and Tier III Staff and Supports
1.6 Facility Maintenance and Transportation
1.7 Targeted Professional Development
1.8 Access to CCSS Instructional Materials
1.9 Additional Supplemental Services and Materials

This goal was developed to ensure EUSD students are provided with the needed supports and services to access the educational program in order to be Career and College Ready.

The actions within this goal are designed to provide our students with safe school facilities which provide access to highly qualified teachers and the necessary instructional supports and materials to promote mastery of the adopted academic standards. Furthermore, the actions within this goal support ongoing targeted professional development that supports best instructional practices while also allowing for differentiated supports consistent with individual student needs. We will monitor and evaluate the actions by collecting and reviewing data including instructional materials and technology inventory, staff participation in professional learning and facility maintenance reviews as well...
as solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on the implementation of state adopted academic and performance standards, and equal representation of the specific student groups (Socio-economically disadvantaged, English Learners and Redesignated students) in courses such as HS Music, AP and high level World Language classes. The metrics that proceed below encompass the broad goal and actions described. Grouping the actions that target Conditions of Learning together will allow the District to measure it's ability to implement the CCSS while providing access to basic services and allowing for access to a broad course of study for all pupils.

In sum, ensuring access to highly qualified teachers and the rigorous CCSS will best prepare EUSD students for career and college readiness.

### 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>1A. Percentage of teachers appropriately assigned and fully credentialed in the subject areas, and, for the students they are teaching.</td>
<td>92% 2020-2021 Total Teacher Misassignments, SARC</td>
<td>88% 2021-2022 Total Teacher Misassignments, SARC</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>1B. Percentage of students who have sufficient access to standards aligned instructional materials</td>
<td>100% 2020-2021 SARC</td>
<td>100% 2021-2022 SARC</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>1C. Percentage of school facilities are maintained in 'Good' Repair</td>
<td>57% 2020-21 Facility Inspection Tool, SARC</td>
<td>86% 2021-22 Facility Inspection Tool, SARC</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>2. Self Reflection rating on Questions 1 of the Implementation of SBE Adopted</td>
<td>Rating for Professional Learning for teaching to the academic standards</td>
<td>Rating for Professional Learning for teaching to the academic standards</td>
<td></td>
<td></td>
<td>Rating for Professional Learning for teaching to the academic standards</td>
</tr>
<tr>
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</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards | and curriculum frameworks  
ELA: 4  
ELD: 4  
Mathematics: 4  
Next Generation Science Standards: 3  
History/Social Science: 3  
2020-21 Local Indicator Self Reflection Tool | and curriculum frameworks  
ELA: 4  
ELD: 4  
Mathematics: 4  
Next Generation Science Standards: 3  
History/Social Science: 3  
2021-22 Local Indicator Self Reflection Tool | and curriculum frameworks | and curriculum frameworks | ELA: 5  
ELD: 5  
Mathematics: 5  
Next Generation Science Standards: 5  
History/Social Science: 5  |

(Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability)

2. Self Reflection rating on Question 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards | Rating for Instructional Materials aligned to academic standards and curriculum frameworks  
ELA: 5  
ELD: 4 | Rating for Instructional Materials aligned to academic standards and curriculum frameworks  
ELA: 5  
ELD: 4 | Rating for Instructional Materials aligned to academic standards and curriculum frameworks  
ELA: 5  
ELD: 5 | Rating for Instructional Materials aligned to academic standards and curriculum frameworks  
ELA: 5  
ELD: 5 |
<table>
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</thead>
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<tr>
<td>services will enable ELs to access the Common Core academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool)</td>
<td>Mathematics: 5 Next Generation Science Standards: 3 History/Social Science: 2 2020-21 Local Indicator Self Reflection Tool</td>
<td>Mathematics: 5 Next Generation Science Standards: 3 History/Social Science: 2 2021-22 Local Indicator Self Reflection Tool</td>
<td></td>
<td></td>
<td>Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5</td>
</tr>
<tr>
<td>Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7A: Broad Course of Study All students are offered access to a broad course of study, as verified by CALPADS and the master schedule. Percentage of Socio-economically disadvantaged students enrolled in: High School: 47.5% Music Classes: 6.43% AP Classes: 8.78% Higher Level World Language Classes: 11.74%</td>
<td>Socio-economically disadvantaged students enrolled in: High School: 46.7% Music Classes: 7.2% AP Classes: 5.2% Higher Level World Language Classes: 3.9%</td>
<td>Represenation in classes should be equal to or above the Socio-economically disadvantaged and English Learner and Redesignated student percentages.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metric

