

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escalon Unified School District

CDS Code: 39 68502 0000000

School Year: 2023-24

LEA contact information:

Mark Vos

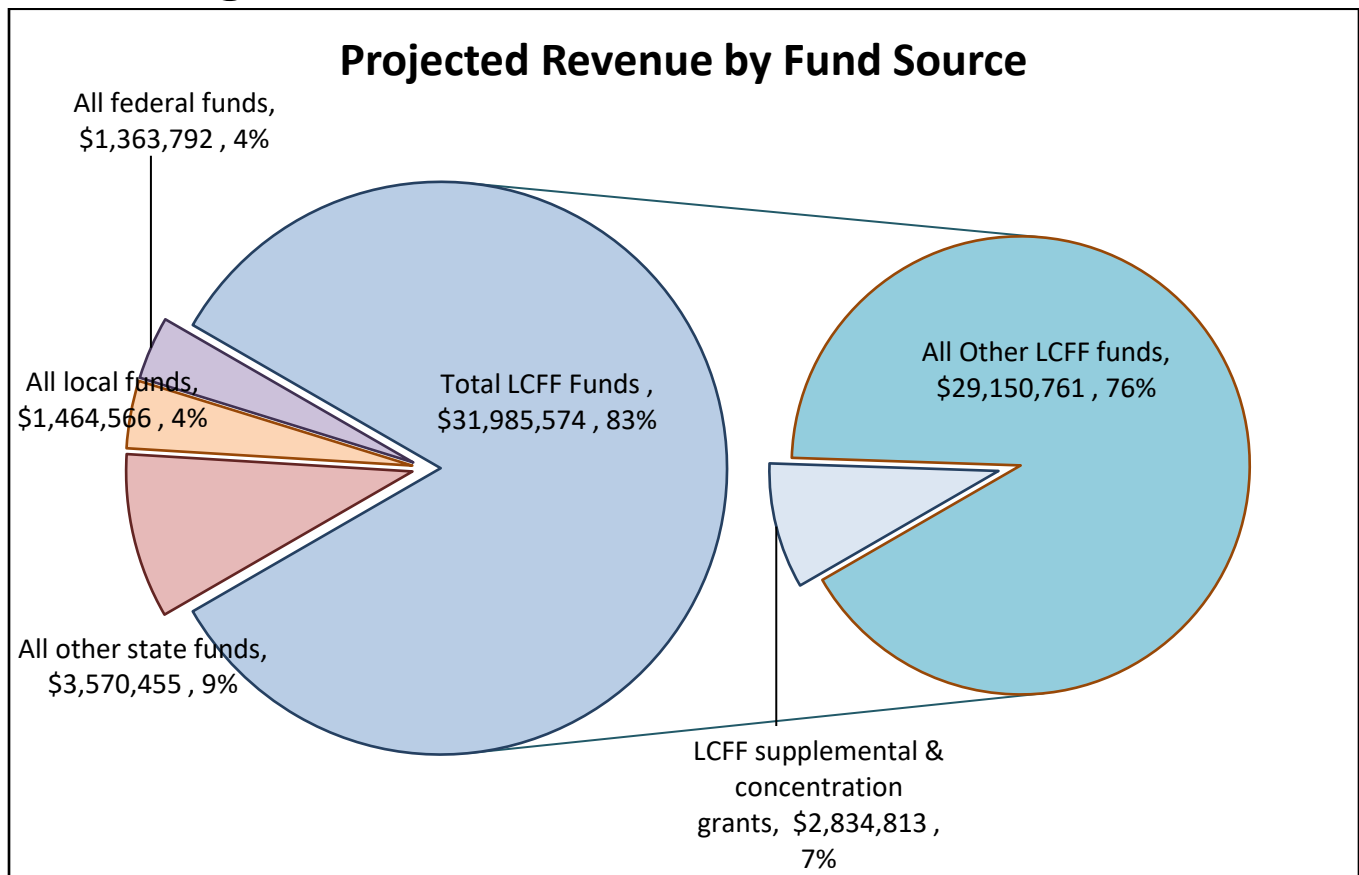
Assistant Superintendent

[mvos@escalonusd.org](mailto:mvos@escalonusd.org)

209-838-3591

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

## Budget Overview for the 2023-24 School Year

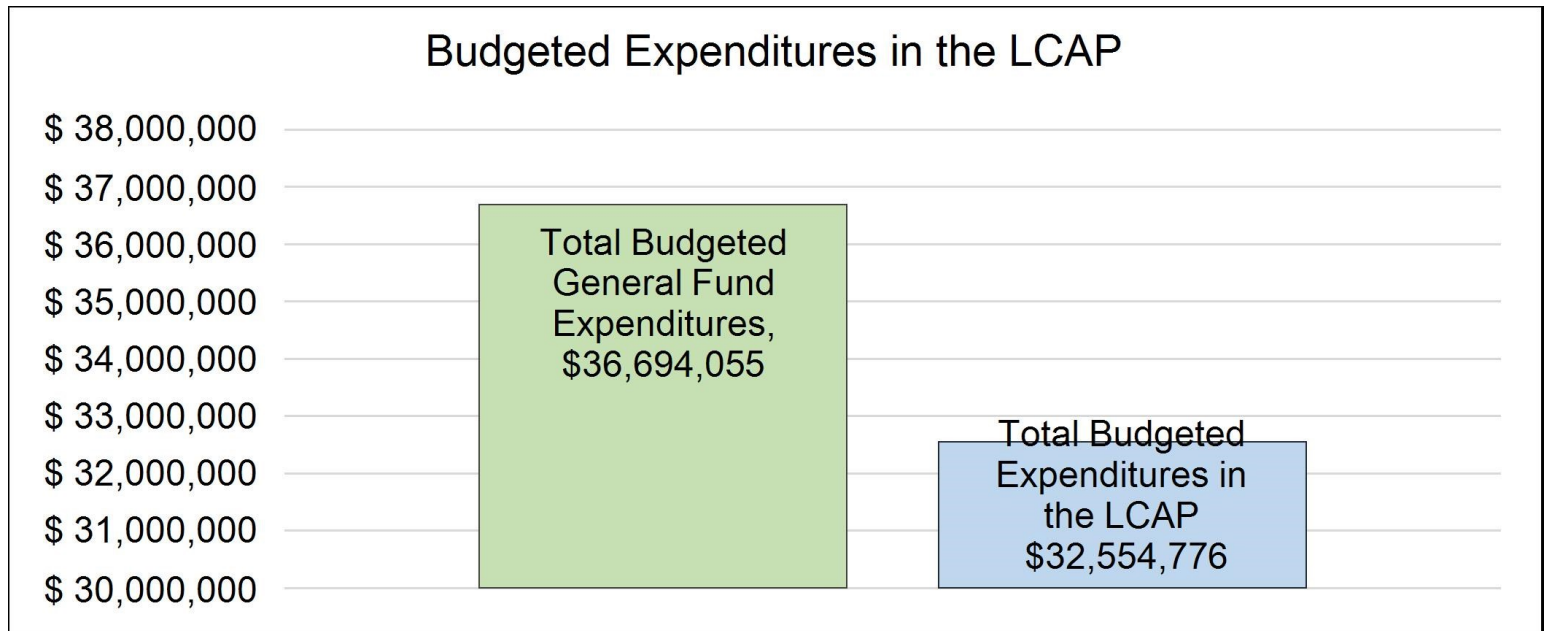


This chart shows the total general purpose revenue Escalon Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escalon Unified School District is \$38,384,387, of which \$31,985,574 is Local Control Funding Formula (LCFF), \$3,570,455.00 is other state funds, \$1,464,566.00 is local funds, and \$1,363,792.00 is federal funds. Of the \$31,985,574 in LCFF Funds, \$2,834,813.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Escalon Unified School District plans to spend \$36,694,055.00 for the 2023-24 school year. Of that amount, \$32,554,776.00 is tied to actions/services in the LCAP and \$4,139,279 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