**students enrolled in high school should mirror enrollment in specific courses.**

**Percentage of EL and RFEP students enrolled in high school should mirror enrollment in specific courses.**

<table>
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<tr>
<th>Metric</th>
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<tr>
<td>students enrolled in high school should mirror enrollment in specific courses.</td>
<td>English Learners and Redesignated Students enrolled in: High School: 6.1% Music Classes: 3.96% AP Classes: 7.17% Higher Level World Language Classes: 13.84% 2020 Student Information System Reports</td>
<td>English Learners and Redesignated Students enrolled in: High School: 8.8% Music Classes: 5.8% AP Classes: 4.8% Higher Level World Language Classes: 4.1% 2021 Student Information System Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of EL and RFEP students enrolled in high school should mirror enrollment in specific courses.</td>
<td>English Learners and Redesignated Students enrolled in: High School: 6.1% Music Classes: 3.96% AP Classes: 7.17% Higher Level World Language Classes: 13.84% 2020 Student Information System Reports</td>
<td>English Learners and Redesignated Students enrolled in: High School: 8.8% Music Classes: 5.8% AP Classes: 4.8% Higher Level World Language Classes: 4.1% 2021 Student Information System Reports</td>
<td></td>
<td></td>
<td></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>1.1</td>
<td>Access to Common Core State Standards (CCSS)</td>
<td>Provide Common Core State Standards (CCSS) appropriate materials, supplies, contracted services and capital outlay to all students</td>
<td>$496,365.00</td>
<td>No</td>
</tr>
<tr>
<td>1.2</td>
<td>Access to Technological Supports and Literacy</td>
<td>Access to Technological Supports and Literacy: EUSD will ensure continued access to student chromebook devices and technology. New Chromebooks were purchased during the 2020-2021 school year to ensure student access to instructional programs via Distance Learning. Currently EUSD is supporting a 1:1 instructional device program The District will need to budget funds to maintain all current devices updated and operational. In addition, outdated devices reaching end of life will need to be updated. EUSD will provide access to Professional Development and training on classroom based technology platforms as well as training on District universal assessment platforms.</td>
<td>$284,800.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
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<td>---------</td>
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</tr>
<tr>
<td>1.3</td>
<td>State and District Benchmark Assessments: Use &amp; Literacy</td>
<td>Allow opportunities for staff training and ongoing use of CAASPP Interim (IAB's) and Practice (ICA's) assessments. Allow opportunities for staff training and ongoing use of District adopted Benchmark Assessment platforms including Renaissance Star Reading/Star Math Assessments and partnering assessment platforms including Freckle; Illuminate; and Aimsweb.</td>
<td>$112,341.00</td>
<td>No</td>
</tr>
<tr>
<td>1.4</td>
<td>Employee Staffing and Maintenance</td>
<td>EUSD will maintain current levels of staffing, and contracted services to provide access to a broad course of study and support student learning including salaries for Special Day Class teachers, and other interinerant service providers who support the needs of students with disabilities.</td>
<td>$19,366,077.00</td>
<td>No</td>
</tr>
<tr>
<td>1.5</td>
<td>Maintenance of Tier II and Tier III Staff and Supports</td>
<td>EUSD will maintain current levels of staffing and contracted services to provide access to a broad course of study and support student learning including intervention teachers, instructional aides and related support services.</td>
<td>$3,691,485.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.6</td>
<td>Facility Maintenance and Student Transportation</td>
<td>EUSD will provide adequate funding and resources to provide safe facilities and transportation for all students.</td>
<td>$3,384,790.00</td>
<td>No</td>
</tr>
<tr>
<td>1.7</td>
<td>Targeted Professional Development</td>
<td>Escalon Unified will provide all staff with appropriate access to Professional Development in the areas of English Language Arts CCSS, Math CCSS, New Generation Science Standards, and Professional Learning Communities.</td>
<td>$173,954.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1.8</td>
<td>Access to CCSS Instructional Materials</td>
<td>Escalon Unified will provide access to Common Core State Standards curriculum, materials, supplies, contracted services, and capital outlay that are in line with the state content area frameworks. This will include the updating instructional materials including Science and Social Science Curriculum.</td>
<td>$250,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.9</td>
<td>Additional Supplemental Services and Materials</td>
<td>EUSD will maintain current levels of materials and contracted services to provide access to a broad course of study and to support student learning- Materials and services provided over the LCFF base and funded with supplemental funding.</td>
<td>$327,954.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

Seven of the nine actions were implemented as planned. Due to residual effects of the COVID-19 pandemic, we were unable to fully implement two actions as planned.
Action 1.8 EUSD had planned to pilot and adopt NGSS aligned Science curriculum and updated Social Science curriculum for grades kindergarten through 8th grade. Due to the supplemental demands on staff and the shortage of substitutes, we were unable to effectively pilot new instructional materials as planned.
Action 1.7 We had planned to provide professional learning focused on best practices for English learner instruction. Due to an increase in COVID positive cases, the presenter and district agreed to reschedule the training to the start of the 2022-2023 school year. The district in consultation with the union agreed to convert the non-instructional day into a teacher collaboration day, with a central focus on answering the 4 PLC questions.

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.

The district has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action. A review of the actions and any material differences follow below:
Action 1.1 - A material difference of 51%, over the budgeted expenditures occurred for action 1.1. This was in great part related to federal carryover. School sites used funds to purchase additional classroom supplies. This was done to decrease student sharing of supplies as well as to serve as a COVID-19 mitigation strategy.

Action 1.2 - A material difference of 44% over the budgeted expenditures occurred for action 1.2. During the 2021-2022 school year more student devices were purchased than originally planned. This was done to support all methods of instructional delivery, as well as to ensure that all students were provided access to the necessary materials to best support instruction. In addition, the district continued the process of integrating smart boards into classrooms as projectors reach end of life.

Action 1.3 - A material difference of 35% under the budgeted expenditures occurred for action 1.3. It should be noted the district purchased and maintained all assessment platforms which were originally planned, however supplemental dollars were used to co-fund these platforms. This in turn impacted Action 1.9.

Action 1.4 - A material difference of 18.7% over the budgeted expenditures occurred for action 1.4. This was related to the additional salaries and positions paid for using ESSER funds. Relatedly, the In-Person Grant was budgeted after the original district budget was developed and approved. Furthermore, the cost of additional substitutes (due to staff illness in relation to COVID-19) as well as the cost associated with extra work hours for both certificated and classified staff affected the estimated actual expenditures.

Action 1.5 - No Material Differences

Action 1.6 - A material difference of 18.5% under the budgeted expenditures occurred for action 1.6. This was in great part due to the challenges of classified Maintenance Operations and Transportation (MOT) staff retention. More specifically, the estimated actual expenditures were lower than originally budgeted as the district struggled to retain and hire school bus drivers.

Action 1.7 - No Material Differences

Action 1.8 - No Material Differences

Action 1.9 - No Material Differences

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

The district was able to fully staff instructional and academic support staff positions in order to meet the needs of the whole child. Early recruitment efforts were implemented in order to hire any anticipated vacancies. The district accomplished this by attending job faires, posting positions on edjoin and the use of social media to advertise postings. The district also utilized Local Assignment Options (LAO’s) as appropriate in order to ensure qualified teachers were assigned to courses. Standards aligned curricular materials continued to be implemented and the district provided access to standards aligned textbooks and materials to 100% of their students as reflected by
The district was able to improve facilities as evidenced by the change in the percentage of school facilities reported to be in 'good' repair from the 2020-21 school year (57% of district schools reported to be in 'good' repair) to the 2021-22 school year (86% of district schools reported to be in 'good' repair). The district was able to complete several facility upgrades including the modernization of student restrooms at elementary schools, including: Collegeville Elementary, Farmington Elementary, and Van Allen Elementary. These much needed upgrades will provide students with safe improved facilities that promote effective learning environments. Relatedly, the district began the process to modernize the Escalon High School track. This project is anticipated to begin during the 2022-2023 school year and will support continued student access to extracurricular activities, while also promoting positive mental health.

The district was able to implement some aspects of it's professional development plan but as noted above, was limited in scope when compared to what was originally delineated. As a result, self reflection ratings on the Local Indicator self reflection tool remained the same as the 2020-21 school year. In evaluating the district progress especially with regards to professional learning for teaching the academic standards and curriculum frameworks as well as ratings for instructional materials aligned to academic standards and curriculum frameworks in the content areas of NGSS and History/Social Science teh district demonstrated no change. The district plans to implement a robust pilot and subsequent adoption of updated Science and Social Science material in grades Kindergarten through grae 8th to support growth on both local indicator metrics. The district was able to succesfully adopt Advanced Placement (AP) Spanish language curriculum that is better aligned with the AP exam and ultimately supports student educational goals. Relatedly, the district piloted and adopted updated Ag pathway curriculum, including new textbooks for the Ag leadership class, floral, welding, and Ag science.

The district was able to maintain access to 1:1 devices for all students within the district. This action not only allowed access to digital platforms and instructional materials, but it also supported the districts implementation of state and district benchmark assessments. Classroom teachers were able to review assessment data, and ultimately use the information to shape classroom instruction. A rewiev of local data indicates students are demonstrating academic growth in both English Language Arts and Mathematics, despite the impacts of distance learning. Relatedly, the district was able to maintain access to supplemental teaching positions, including access to intervention teachers in grades kindergarten through 8th grade. The intervention teachers provided Tier II interventions to eligible students consistent with academic performance and assessment results. The support provided by the intervention teachers in English Language Arts and Mathematics was evidenced by student performance on local assessments.

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.

Consistent with input provided by educational partners, the planned goal and related actions remain the same for the 2022-2023 LCAP. Due to the impacts of the COVID-19 pandemic and the district's limited ability to provide access to targeted professional development consistend with district plans, the district is expanding it's partnership with San Joaquin County of Education and the UCDavis Math project for the 2022-2023 school year as reflected in actions 1.7. This will be in addition to the ongoing PLC professional development provided in conjuction with Solution Tree. Similarly, the district will continue to allocate funds for grade level and content area collaboration days as a means of improving instructional practices and promoting teacher efficacy. Furthermore, Action 1.9 has been updated and includes Materials. This is done to better capture the budgeted expenditures.

The metrics will remain the same as they jointly reflect the district's goal to support student achievement in mastering the CCSS while also ensuring students ar college and career ready.
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>Escalon Unified School District will implement a multi-tiered system of supports that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Goal two is broadly written and aims to ensure EUSD students are provided with the needed supports and services to not only access their educational program but also to ultimately support them in preparing for post-secondary goals. The goal targets student outcomes and hits on the following 2 priorities:
4-Student Achievement
8-Student Outcomes

A review of local and statewide data suggests that over the years EUSD students have demonstrated improved gains on state summative assessments. Individual subgroups such as English learners, however, are performing below their English only counterparts. Results from both state and local assessments highlight similar performance data district wide, as well as within individual subgroups. Results on summative state assessments indicate the need to improve overall Science performance on state measures. Summative ELPAC results indicate adequate progress towards English proficiency, however more work remains to be done in order to support EL reclassification. An analysis of state and local data, as well as input provided by parents, teachers and community members continue to place an emphasis on student achievement and preparedness for career and college readiness post high school. Relatedly, educational partners have indicated the need to implement rigorous academic programs, while also providing access to career and technical education programs that reflect community interest and workforce needs. For these reasons goal 2 was developed.