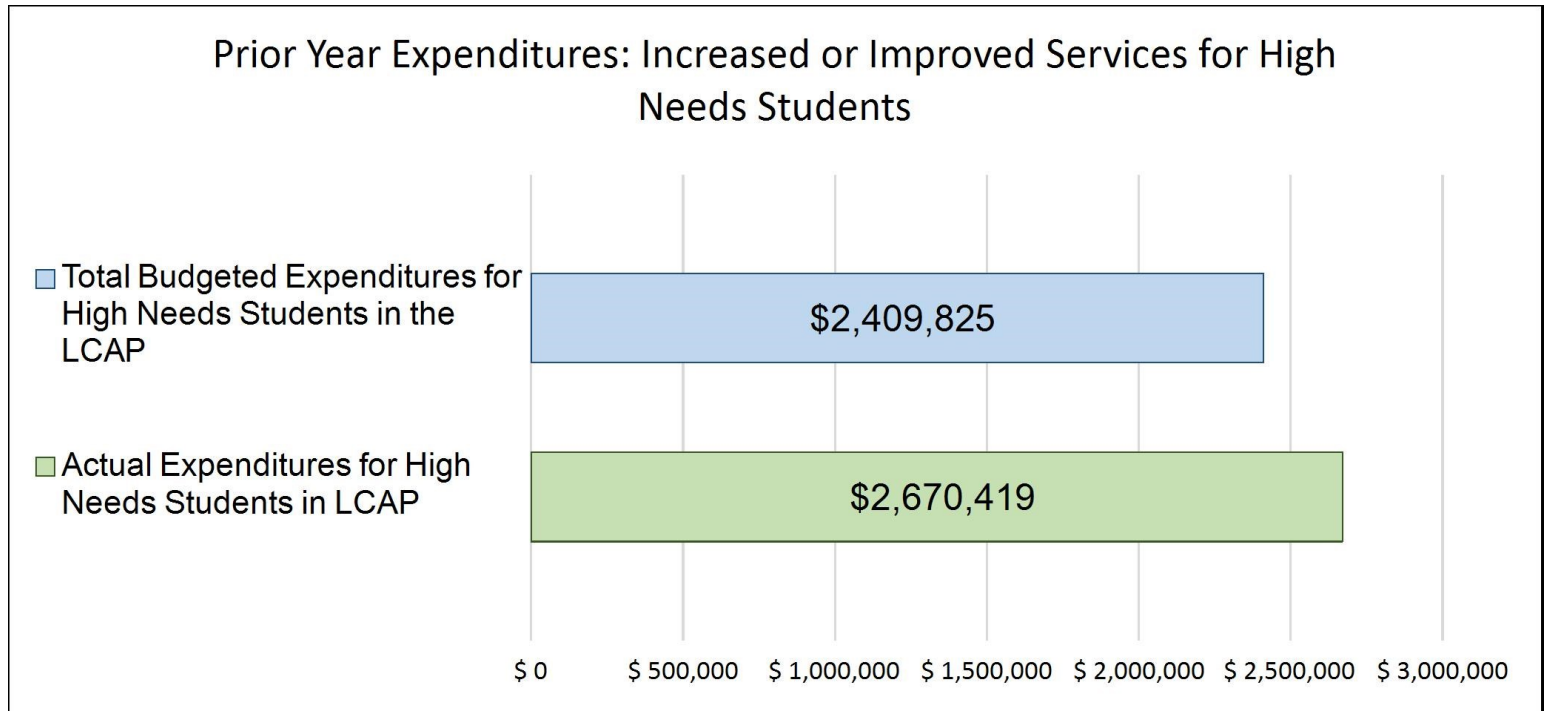
The LCAP does not include several essential, non-instructional services or their costs, such as utilities, district personnel services, debt service, facility and operational costs not included in MOT costs, and some costs associated with one-time funds.

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

In 2023-24, Escalon Unified School District is projecting it will receive \$2,834,813.00 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 \$2,834,813.00 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what 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 2022-23, Escalon Unified School District's LCAP budgeted \$2,409,825.00 for planned actions to increase or improve services for high needs students. Escalon Unified School District actually spent \$2,670,419.00 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Escalon Unified School District	Mark Vos Assistant Superintendent	mvos@escalonusd.org 209-838-3591

## Plan Summary [2023-24]

### General Information

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

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 2585 students across all school sites and a total of 2,900 students 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. Current student demographics indicate that 44% of students are White, 51.2% are Hispanic and 4.8% are from other race/ethnicities. Additionally, 49.1% of the district’s students are socioeconomically disadvantaged, 17.6% are English Learners, 0.1% are designated as Foster Youth, and 8.9% are students with identified disabilities. 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 a broad course of study, and overall student outcomes. Goals that support the needs 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 2022-2023 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.

Goal one (Conditions of Learning): Escalon Unified School District will continue to 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.

Goal 1, Action 1: The district continued to implement a system of subsidized costs whereby the cost of AP tests was decreased to assist with any financial burden.

Goal 1, Action 2: The district was able to maintain access to 1:1 devices for all students as well as retire some devices that had aged beyond continued use.

Goal 1, Action 4: EUSD was able to fully staff all certificated 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.

Goal 1, Action 6, Facilities projects including the initiation of the Escalon High School track project, Van Allen Elementary and Farmington Elementary shade structures, and the Dent Elementary "Phase II" construction project. Additionally, the early planning stages of Escalon High School's office remodel and the El Portal student restroom renovation is moving forward. As indicated by the Facility Inspection Tool included in the 2022-2023 SARC report, 100% of EUSD facilities are in "Good" repair.

Goal 1, action 7: Escalon Unified continued our central focus on targeted professional development, which included the ongoing growth and evolution of Professional Learning Communities (PLC). This was accomplished by hosting Solution Tree presenters on EUSD professional development days and through attendance of Solution Tree events including the PLC @ Work Institute, Math @ Work conference, and the RTI @ Work conference.

Goal 1, action 8, The district was able to adopt the curriculum for two new Escalon High School classes, Digital Media and the Business and Personal Finance class, AP Biology, and completed the curriculum piloting and adoption process for TK -8 Science and Social Science.

Adopted curricula will be utilized to start the 2023-2024 school year.

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.

Goal 2, action 2: The district utilized master schedules at the middle school and high school, to provide Designated ELD to English Learners in departmentalized settings during the 2022-2023 school year.