As a result, the following actions are encompassed within goal 2:
2.1 Student Achievement: Progress and Maintenance
2.2 Access to Designated/Integrated English Development
2.3 Career and Technical Education Exploration
2.4 Access to Extended Learning Opportunities and Interventions
2.5 Multi-Tiered System of Support Maintenance

This goal was developed to ensure student are provided with the needed supports and services to not only access their educational program but also to ultimately support them in preparing for post-secondary goals.

The actions within this goal are designed to promote student academic achievement regardless of present levels or the need for additional supports and services. The implementation of a coordinated system of assessment and progress monitoring, coupled with ongoing data
analysis and supported through a strategic multi-tiered system of supports as measured by state (CAASPP and CAST) and local assessments (Star Reading and Star Math) results, student access to A-G approved courses and Career and Technical Education, student access to Advanced Placement courses and appropriate English language development instruction will prepare EUSD students to access both college and the workforce.

### Measuring and Reporting Results

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</thead>
<tbody>
<tr>
<td>4A. Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and CAST)</td>
<td>CAASPP: ELA 48.68% Mathematics 35.97%</td>
<td>CAASPP: ELA 44.65% Mathematics 27.48%</td>
<td>CAST Science N/A</td>
<td>CAST Science 32%</td>
<td>CAASPP: ELA 55% Mathematics 42% CAST Science 32%</td>
</tr>
<tr>
<td>Percentage of students in grades 2-11 whose performance on the STAR Reading and STAR Math Assessments meet or exceed standard</td>
<td>2019 State Assessment Results</td>
<td>2021 State Assessment Results</td>
<td>2022 Spring Local Assessment Results</td>
<td>2022 Spring Local Assessment Results</td>
<td></td>
</tr>
<tr>
<td>4B. Percentage of students who meet CSU/UC a-g college entrance requirements</td>
<td>36.64% Fall 2020 CA School Dashboard, Additional Reports</td>
<td>35.4% Fall 2021 CA School Dashboard, Additional Reports</td>
<td>43%</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>
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</tr>
<tr>
<td>4C. Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks</td>
<td>23.65% Fall 2020 CA School Dashboard, Additional Reports</td>
<td>33.2% Fall 2021 CA School Dashboard, Additional Reports</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4D. Percentage of pupils who have successfully completed both types of courses described in B &amp; C</td>
<td>5.76% Fall 2020 CA School Dashboard, Additional Reports</td>
<td>7.5% Fall 2021 CA School Dashboard, Additional Reports</td>
<td>12.76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4E. Percentage of EL students who make progress toward English proficiency by improving one level from prior test administration on the ELPAC</td>
<td>44.4% Fall 2019 CA School Dashboard</td>
<td>Data not available due to suspension of the 2021 CA School Dashboard.</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4F. Percentage of English Learners who meet EUSD standards to be redesignated as Fluent English Proficient.</td>
<td>22.4% 2019-2020 DataQuest</td>
<td>12.5% 2021-2022 DataQuest</td>
<td>29%</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>
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</tr>
<tr>
<td>4G. Percentage of pupils who pass an AP exam (3+)</td>
<td>51% 2019-2020 DataQuest</td>
<td>38% 2020-201 DataQuest</td>
<td></td>
<td></td>
<td>59%</td>
</tr>
<tr>
<td>4H. Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math</td>
<td>ELA 59.38% Math 32.10% 2019 CAASPP Results</td>
<td>ELA 60.81% Math 27.74% 2021 CAASPP Results</td>
<td></td>
<td></td>
<td>ELA 66% Math 39%</td>
</tr>
<tr>
<td>8. Percentage of students &quot;prepared&quot; for college and career.</td>
<td>All Students 47.6% EL 12.9% Socioeconomically Disadvantaged 44.5% Fall 2020 CA School Dashboard, Additional Reports</td>
<td>Data not available due to suspension of the 2021 CA School Dashboard.</td>
<td></td>
<td></td>
<td>All Students 54% EL 19% Socioeconomically Disadvantaged 51%</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>2.1</td>
<td>Student Achievement: Progress and Maintenance</td>
<td>Escalon Unified School District will continue utilizing a coordinated system of assessment and progress monitoring that includes local assessments as well as state formative and summative assessments. Ongoing data analysis through Professional Learning Communities will monitor student performance, support placement and intervention and assist in forming instruction. The analysis of student data and assessment results will assist in increasing student achievement on</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2.2</td>
<td>Access to Designated/Integrated English Development</td>
<td>Escalon Unified will continue providing Designated and Integrated English Language Development (ELD) to English Learners during designated times consistent with student present levels and needs. Students will be taught the English Language Arts (ELA) and English Language Development (ELD) CCSS state standards in tandem. Ongoing professional development and coaching will be provided to assist with the implementation of instruction.</td>
<td>$483,929.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.3</td>
<td>Career and Technical Education Exploration</td>
<td>Escalon Unified will increase access to career and college readiness, by implementing career exploratory activities in grades Kinder through 8th grade. At the High School level, the District will monitor enrollment in current offered pathways and explore certification options, as well as access to internships and externships and job shadowing opportunities.</td>
<td>$235,157.00</td>
<td>No</td>
</tr>
<tr>
<td>2.4</td>
<td>Access to Extended Learning Opportunities and Intervention</td>
<td>Escalon Unified will provide access to extended learning opportunities, and access to targeted intervention (including interventions beyond the regular school day) to support students' access to grade level CCSS. At the secondary level opportunities for credit recovery will be offered to support with the completion of graduation requirements as well as increase access to a-g classes and CTE courses.</td>
<td>$460,929.00</td>
<td>No</td>
</tr>
<tr>
<td>2.5</td>
<td>Multi-Tiered System of Support Maintenance</td>
<td>Escalon Unified will continue implementing a Multi-Tiered System of Supports to meet the needs of the whole child, including academic, social emotional and behavioral. Additional supports will be used to provide small group and individual targeted instruction.</td>
<td>$114,484.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All five actions within goal two were implemented as planned. It should be noted however that some budgetary changes and programmatic changes impacted Action 2.2 and Action 2.3.

Action 2.2 The district planned on providing Designated and Integrated English Language Development (ELD) to English Learners during designated times consistent with student present levels and needs. Relatedly, to support best instructional practices ongoing professional development and coaching was planned. The district was able to support English learners through protected designated English language development time across all school sites. To support new hires with instructional practices and pedagogy, the district planned to offer a 7-day in-person Guided Language Acquisition Design (GLAD). Due to an increase in COVID positive cases, the district had to pivot and provide 4 of the 7 days virtually instead of in-person. In addition, several new hires did not have the ability to participate in the training due to sub shortages.

Action 2.3 The district was able to provide access to career and technical education career exploration activities in grades Kindergarten through 8th grade, while also providing access to various Career and Technical Education Pathways at the high school level. The district however was limited in being able to provide access to internships and externships opportunities due to limited staff availability for supervision and residual effects of the COVID-19 pandemic. On a positive note, the district applied for and received additional grant funds to support career and technical education including the Career and Technical Education Incentive Grant, as well as the Specialized Secondary Programs Grant (SSP). Escalon High School will be implementing a Food Science Career and Technical Pathway with the aid of SSP grant funds. EHS teachers are also working on the development of specific program curriculum which will be used by high schools throughout the state.

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.

The District has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action. A review of the actions and any material differences follow below:

Action 2.1 - No Material Differences

Action 2.2 - A material difference of 41.7% over the budgeted expenditures occurred for action 2.2. The estimated actual expenditures were in excess as the original planned budget did not include the cost of all bilingual instructional assistants. Bilingual aides supports have been moved to supplemental funding.

Action 2.3 - A material difference of 100.4% over the budgeted expenditures occurred for action 2.3. This is because the district applied for and was awarded both the Career Technical Education Incentive Grant and the Specialized Secondary Programs Grant (SSP). These awarded amounts of these grants were not originally budgeted.
An explanation of how effective the specific actions were in making progress toward the goal.

Access to 1:1 devices supported the district's implementation of state and district benchmark assessments. Classroom teachers were able to review assessment data, and ultimately use the information to shape classroom instruction. A review of state summative assessment results, using 2019 CAASPP performance as a baseline indicated a drop in the percentage of students who were identified as having met or exceeding the standards in both English Language Arts and Math, in comparison to 2021 Spring summative CAASPP results. However, the drop in scores were lower than expected, especially when considering the effects of the pandemic on learning loss. English Language Arts scores dropped from 48.68% of students meeting or exceeding standards to 44.65% of students meeting or exceeding standards. Relatedly, the percentage of students who met or exceeded standards in mathematics dropped from 35.97% (2019) to 27.48%. As the summative CAASPP scores are a year old, student performance on local assessment measures (e.g. Star Reading and Star Math) indicates students are demonstrating academic growth, especially in mathematics. A closer look at the local data suggest that students demonstrated an upward growth pattern from Fall Benchmark of Star assessments through Spring administration. The improvement in local assessment results, suggests teachers are closely reviewing data and working collaboratively to support student needs. Relatedly, the district was able to maintain access to supplemental teaching positions, including access to intervention teachers in grades kindergarten through 8th grade. The intervention teachers provided Tier II interventions to eligible students consistent with academic performance and assessment results. The support provided the intervention teachers in English Language Arts and Mathematics was evidenced by student performance on local assessments.

The continued implementation of designated ELD for second language learners continued to support the reclassification process of students who met all the criteria. Although there appears to be a drop in the percentage of students who were redesignated in the 2019-20 school year to the 2021-22 school year (2019-20 school year: 22.4%; 2021-22 school year: 12.5%), it should be noted that the updated reclassification rates are more in alignment with state averages. Relatedly, it should be noted that EUSD changed their reclassification process consistent with a review of their ELD programs.

The district continued its goal to provide exposure to career and technical education activities for younger grades, by facilitating fieldtrips to Escalon High School. Relatedly, the district continued its work to add an additional food science ag pathway. This included the development of specific curriculum as well as ample facility renovations to support the specific needs of the classroom.

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.