Goal 2, action 3: Escalon Unified was able to surpass the established goal for CTE completers with 37.3% of students successfully completing a course sequence that aligns with SBE-approved career and technical education standards and frameworks.

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.

Goal 3, action 1: 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). Information was provided both in Spanish and English to ensure that all our families had the necessary information.

Goal 3, action 2: The District graduation rates for the 2021-2022 school year revealed a graduation rate of 96.7%, which is higher than the state average of 87.4% and an increase from the prior year. Additionally, the high school dropout rate of 2.0%, as measured by the DataQuest 2021-22 Four-Year Adjusted Cohort Outcome, was a 2.5% decrease from the previous school year's drop-out rate of 4.5%.

All actions and services will be maintained to promote the continuation of these successes.

## 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 2022-2023 Local Control Accountability Plan (LCAP) areas of greatest need are summarized below:

Goal one (Conditions of Learning): Escalon Unified School District will continue to 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.

\*In reviewing the Dashboard and other data regarding performance indicators in math and ELA, the district has identified math as an area of primary need. All student groups were within the "low" or "very low" performance category on the 2022 CA School Dashboard. Math scores were on average 58.8 points below standard as opposed to 22.2 points below standard in English Language Arts. A review of the most recent CAASPP scores (Spring 2022) indicated that 28.66% of the students tested were meeting or exceeding standards. This was a slight increase from Spring 2021 where 27.48% 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 TK-12 (TK-12 training partnership with SJCOE Math Team). 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).

\*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) to review the needs of the whole child to align services with student need. The SDRT process took place during the Fall and Spring semester. 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 2022-2023 school year, school sites continued to focus on positive behavior systems of support in various forms. For example, El Portal Middle School continued the utilization 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 effort to support all student needs through data-based decision making. This need is reflected in goal 1 (action 2, action 5, and action 7), goal 2 (action 4 and action 5), and goal 3 (action 3).

\*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 2022-2023 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 2022-2023 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 and to subsequently determine the students most in need of supports. This need is reflected in goal 1 (action 3) and goal 2 (action 1).

\*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 for all students. The common themes and areas of need will continue to serve as a central focus of the 2021-2024 LCAP. This need is reflected in goal 1 (action 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.

\*Per aggregate summative CAASPP English Language Arts scores, 41.96% of the students tested in 2022 were identified as meeting or exceeding standards. This was a drop from 2021 when 44.65% of the students tested were identified as meeting or exceeding standards. Summative CAASPP Math scores in 2021 indicated 27.48% of the students tested were meeting or exceeding standards while the 2022 scores showed a slight increase to 28.66% as meeting or exceeding standard. Relatedly, 11th-grade CAASPP results show a 5.12% drop from 56.58% having met or exceeded the standard in ELA to 51.46% in 2022. Similarly, math results dropped from 16.34% to 14.54% having met or exceeded the standard. The COVID-19 pandemic continues to impact 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 inconsistent growth for grade 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. Continued guaranteed standards vertical articulation is planned for the 2023-2024 school year. This goal is reflected in goal 2 (action 1, action 4, and action 5) and goal 1 (action 3).

\*Educational partners continued to share concerns about the need for additional intervention and support services that may need to extend beyond the school day moving into the 2023-2024 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(SEL) for all students across all school sites. Educational partners also advocated for ongoing access to school-based mental health services. The district will continue the funding of 4 FTE psychologists, fund the



addition of three mental health providers, a nurse dedicated to medication management, and a suicide intervention specialist from the Child Abuse Prevention Council will be at the high school 2 days a week to support mental health. The addition of a K-8 SEL curriculum (Second Step) will support these efforts along with, a monthly mental health tips newsletter, the use of Cal Hope Grant monies to promote positive school climate, guest speakers focused on mental health coping skills, and the purchase of therapeutic materials for students. These measures and the addition of the positions will allow each school-based mental health provider to not only support the needs of students with IEPs but will also allow for greater access to school-based mental health services throughout the district. Relatedly, 3 school counselors at Escalon High School and 1 full-time counselor at El Portal Middle School assist with counseling services. The district will continue to streamline service delivery to ensure students continue to have access to related services. Goal 2 (action 5) addresses this as well as goal 3 (action 2).

\*Another central focus continues to include the monitoring and progress of English Learners. English Learner needs continue 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 better analysis of local assessment measures). The District began the adoption process of an online platform, Ellevation, which will assist with better student monitoring even post-reclassification but acknowledges the need to make more strides in its full implementation. 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 2 (action 1, action 2, and action 4) and goal 1 (action 1, action 3, and action 7).

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.

\*District data on the CA School Dashboard indicates disparities in chronic absenteeism amongst student groups. The district rated as "very high" in the chronic absenteeism category metric with 20.7% chronically absent. A deeper dive, however, indicates that students designated as homeless have a significantly higher rate of chronic absenteeism at 45.5% when compared to overall District chronic absenteeism reports. Hispanic students (24.3% chronically absent), Socioeconomically Disadvantaged students (26.3% chronically absent), Students with disabilities (29.4% chronically absent), and English Learners (25.7% chronically absent) all saw significant increases from the previous year's levels. An analysis of local attendance revealed the following: Period 8 attendance for the 2022-2023 school year was reported to be 94.47% overall, which was a slight drop from the previous year's period attendance of 94.70% (2021-2022 Period 8). To address this need, the district developed goal 3 (action 1 and action 2).

\* Approximately, 17% of survey respondents indicated that they "strongly disagree" or "disagree" with the statement: "I feel safe at school." Relatedly, educational partners, at community feedback sessions, echoed similar sentiments by emphasizing the need for bolstered safety at all the school sites. Educational partners requested changes or upgrades in schools in an effort to improve security, better communication and coordination of services and actions during crisis situations, increased frequency of safety drills, an increase of personnel specifically

assigned to student supervision, and the addition of a School Resource Officer for the district. Some measures being taken to address the concerns are in the initial stages. This includes a remodeling of the EHS office that vastly increases campus security by funneling access through a central access point. The reconvening of the “School/City 2 by 2” meetings has led to both acknowledging the need for a School Resource Office with an initial contract currently being considered. The district will continue to make efforts to refine and improve safety procedures that ensure campus safety and connectedness for all students. This need is reflected in goal 3 (action 2).

\*Based on a review of state indicators an area of need includes the district’s overall Suspension Rates being classified as “high”. Reviewing the data in more detail, in 2021-2022 the student suspension rate for the district was 5.0%. This was a significant increase from the prior year when the suspension rate for the district was recorded to be 0.7%. During the 2021-2022 school year, the unduplicated count of students suspended was 137 which is an increase from the prior school year (2020-2021) where the unduplicated count of students suspended was 18. In 2021-2022 the student expulsion rate was 0%. 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 3 (action 2), goal one (action 1 and action 3) and goal 2 (action 5).