Consistent with input provided by educational partners, the planned broad goal and related actions remain the same for the 2022-2023 LCAP.
The metrics will remain the same as they jointly reflect the district's goal to support student achievement and successful post-secondary outcomes. A change is being made to Metric 4C desired outcome for 2023-2024. The district is changing the expected outcome from 30% of students expected to successfully complete a course sequence or program of study that aligns with SBE-approved career technical education standards and frameworks to 37% as the previous threshold was reached in the 2021-2022 school year.

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

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Escalon Unified School District will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Goal three is broadly written and aims to increase stakeholder participation especially for parents/guardians of unduplicated pupils. The goal targets engagement and hits on the following 3 priorities:
3-Parent Involvement
5-Student Engagement
6-School Climate

As a result, the following actions are encompassed within goal 3:
3.1 Stakeholder Outreach
3.2 Positive, Effective and Engaging Learning Environments

This goal was developed to increase the participation of educational partners, especially for parents/guardians of unduplicated pupils.

The actions within this goal are designed to promote, build, and support meaningful relationships amongst parents, students, teachers, community member and other relevant educational partners. Feedback from educational partners and a review of survey data will provide evidence of the impact of engagement efforts and community partnerships by monitoring and evaluating student attendance, chronic absenteeism, graduation, and dropout rates to measure the impact of actions specific to increasing school connectedness, safety and collaborative relationships.

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>3. Self reflection rating on Parent and Family Engagement:</td>
<td>Rate the LEA's progress in developing multiple opportunities for the</td>
<td>Rate the LEA's progress in developing multiple opportunities for the</td>
<td></td>
<td></td>
<td>Rate the LEA's progress in developing multiple opportunities for the</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>Building Relationships, Question #4</td>
<td>LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</td>
<td>LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking Input for Decision Making #9 (Local Indicator, Priority 3 Reflection Tool)</td>
<td>2 - Beginning Development</td>
<td>3 - Beginning Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability</td>
<td>Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making</td>
<td>Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5A. Percentage of pupils attending school daily on average</td>
<td>96.17%</td>
<td>94.70%</td>
<td></td>
<td></td>
<td>Maintain attendance rate at 96% or above.</td>
</tr>
</tbody>
</table>

2022-23 Local Control Accountability Plan for Escalon Unified 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>5B. Percentage of students K-12 identified chronically absent students who are absent from school 10% or more for the total number of days that they are enrolled in school</td>
<td>5.9% Fall 2019 CA School Dashboard</td>
<td>4.2% 2020-2021 DataQuest</td>
<td></td>
<td></td>
<td>3.9%</td>
</tr>
<tr>
<td>5C. Middle School dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school</td>
<td>0% 2019-20 CALPADS</td>
<td>0% 2020-21 CALPADS</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>5D. High school dropout rate - percentage of students in grades 9-12 who stop coming to school and who do not enroll in another school</td>
<td>3% 2019-20 DataQuest</td>
<td>4.5% 2020-21 DataQuest</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>5E. High school graduation rate - the percentage of students in the four year cohort who meet EUSD graduation requirements</td>
<td>96.5% 2019-20 DataQuest</td>
<td>93.7% 2020-21 DataQuest</td>
<td></td>
<td></td>
<td>98%</td>
</tr>
<tr>
<td>6A. Percentage of students who are</td>
<td>3.7%</td>
<td>0.7%</td>
<td></td>
<td></td>
<td>3%</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>
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<td>----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-20 DataQuest</td>
<td>2020-21 DataQuest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.07%</td>
<td>0.1%</td>
<td></td>
<td>Maintain expulsion rates below 1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feel School is Safe Students 87% Parents NA Teachers NA</td>
<td>Feel School is Safe Students 69% Parents NA Teachers NA</td>
<td></td>
<td>Feel School is Safe Students 90% Parents 90% Teachers 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feels Connected to School Students 81% Parents NA Teachers NA</td>
<td>Feels Connected to School Students 58% Parents NA Teachers NA</td>
<td></td>
<td>Feels Connected to School Students 90% Parents 90% Teachers 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019-2020 Surveys</td>
<td>2021-22 Surveys</td>
<td></td>
<td></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>3.1</td>
<td>Stakeholder Outreach</td>
<td>Escalon Unified will continue to provide meaningful outreach to all stakeholder to seek input on decision making, using various communication means, including phone calls, emails, text-messages, use of District and School Websites, and social media outlets including, Facebook and Instagram in order to promote safe and welcoming school environments that promote positive school culture.</td>
<td>$31,700.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>3.2</td>
<td>Positive, Effective and Engaging Learning Environments</td>
<td>To support positive school climates and maintain student engagement, EUSD will implement positive attendance and Positive Behavior Intervention and Support (PBIS) programs which will support school connectedness, promoting school attendance, and support middle school promotion and high school graduation.</td>
<td>$10,000.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

Due to the residual effects of the COVID-19 pandemic, we were unable to fully implement the two actions within this goal as planned.

Action 3.1. The district was able to continue its efforts in providing meaningful outreach to all educational partners to seek input on decision making. Relatedly, the district was able to continue using various communication means including phone calls, emails, text-messages, use of District and school websites, and social media outlets to connect with families and promote positive school cultures. However due to restrictions imposed by the COVID-19 pandemic, and the implemented mitigation strategies used to minimize face to face interactions, alternative means of communication were implemented to maintain a connection with parents and families. These additional services incurred additional costs.