## LCAP Highlights

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

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 2022 during the Leadership Team's annual retreat in July. At the retreat, the LCAP was reviewed. District initiatives centered on student performance were reviewed. The district's annual goals and action plans were then developed to reflect the key elements found in the LCAP. Throughout the fall, administration regularly monitored the implementation of each goal and evaluated its effectiveness. On March 06, 2023, 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). Teams reviewed available data including discipline and attendance. Discussion and recommendations centered around the additional need for student supports as related to these areas. This included bolstered social-emotional supports as well as the need for increased or improved campus supervision.

EUSD educational partners were given multiple opportunities to provide input, ask questions and share concerns as the District reviewed the implementation of the 2022-2023 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 7th, 2023, 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 March 30, 2023. All educational partners (principals, administrators, parents, students, teachers, community members, 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:

Escalon High School: March 7, 2023

Vista High School: March 9, 2023

EI Portal Middle School: March 9, 2023

Gateway Charter Academy: March 16, 2023 (Gateway Charter Academy is part of Escalon Charter Academy and also serves as it's own LEA)

Dent Elementary: March 16, 2023

Collegeville Elementary: March 16, 2023

Farmington Elementary: March 22, 2023

Van Allen Elementary: May 23, 2023

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 February 17, 2023.

Meetings were offered in-person with a few sites providing additional access 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 meetings 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 by students who shared input with site and district administration. The SELPA was consulted while in attendance at the March 22 meeting hosted by Farmington Elementary.

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 9/1/22, 03/13/23, 4/24/23, and 05/24/23 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 25, 2023, the District Parent Advisory Committee (PAC) was given the opportunity to review and respond to the proposed actions and services in the 2023-24 LCAP. On May 24, 2023, District English Learner Advisory Committee (DELAC) members were given an opportunity to review and respond to the proposed actions and services in the 2023-24 LCAP. Their recommendations and feedback were considered as the 2023-24 LCAP actions and services were finalized.

The EUSD LCAP Educational Partner Survey was utilized to solicit responses from students, parents/guardians, classified personnel, and certificated personnel. The survey included opportunities to provide feedback relating to all three goals of the current LCAP.

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 EUSD LCAP Educational Partner Survey. 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 2023-24 LCAP.

The Draft LCAP was made available on June 12, 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 20, 2023. The district's LCAP and budget were formally adopted at a regularly scheduled board meeting on June 22, 2023. 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, one community-wide meeting, District English Learner Advisory Committee (DELAC) meetings, the District Advisory Committee, and a district-wide survey were utilized to solicit community feedback and input.



Analysis and synthesis of the feedback obtained throughout the year, information gathered via surveys, and LCAP educational partner feedback opportunities: 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 additional or better 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. Relatedly, requests were made to allow for course access that prepares 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 other school and district events. Students, parents, and teachers alike reported the need for tiered instructional and mental health supports. Both Parent Advisory Committee Members and DELAC members indicated the need to provide specific academic support for English Learners and students with disabilities, to improve academic performance as aggregate data suggest these subgroups require additional support. Certificated staff indicated the continued need for protected teacher collaboration time which ultimately supports joint teacher efficacy and is in line with the District's 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. All educational partners indicate a need for the implementation of additional security measures including: additional staffing, facilities upgrades, improved partnerships with local agencies, and consistency of implementation across all school sites.

Input from our educational partners was instrumental in validating local priorities and needs and ultimately impacted the updated LCAP by shaping the goals and actions proposed within the 2023-24 LCAP. 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 for academic, social emotional, and behavioral needs. This was evidenced by the repeated requests to provide access to universal social-emotional learning curriculum as well as the request for increased access to school-based mental health services. Teachers and other school staff requested targeted professional development, especially in the areas of Designated English Language Development, math, 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 record of feedback from educational partners was collected, reviewed, and considered for inclusion in the 2023-2024 LCAP. The feedback obtained at the District Town Hall meetings follows:

A summary of the input shared by educational partners at Escalon High School follows below:

Consider reviewing the current 2yr math requirement and looking into the feasibility/appropriateness of adding a 3rd-year math requirement at EHS

Consider summer art and music activities as part of “summer school” - expanded options in these programs

Student: requested art materials be “updated”

Consider food services being reviewed. Specifically the quality and desirability of food options for EHS students

Consider additional instructional aide services at EHS ? specifically for bilingual supports

Consider additional transportation available to all students ? no “in-town routes” for students

A summary of input shared by educational partners at Vista High School follows below:

Parent input:

Consider increased supervision for students - SRO? Female?

Consider increasing the availability of mental health services

Student input:

Consider the addition of more elective courses/CTE options for Vista students

Consider food options ? would like better options

Additional summer school options for credit recovery

Staff input:

Consider additional time be added to the day to allow additional credit recovery options

Could be used for tutoring

Offer electives during this time?

increase the secretary's time to allow support of this change

Is a 5th-year option available for students?

A summary of the input shared by educational partners at El Portal Middle School follows below:

Consider additional campus supervision ? SRO?

Consider the addition of Tier 3 reading intervention at EPMS. This could include the utilization of a reading intervention curriculum for Tier 3 reading intervention.

Consider additional instructional aide support for both EL students and SWD.

Consider adding additional elective options for EPMS students ? dance, drama, cooking

Consider extending CTE pathways into the middle school setting

Concern was expressed relating to facilities (current condition of portables)

The district should consider additional content-specific instructional coaching: math and reading

The district should consider adding additional music options, drama, and roving art teacher (Elementary) ? Prop 28

Consider bringing volunteer parents to EPMS to assist in the classroom

The district should consider a “data person” to hand site-specific report management

Concern was shared relating to food services and the quality/variety of food options

Consider additional Social Emotional Support on campus

The district should consider a full-time psychologist for EPMS as well as an additional counselor to provide additional social-emotional support

The district should consider offering a “safe place” for students during lunch.

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

Consider adding monthly activities: academic theme/focus, game of the month, book of the month

Consider the addition of more M.S/H.S. opportunities

Consider Monday afternoon activities/classes

Utilize volunteers for drop-ins

Consider the addition of more career readiness options

Individual approaches ? flight school, farm management

Junior college programs ? online certificate/dual enrollment

Continue improvement of communication - implement/increase utilization of Remind

Implement a school year activity calendar prior to the school year’s start

Additional math and ELA night

A summary of the input shared by educational partners at Dent Elementary School follows below:

How will the District continue to address student safety?

Request for additional campus supervision - yard duty personnel

Consider agreement with EPD to get officers on school campuses

Review of school safety and the ability to keep individuals off campus

Consider after-school programs at Dent

Concerns expressed relating to attendance and the “letters” sent/received: parents feel they are following guidelines and getting “reprimanded”

The need for summer school remains. Is the District offering summer school programming this year? What will program offerings look like?

Having access to additional intervention teachers has been helpful. Can the District continue offering this level of support?

Expressed appreciation for the CTE programs offered ? cited Elementary students already showing interest

Very interested in the expansion of Art/music at Dent ? Discussion centered on bringing music to K-2 across the site

A summary of the input shared by educational partners at Collegeville Elementary School Site follows below:

Requesting additional art and music opportunities across the campus

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.