Action 3.2 Due to variable student attendance, which was affected by COVID-19 school exposures and required quarantines, the district was not able to fully implement attendance incentive programs throughout the 2021-2022 school year. As student attendance returns to pre-pandemic numbers, the district will re-institute incentive programs which support school connectedness and attendance.

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.

The District has identified the material differences threshold at 15% variance between total expected and actual expenditures for each action. A review of the actions and any material differences follow below:

Action 3.1 - A material difference of 27% over the budgeted expenditures occurred for action 3.1. The estimated actual expenditures were in excess as the original planned budget did not account for additional services school sites used for parent/family communication.

Action 3.2 - A material difference of 28% under the budgeted expenditures occurred for action 3.2. The estimated actual expenditures for this action were lower than the budgeted expenditures as the district was not able to implement attendance incentives throughout the entirety of the 2021-2022 school year due to COVID-19 exposures and student quarantines.
An explanation of how effective the specific actions were in making progress toward the goal.

As students returned to in-person instruction post-pandemic, the district was able to implement Positive Behavior Intervention Supports (PBIS) across school sites. Of special note is El Portal Middle School, who was able to pilot PBIS Rewards, an online platform which allows school staff to monitor and reinforce positive behavior with 'points.' The points can subsequently be used to purchase reinforcers. The district will explore the expanded implementation of this platform across other school sites as an increase in positive behaviors has been observed. A review of the 2020-2021 suspension and expulsion data is promising as the district demonstrated a significant decrease in suspension and expulsion rates. The continued implementation of positive behavior support systems should support the continued decrease of disciplinary incidents.

Parent participation and engagement in school activities and events was also evident as COVID-19 restrictions began to lift. As parents and families were allowed to physically visit campuses and attend school events, the district saw a renewed increase in community engagement and participation. School sites used multiple modes of communication to promote events and encourage participation in the decision making process.

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.

Consistent with input provided by educational partners, the planned broad goal and related actions remain the same for the 2022-2023 LCAP. A minor change is reflected in the broad goal as the term "stakeholders," was changed to "educational partners" to reflect alignment with state board of education adopted terminology.

The metrics will remain the same as they jointly reflect the district's goal to support student achievement and successful post-secondary 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.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

<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>2,409,825</td>
<td>N/A</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>10.17%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>10.17%</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.

Goal 1: Escalon Unified School District will provide the necessary supports, resources, and staffing to make all students Career and College ready by implementing a multi-tiered system of supports that increases student achievement, provides access to a well-rounded education, and exposes students to the rigorous Common Core State Standards.

Action 1.5 Maintenance of Tier II and Tier III Staff and Supports; and Action 1.9 Additional Supplemental Services have specific allocated funds to support personnel costs. After assessing the needs of low-income students and, English Learners, we learned that these subgroups have consistently obtained lower test scores on summative state assessments. Per 2021 summative CAASPP test results, 11.64% of English Learners were reported to meet or exceed standards on measures of English Language Arts, which is 33.01% lower than the overall district average (44.65%). Relatedly, per 2021 summative CAASPP math test results, 5.59% of English Learners were reported to meet or exceed standards which is 21.89% lower than the overall district average (27.48%). Per 2021 summative CAASPP results, 31.69% of socioeconomically disadvantaged students were reported to meet or exceed standards on measures of English Language Arts, which is 12.96% below the overall district average (44.65%). Relatedly, only 17.60% of socioeconomically disadvantaged students were reported to meet or exceed standards on the Spring 2021 Summative Math assessment, which is 9.8% below the overall district average. In comparison 55.53% of white students met or exceeded standards in English Language Arts and 41.51% met or exceeded standards on math assessments (Spring 2021 Summative CAASPP). The results of lower test scores justify the need for the continued maintenance of intervention support staff. These personnel expenditures are principally directed to provide Tier 1 (quality core instruction) and Tier 2...
(supplemental intervention) services for our unduplicated students, who typically have the greatest needs. Regardless, this does not prevent any student with similar needs from accessing the services provided by these staff. Supplemental funds have been allocated to maintain teachers who provide direct services to the district's neediest students, to maintain small class sizes and or to increase student course access to a broader course of study. Additionally, these funds are allocated to provide access to skilled paraprofessionals and/or bilingual aides to all sites to provide direct services to the district's neediest students. Research strongly supports the effect of targeted, direct services to increase student achievement (Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.)

Alternatives considered included creating separate classrooms for placement of these struggling students, but it was determined that a more systematic approach focusing on Tier 1 interventions with support services "pushed into the classroom and providing "pull out" services for only the neediest of students was the most effective strategy for ensuring that all students in the general ed. setting receive high quality instruction.

Goal 2: Escalon Unified School District will implement a multi-tiered system of supports that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness.

Action 2.5 Escalon Unified will continue implementing a Multi-Tiered System of Supports to meet the needs of the whole child, including academic, social emotional and behavioral. Additional supports will be used to provide small group and individual targeted instruction. A review of historical and recent data, including data published in the Dataquest (2020-21 Suspension Rates), Hispanic or Latino students had a higher rate of discipline with 0.7% overall suspension rate; and 20% of these students having multiple suspensions. The suspension rate was on par with the overall District average with 0.7% of students being suspend at least once. The need to maintain multi-tiered systems of support which include positive behavior support interventions is warranted. Although this action is being provided on an LEA-wide basis and we expect that all students who require supplemental supports and services will benefit, because of the documented higher discipline rates, we expect to see a decrease in student suspensions for unduplicated pupils. These funds will primarily be directed to unduplicated students who typically have the greatest need for these types of services by providing sites with training and resources to meaningfully implement effective MTSS programs at their site. Additionally, to ensure the neediest students receive effective Tier II and Tier III behavioral interventions some of these funds will support an additional 1.0 FTE school psychologist (making a total of 4.0 FTE psychologists in the district).