Consider music with “actual instruments” for 4th/5th

Consider utilization of local agencies (UOP/Delta) to facilitate bringing music to Collegeville ? use college students as “aides”

Consider funding Collegeville based on relative need (has higher free/reduced count) rather than the overall district plan

Adoption of new/updated curriculum in History and Science

Provide all the curricular needs necessary to run a DL site properly

Consider a clear plan for professional development (related to DLI) for current staff but especially for those new to teaching or changing assignments

Additional bilingual staff: intervention teacher, instructional aides, after-school program

The district should take a more proactive approach to facilities and maintenance. Expressed concern about the current condition of facilities at Collegeville.

The site should be fully staffed and have the materials and resources needed to reflect the initial commitment to the DLI program

A summary of the input shared by educational partners at Farmington Elementary School follows below:

Expressed concern about being able to hire additional Music/art teachers

Consider making the current intervention teachers permanent positions - "temporary" limits the ability to attract top candidates

Consider providing targeted professional development for K-3 literacy instruction ? consistent with the governor's path to literacy

Expressed the need for an SEL curriculum with training/implementation

Consider additional staffing to assist in the implementation of SEL

Consider additional communication aimed at the positives happening in our schools

Consider more specific training as it relates to the development of our PLC culture ? meet staff member's/team's specific needs

Consider MTSS training

Consider increases in classified staff compensation ? would result in more applicants and better retainment

Note from SELPA member present: consider addressing the needs of SWD within the districts established goals and priorities

A summary of the input shared by educational partners at Van Allen Elementary School follows below:

Consider adding additional music, art, and chorus to the educational program across the district including down to Kindergarten

Consider additional investment in classified staff ? particularly as it relates to bussing concerns

Suggests having elementary tour CTE to stimulate interest

Consider adding additional CTE pathways ? nursing pathway

Consider the addition of full-time RTI teacher(s) focused on math

Consider the addition of more site counselors and psychologists

Consider making current RTI teachers permanent

Consider adding instructional coaches ? specialize in specific areas (Math and Reading)

A summary of the input shared by educational partners at the community-wide district Town Hall meeting (held on March 30, 2023) follows below:

Professional development specific to dual language acquisition (particularly new teachers)

Consider making the Admin position at Collegeville a full-time position

Provide culturally based field trips for DLI students

Commit to a well-resourced library at every campus

Consider having campus monitors at all school sites

Consider K-5 art teachers at all sites

Provide culturally based/themed music options for DLI students  
 Consider funding K-5 art for all schools  
 Consider adding art options for Vista HS students  
 Provide additional test prep for CAASPP: differentiated preparation for both types of test (M/C and performance task)  
 Consider a Gallo field trip for Collegeville students  
 Provide Epipen training for all staff  
 There are concerns about the condition of school facilities, especially Collegeville  
 Provide musical instruments at all K-5  
 Consider expanding CTE programs  
 Consider providing enrichment activities focused on language/culture at all schools but especially at DLI  
 Consider literacy-based activities  
 Need commitment to an appropriate resourced/modern library at each site  
 Need full access to all components of curriculum (ie: dual immersion sets in Spanish and English)  
 Consider incentivizing testing participation rates and progress  
 Need to prioritize English learner disparities  
 Is math homework effective if parents' knowledge/ability to support their students is limited?  
 Provide tools to support our English learner families with common core math  
 Consider additional aide support in the elementary classrooms  
 Consider CTE programs at the middle school  
 Teach "real world" math skills at the high school level  
 Consider keeping the Collegeville library  
 Consider being proactive with facility planning  
 Consider having music education at all elementary sites  
 Consider providing field trips for elementary sites to visit EHS fire science program  
 Consider Ag Day participation for elementary sites  
 Ag department should consider a community produce harvesting/food waste program  
 Consider making the administrator at Collegeville a full-time position  
 Consider making music programs more accessible to English Language Learners and Students with Disabilities  
 Consider adding additional mental health clinicians for availability to all students  
 Increase awareness regarding available support services accessible by students  
 Consider having an SRO at all sites  
 Consider providing additional field trips and exposure to enrichment opportunities  
 Consider adding an additional administrator to EHS: in charge of student engagement, mental health and discipline  
 Consider adding additional social-emotional health services  
 Improve school lunches  
 Consider campus improvements aimed at improved security  
 Complete all "drills" and associated training/procedures within the first two weeks of school

The District English Learner Advisory Committee (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.

SELPA consultation included the recommendation to expand the language within goals and actions, to clearly illustrate that students with disabilities are included within the LCAP.

#### 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 continue to 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 suggest a need for continued maintenance and improvement of school facilities as permitted by current budgets. Educational Partners shared excitement over the facility improvements and renovations at Escalon High School (track project and office), Van Allen Elementary and Farmington Elementary shade structures, El Portal Middle School student restroom renovation, and the Dent Elementary “Phase II” project. 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. Educational partners advocated for increased access to targeted professional development as included in goal 1, actions 1, 4, 7, 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. The District will continue to maintain current staff and student technology 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 by 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 benchmarks 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 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, the 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 2023-2024 school year. The governing board has continued to identify English Learner progress as a District area of focus. In line with the Board's 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 will continue to implement 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 its 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 and school sites have been using, Parent Square to augment communication. 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 in part due to continued attendance practices left from 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. Given current societal trends, educational partners repeatedly requested additional layers of supervision for our school sites. In response to educational partner feedback, EUSD will seek to establish a partnership with the City of Escalon and create a School Resource Officer (SRO) position.

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

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all 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 its 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Percentage of teachers appropriately assigned and fully credentialed in the subject areas, and, for	92% 2020-2021 Total Teacher	88% 2021-2022 Total Teacher	93% 2022-2023 SARC		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the students they are teaching.	Misassignments, SARC	Misassignments, SARC			
1B. Percentage of students who have sufficient access to standards aligned instructional materials	100% 2020-2021 SARC	100% 2021-2022 SARC	100% 2022-2023 SARC		100%.
1C. Percentage of school facilities are maintained in 'Good' Repair	57% 2020-21 Facility Inspection Tool, SARC	86% 2021-22 Facility Inspection Tool, SARC	100% 2022-2023 Facility Inspection Tool, SARC		100%
2. Self Reflection rating on Questions 1 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  (Local Indicator, Priority 2 Reflection Tool)	Rating for Professional Learning for teaching to the academic 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	Rating for Professional Learning for teaching to the academic standards 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	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks  ELA: 4 ELD: 4 Mathematics: 4 Next Generation Science Standards: 3 History/Social Science: 3  2022-23 Local Indicator Self Reflection Tool		Rating for Professional Learning for teaching to the academic standards and curriculum frameworks  ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability					
<p>2. Self Reflection rating on Question 2 of the Implementation of SBE Adopted Academic &amp; Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards</p> <p>(Local Indicator, Priority 2 Reflection Tool)</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 -</p>	<p>Rating for Instructional Materials aligned to academic standards and curriculum frameworks</p> <p>ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 3 History/Social Science: 2</p> <p>2020-21 Local Indicator Self Reflection Tool</p>	<p>Rating for Instructional Materials aligned to academic standards and curriculum frameworks</p> <p>ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 3 History/Social Science: 2</p> <p>2021-22 Local Indicator Self Reflection Tool</p>	<p>Rating for Instructional Materials aligned to academic standards and curriculum frameworks</p> <p>ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 3 History/Social Science: 2</p> <p>2022-23 Local Indicator Self Reflection Tool</p>		<p>Rating for Instructional Materials aligned to academic standards and curriculum frameworks</p> <p>ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability					
<p>7A: Broad Course of Study All students are offered access to a broad course of study, as verified by CALPADS and the master schedule.</p> <p>Percentage of Socio-economically disadvantaged students enrolled in high school should mirror enrollment in specific courses.</p> <p>Percentage of EL and RFEP students enrolled in high school should mirror enrollment in specific courses.</p>	<p>Socio-economically disadvantaged students enrolled in:</p> <p>High School: 47.5% Music Classes: 6.43% AP Classes: 8.78% Higher Level World Language Classes: 11.74%</p> <p>English Learners and Redesignated Students enrolled in:</p> <p>High School: 6.1% Music Classes: 3.96% AP Classes: 7.17% Higher Level World Language Classes: 13.84%</p> <p>2020 Student Information System Reports</p>	<p>Socio -economically disadvantaged students enrolled in:</p> <p>High School: 46.7% Music Classes: 7.2% AP Classes: 5.2% Higher Level World Language Classes: 3.9%</p> <p>English Learners and Redesignated Students enrolled in:</p> <p>High School: 8.8% Music Classes: 5.8% AP Classes: 4.8% Higher Level World Language Classes: 4.1%</p> <p>2021 Student Information System Reports</p>	<p>Socio-economically disadvantaged students enrolled in:</p> <p>High School: 39.2% Music Classes: 7.9% AP Classes: 8.9% Higher Level World Language Classes: 10.3%</p> <p>English Learners and Redesignated Students enrolled in:</p> <p>High School: 38.2% Music Classes: 6.9% AP Classes: 9.0% Higher Level World Language Classes: 9.6%</p> <p>2022 Student Information System Reports/CALPADS</p>		<p>Representation in classes should be equal to or above the Socio-economically disadvantaged and English Learner and Redesignated student percentages.</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to Common Core State Standards (CCSS)	Provide Common Core State Standards (CCSS) appropriate materials, supplies, contracted services and capital outlay to all students	\$511,345.00	No
1.2	Access to Technological Supports and Literacy	<p>Access to Technological Supports and Literacy: EUSD will ensure continued access to student chromebook devices and technology. New Chromebooks will continue to be purchased during the 2023-2024 school year to ensure student access to instructional programs. Currently, EUSD is supporting a 1:1 instructional device program. The District will budget funds to maintain all current devices updated and operational. In addition, outdated devices reaching end of life will need to be updated.</p> <p>EUSD will provide access to Professional Development and training on classroom-based technology platforms as well as training on District universal assessment platforms.</p>	\$354,050.00	No
1.3	State and District Benchmark Assessments: Use & Literacy	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.	\$75,736.00	No
1.4	Employee Staffing and Maintenance	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, Educational Specialists, and other itinerant service providers who support the needs of students with disabilities.	\$20,865,688.00	No



Action #	Title	Description	Total Funds	Contributing
1.5	Maintenance of Tier II and Tier III Staff and Supports	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.	\$3,468,812.00	Yes
1.6	Facility Maintenance and Student Transportation	EUSD will provide adequate funding and resources to provide safe facilities and transportation for all students.	\$4,647,450.00	No
1.7	Targeted Professional Development	Escalon Unified will provide all staff with appropriate access to Professional Development in the areas of English Language Arts CCSS, Math CCSS, Next Generation Science Standards, SEL curriculum, and Professional Learning Communities.	\$154,161.00	No
1.8	Access to CCSS Instructional Materials	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 implementation of instructional materials including new TK-8 Science and Social Science curricula.	\$100,000.00	No
1.9	Additional Supplemental Services and Materials	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.	\$349,948.00	Yes

## Goal Analysis [2022-23]

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

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

Seven of the nine actions were implemented as planned. Action 1.7 We had planned to provide professional learning focused on best practices for English learner instruction. While this remains an area of priority, providing math training via a partnership with US Davis Math

Project for grades K-12, piloting curriculum in both Science and Social Science, as well as the prior commitment to continued PLC development limited the availability for this to happen. Action 1.8 We had planned to pilot and implement adopted Science and Social Science curricula during the 2022-2023 school year. However, “supply chain” issues delayed the start of the pilot and related implementation. Implementation will take place in 2023-2024.

A summary of implementation follows:

Goal 1, action 1, action 5: 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.

Goal 1, action 2: The district was able to maintain access to 1:1 devices for all students as well as retire some devices that had aged beyond continued use. 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.

Goal 1, action 4: EUSD was able to fully staff all certificated 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 supported 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 has been able to maintain teachers with the necessary added authorizations to teach departmentalized designated ELD at the middle school and high school and Career and Technical Education (CTE) teachers for the offered career and technical pathways. Relatedly, EUSD was not only able to fill current BCLAD credential needs but was able to plan ahead for future cohort needs by hiring a BCLAD authorized individual for both 5th-grade and filling a 6th-grade position from within the district.

Goal 1, action 6: Facilities projects include the initiation of the Escalon High School track project, Van Allen Elementary and Farmington Elementary shade structures, and the Dent Elementary “Phase II” construction project. Additionally, the early planning stages of Escalon High School's office remodel and the El Portal student restroom renovation is moving forward. These projects are ensuring improvements in District facilities and providing access to safe learning environments.

Goal 1, action 7: 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 2022, the district sent 50+ employees to the Solution Tree, PLC at Work Institute in Sacramento. This event, in tandem with Luis Cruz's district-wide Professional Development Day, served as the springboard for ongoing teacher and staff collaboration that ensued through the 2022-2023 school year. 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? 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. In November, a team of 20 staff attended Solution Tree's RTI at Work conference, while an additional team attended the Mathematics at Work conference also hosted by Solution Tree. 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.

Goal 1, action 8: The district was able to adopt curriculum for two new Escalon High School classes, Digital Media and the Business and Personal Finance class, thereby providing a new elective opportunity and creating an additional option for meeting the 2-year math requirement for graduation. AP Biology had an updated curriculum adopted for implementation in the 2023-2024 school year ensuring continued alignment with the AP exam and student goals. The district successfully completed the curriculum piloting process and adoption for TK-8 Science and Social Science. Adopted curricula will be utilized to start the 2023-2024 school year.

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 34%, 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.

Action 1.2 - A material difference of 29% over the budgeted expenditures occurred for action 1.2. During the 2022-2023 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 62% 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, cost associated with the management program used for local assessments was less due to the multi-year agreement signed in the prior year.

Action 1.4 - No Material Differences

Action 1.5 - No Material Differences

Action 1.6 - A material difference of 38% over the budgeted expenditures occurred for action 1.6. The challenges of classified Maintenance Operations and Transportation (MOT) staff retention contributed to this overage as additional sub costs and overtime wages were necessary to make up for staffing shortages. Additional contributors to the overage included the purchase of 2 student vans and facility preparation for the initiation of the Expanding Learning Opportunities Program (ELOP).