These actions were continued and or modified from the 2021-2022 LCAP. Even though English learners and students who are socioeconomically disadvantaged demonstrate lower performance on standardized achievement measures, access to intervention and support staff has proved beneficial as academic growth of unduplicated pupils has been documented both on summative state assessments as well as through local district assessment benchmarks. Escalon Unified School District is below the 55% threshold to receive concentration funds and is only eligible to receive supplemental funds. Supplemental funds are allocated to the district based on unduplicated pupil counts (including English learners, low income, and foster youth), which is at about 51%. These actions are principally directed towards and are the most effective use of funds to meet the district goals for its unduplicated pupils in state priorities 1 4, 7, and 8 while serving the needs of all students.
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Action 2.2 specifically indicates that EUSD will provide effective ELD instruction for our English Learners during integrated and designated ELD consistent with the new ELD standards. The increase in services provided will augment the tier I program for English learners, by guaranteeing access to core instruction and ensuring access to Designated ELD standards. To support this need, professional development for instructional staff in the 2022-2023 school year will be provided. These funds will primarily be directed to unduplicated students, and in particular, EL students by providing staff training in effective ELD practices. It has been determined that utilizing PD opportunities through the local county offices of education, other outside vendors, or utilizing existing staff with specific content expertise would best serve the needs of our teachers.

Based on the actions and services discussed in the prompt above and here, EUSD will meet the required percentage requirement for increasing or improving services for foster youth, English Learners, and low-income students.

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.

Escalon Unified School District does not receive additional concentration grant add-on funding. This section is not applicable.

<table>
<thead>
<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
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<td>N/A</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>N/A</td>
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### 2022-23 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 Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$712,934.00</td>
<td>$2,567,836.00</td>
<td>$29,423,965.00</td>
<td>$26,461,251.00</td>
<td>$2,962,714.00</td>
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<table>
<thead>
<tr>
<th>Goal</th>
<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>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
<td>$69,900.00</td>
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<td>$112,341.00</td>
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<td>$617,104.00</td>
<td>$891,786.00</td>
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<td>$3,691,485.00</td>
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<td>1</td>
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<tr>
<td>2</td>
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<td>Student Achievement: Progress and Maintenance</td>
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<td></td>
<td>$0.00</td>
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<td>$67,313.00</td>
<td>$483,929.00</td>
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<td>Goal</td>
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<td>Action Title</td>
<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>
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<td>Access to Extended Learning Opportunities and</td>
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<td>$112,798.00</td>
<td>$253,276.00</td>
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<td>$460,929.00</td>
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<td>Intervention</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Multi-Tiered System of Support Maintenance</td>
<td>English Learners,</td>
<td>$114,484.00</td>
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<td></td>
<td></td>
<td>$114,484.00</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Foster Youth, Low</td>
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<tr>
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<td></td>
<td></td>
<td>Income</td>
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<td>3</td>
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<td>3</td>
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<td>$10,000.00</td>
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## 2022-23 Contributing Actions Table

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.5</td>
<td>Maintenance of Tier II and Tier III Staff and Supports</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>1.00%</td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Additional Supplemental Services and Materials</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$327,954.00</td>
<td>1.00%</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Access to Designated/Integrated English Development</td>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners</td>
<td>All Schools</td>
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<td>1.00%</td>
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<td>2</td>
<td>2.5</td>
<td>Multi-Tiered System of Support Maintenance</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$114,484.00</td>
<td>1.00%</td>
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### 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Access to Common Core State Standards (CCSS)</td>
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<td>State and District Benchmark Assessments: Use &amp; Literacy</td>
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<td>Student Achievement: Progress and Maintenance</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals</th>
<th>Last Year's Total Planned Expenditures (Total Funds)</th>
<th>Total Estimated Expenditures (Total Funds)</th>
</tr>
</thead>
<tbody>
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<td>Last Year's Goal #</td>
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<td>Prior Action/Service Title</td>
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<tr>
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<td>----------------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>2</td>
<td>2.2</td>
<td>Access to Designated/Integrated English Development</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Career and Technical Education Exploration</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Access to Extended Learning Opportunities and Intervention</td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Multi-Tiered System of Support Maintenance</td>
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<td>3.1</td>
<td>Stakeholder Outreach</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>Positive, Effective and Engaging Learning Environments</td>
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### 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<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>Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)</th>
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<tbody>
<tr>
<td>1</td>
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## 2021-22 LCFF Carryover Table

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<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 Estimated 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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</thead>
<tbody>
<tr>
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<td>$2,418,732</td>
<td>0.00%</td>
<td>10.13%</td>
<td>$0.00</td>
<td>0.00%</td>
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</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning**: The process of developing and annually updating the LCAP supports comprehensive strategic planning (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/](https://www.cde.ca.gov/fg/aa/lc/).

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

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

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

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

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