Action 1.7 - A material difference of 31% over the budgeted expenditures occurred for action 1.7. The lifting of the COVID-pandemic related restrictions allowed for additional professional development opportunities including the attendance of in-person and off-site conferences and training.

Action 1.8 - A material difference of 318% over the budgeted expenditures occurred for action 1.8. This was directly related to the adoption of multiple district-wide curricula including: TK-5 Science adoption, 6-8 Science adoption, TK-8 Social Science adoption, and Language Art for the dual language program offered at Collegeville Elementary.

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 fairs, 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 sufficiency of textbooks resolution. 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 2021-22 school year (86% of district schools reported to be in 'good' repair) to the 2022-23 school year (100% of district schools reported to be in 'good' repair). The district was able to initiate several facility upgrades including shade structures at Van Allen Elementary and Farmington Elementary, the Escalon High School track project, and the Dent Elementary "Phase II" construction project. These much needed upgrades will provide students with safe improved facilities that promote effective learning environments. The district was able to implement most aspects of its professional development plan. Addressing math and ELA deficiencies within our unduplicated pupil population as well as the school population as a whole remains a priority. As a result, self-reflection ratings on the Local Indicator self-reflection tool remained the same as the 2021-22 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 the district demonstrated no change. However, the district has completed the piloting process for both areas with planned implementation for the 2022-23 school year. The district was able to successfully adopt Advanced Placement (AP) Biology curriculum that is better aligned with the AP exam and ultimately supports student educational goals. Relatedly, the district reviewed and adopted curriculum for a new Business and Personal Finance class that addresses the need for additional math options that meet the needs of the 2-year math requirement. 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 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 local data indicates that both English Language Arts and Mathematics, are areas of opportunity and potential growth. 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. Low-income, foster youth and English learners had access to academic counseling as well as mental health supports through school counselors, school psychologists, and mental health clinician services. The district will maintain its efforts to meet the needs of the whole child beyond academics and will continue to seek input from parents and educational partners to develop educational programs that ensure that all students learn at high levels.

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 largely the same for the 2023-2024 LCAP with a few adjustments to more accurately reflect the actions for 2023-2024. Action 1.2 was updated to reflect EUSD's continued commitment to providing access to appropriate technology and associated training. The need for additional professional development needs relating to SEL curriculum and the math partnership with the San Joaquin County Office of Education is captured in the revised Action 1.7. Action 1.8 reflects that TK-8 Science and Social Science have been piloted and board approved with implementation taking place during the 2023-2024 school year.

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

# Goals and Actions

## Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all 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 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 or the workforce.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A. Percentage of students in grades 3-8 and 11 who meet or exceed standards on Statewide Assessments (CAASPP and CAST)	CAASPP: ELA 48.68% Mathematics 35.97%  CAST Science 25.92%  2019 State Assessment Results  STAR Assessments Reading 44%	CAASPP: ELA 44.65% Mathematics 27.48%  CAST Science N/A  2021 State Assessment Results  STAR Assessments Reading 32%	CAASPP: ELA 41.96% Mathematics 28.66%  CAST Science 19.09  2022 State Assessment Results  STAR Assessments Reading 42%		CAASPP: ELA 55% Mathematics 42%  CAST Science 32%  STAR Assessments Reading 55% Mathematics 42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students in grades 2-11 whose performance on the STAR Reading and STAR Math Assessments meet or exceed standard	Math 37% 2021 Spring Local Assessment Results	Math 45% 2022 Spring Local Assessment Results	Math 25% 2023 Spring Local Assessment Results		
4B. Percentage of students who meet CSU/UC a-g college entrance requirements	36.64% Fall 2020 CA School Dashboard, Additional Reports	35.4% Fall 2021 CA School Dashboard, Additional Reports	30.3% 2022 CA School Dashboard, Additional Reports		43%
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	23.65% Fall 2020 CA School Dashboard, Additional Reports	33.2% Fall 2021 CA School Dashboard, Additional Reports	37.3% Fall 2022 CA School Dashboard, Additional Reports		37%
4D. Percentage of pupils who have successfully completed both types of courses described in B & C	5.76% Fall 2020 CA School Dashboard, Additional Reports	7.5% Fall 2021 CA School Dashboard, Additional Reports	8.0% Fall 2022 CA School Dashboard, Additional Reports		12.76%
4E. Percentage of EL students who make progress toward	44.4%	Data not available due to suspension of the	47.4%		51%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English proficiency by improving one level from prior test administration on the ELPAC	Fall 2019 CA School Dashboard	2021 CA School Dashboard.	Fall 2022 CA School Dashboard		
4F. Percentage of English Learners who meet EUSD standards to be redesignated as Fluent English Proficient.	22.4% 2019-2020 DataQuest	12.5% 2021-2022 DataQuest	35% DataQuest report not available, local data utilized		29%
4G. Percentage of pupils who pass an AP exam (3+)	51% 2019-2020 DataQuest	38% 2020-201 DataQuest	60% Dataquest not available, AP Score Report for Educators utilized		59%
4H. Percentage of pupils who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP exam in English Language Arts and Math	ELA 59.38% Math 32.10%  2019 CAASPP Results	ELA 60.81% Math 27.74%  2021 CAASPP Results	ELA 51.46% Math 14.54%  2022 CAASPP Results		ELA 66% Math 39%
8. Percentage of students "prepared" for college and career.	All Students 47.6% EL 12.9% Socioeconomically Disadvantaged 44.5%	Data not available due to suspension of the 2021 CA School Dashboard.	Data not available due to suspension of the 2022 CA School Dashboard.		All Students 54% EL 19% Socioeconomically Disadvantaged 51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fall 2020 CA School Dashboard, Additional Reports				

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Student Achievement: Progress and Maintenance	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 Statewide Summative Assessments, and Advanced Placement Tests and will support students in meeting college eligibility requirements.	\$0.00	No
<b>2.2</b>	Access to Designated/Integrated English Development	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.	\$612,812.00	Yes
<b>2.3</b>	Career and Technical Education Exploration	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.	\$442,750.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.4</b>	Access to Extended Learning Opportunities and Intervention	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.	\$810,105.00	No
<b>2.5</b>	Multi-Tiered System of Support Maintenance	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.	\$106,619.00	Yes

## Goal Analysis [2022-23]

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

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

All five actions within goal two were implemented as planned with no challenges. The district continues to plan 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 provided a 4- day in-person Guided Language Acquisition Design (GLAD) training.

A summary of implementation follows:

Goal 2, action 2: 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 2022-2023 school year. Access to 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

Goal 2, action 3: The district was able to provide some 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.

While full utilization of intended facilities has been slow to materialize, Escalon High School began the initial implementation of a Food Science Career and Technical Pathway with the aid of SSP grant funds.

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 - No Material Differences

Action 2.3 - A material difference of 83% 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 K-12 Strong Work Force Grant (SWP). These awarded amounts of these grants were not originally budgeted.

Action 2.4 - A material difference of 31% over the budgeted expenditures occurred for action 2.4. This is because the district received additional ELOP and ACES funding. These amounts were not originally budgeted.

Action 2.5 - No Material Differences

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

The district was able to make the following progress toward the established goals and actions:

Goal 2, action 1: 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 exceeded the standards in both English Language Arts and Math, with math showing a slight improvement over 2021 CAASPP results. English Language Arts scores dropped from 44.65% of students meeting or exceeding standards to 41.96% of students meeting or exceeding standards. Relatedly, the percentage of students who met or exceeded standards in mathematics increased from 27.48% (2021) to 28.66%. A closer look at the local data suggests that students demonstrated an upward growth pattern from Fall Benchmark of Star assessments through Spring administration in ELA. However, Math scores did not follow this same pattern and demonstrated a trend of continued decline in performance. EUSD intervention teachers provided Tier II interventions to eligible students consistent with academic performance and assessment results (Goal 2, action 5).

Goal 2, action 2: 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 significant increase in the percentage of students who were redesignated for this year (35%), team members feel that is an inflated number due to difficulty with completing the reclassification process in the preceding school year. However, continued progress is evidenced by this data.

Goal 2, action 3: The district was able to provide some 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. Relatedly, the district continued its work on the food science ag pathway. Of particular importance is the focus on facility renovations to support the specific needs of the classroom.

Goal 2, Action 4: Students who meet CSU/UC a-g college entrance requirements increased to 36.7% from the prior year's 35.4%. Similarly, EUSD saw gains in the percentage of students completing a course sequence that aligns with SBE-approved career and technical standards and frameworks from 33.2% to 40.4%.

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 2023-2024 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 report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Escalon Unified School District will enlist input and participation from educational partners to create welcoming student-centered learning environments that are effective and engaging.

An explanation of why the LEA has developed this goal.

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 among parents, students, teachers, community members, 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Self reflection rating on Parent and Family Engagement:  Building Relationships, Question #4  Seeking Input for Decision Making #9  (Local Indicator, Priority 3 Reflection Tool)	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.		Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability	<p>2 - Beginning Development</p> <p>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</p> <p>3 - Initial Implementation</p> <p>2020-21 Local Indicator, Self Reflection Tool</p>	<p>3 - Beginning Development</p> <p>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</p> <p>3 - Initial Implementation</p> <p>2021-22 Local Indicator, Self Reflection Tool</p>	<p>3 - Beginning Development</p> <p>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</p> <p>3 - Initial Implementation</p> <p>2022-23 Local Indicator, Self Reflection Tool</p>		<p>5 - Full Implementation and Sustainability</p> <p>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</p> <p>5 - Full Implementation and Sustainability</p>
5A. Percentage of pupils attending school daily on average	<p>96.17%</p> <p>2020-21 P8 Attendance Reports, SIS</p>	<p>94.70%</p> <p>2021-22 P8 Attendance Reports, SIS</p>	<p>94.47%</p> <p>2022-2023 P8 Attendance Reports, SIS</p>		Maintain attendance rate at 96% or above.
5B. Percentage of students K-12 indentified chronically absent students who are absent from school 10% or more for the total number of days that they are enrolled in school	<p>5.9%</p> <p>Fall 2019 CA School Dashboard</p>	<p>4.2%</p> <p>2020-2021 DataQuest</p>	<p>20.7%</p> <p>2022 CA School Dashboard</p>		3.9%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	0% 2019-20 CALPADS	0% 2020-21 CALPADS	0% 2021-22 CALPADS		0%
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	3% 2019-20 DataQuest	4.5% 2020-21 DataQuest	2.0% 2021-22 DataQuest		0%
5E. High school graduation rate - the percentage of students in the four year cohort who meet EUSD graduation requirements	96.5% 2019-20 DataQuest	93.7% 2020-21 DataQuest	96.4% 2021-22 DataQuest		98%
6A. Percentage of students who are suspended at least once during the academic year	3.7% 2019-20 DataQuest	0.7% 2020-21 DataQuest	5.0% 2021-22 DataQuest		3%
6B. Percentage of students who are expelled from the district during the academic year	0.07% 2019-20 DataQuest	0.1% 2020-21 DataQuest	0.0% 2021-22 DataQuest		Maintain expulsion rates below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C. Percentage of students, parents and teachers who feel the school is safe based on survey results	Feel School is Safe Students 87% Parents NA Teachers NA	Feel School is Safe Students 69% Parents NA Teachers NA	Feel School is Safe Students 53.8% Parents 65.4% Teachers 67.2%		Feel School is Safe Students 90% Parents 90% Teachers 90%
Percentage of students, parents and teachers who feel connected to school based on survey results	Feels Connected to School Students 81% Parents NA Teachers NA  2019-2020 Surveys	Feels Connected to School Students 58% Parents NA Teachers NA  2021-22 Surveys	Feels Connected to School Students NA Parents NA Teachers NA  2022-23 Local Survey		Feels Connected to School Students 90% Parents 90% Teachers 90%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Stakeholder Outreach	Escalon Unified will continue to provide meaningful outreach to all educational partners 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.	\$45,300.00	No
3.2	Positive, Effective and Engaging Learning Environments	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.	\$10,000.00	No

## Goal Analysis [2022-23]

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

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

Both actions within goal three were implemented as planned.

A summary of implementation follows:

Goal 3, action1: The district was able to continue its efforts in providing meaningful outreach to all educational partners seeking input on decision-making.

Goal 3, action 2: While this action was mostly implemented as planned there were some struggles. The district continued to struggle with implementing attendance incentive programs throughout the 2022-2023 school year.

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 52% over the budgeted expenditures occurred for action 3.1. The estimated actual expenditures were in excess as the originally planned budget did not account for additional services school sites used for parent/family communication.

Action 3.2 - No Material Differences

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

The district was able to make the following progress toward the established goals and actions:

Goal 3, action 1: 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 the necessary information. Community participation and engagement in school activities and events increased as a result of these efforts. EUSD utilized educational partner meetings at all sites to solicit feedback regarding the established LCAP goals and actions. Relatedly, the EUSD LCAP Educational Partner Survey was utilized to solicit feedback information from four targeted groups: students, parents, certificated employees, and classified employees. The district will continue to identify and use various modes of communication to engage educational partners while also keeping them informed. EUSD acknowledges an omission in the Educational Partner Survey as well as a mistake with the options on a particular prompt. The errors directly relate to actions 1 and 2 of Goal 3 and specifically Metric 6C, effectively undermining its usefulness. While several survey questions referred to school culture, a question specifically asking whether educational partners feel connected to their respective schools was omitted thereby making this portion of the metric no longer valid. Relatedly, a survey question asking if educational partners feel safe at school gave an option of "Neither agree nor disagree" thereby allowing what is essentially a

noncommittal response with 27% of students responders, 14% of parent responders, and 17% of teacher responders giving a “Neither agree nor disagree” reply. This undermines the validity of Metric 6C even more than it already was with the question oversight referenced earlier.

Goal 3, action 2: EUSD experienced a varying degree of success in regard to Action 2. Despite implementing PBIS Rewards and having PBIS programs at multiple sites, EUSD saw a marked increase in the percentage of students suspended at least once. It rose from 0.7% in 2020-21 to 5.0% in 2021-2022 (Metric 6A). Despite this increase, expulsion rates decreased to 0% in 2021-2022 (6B). Strategies targeted at increasing daily attendance were largely ineffective with the percentage of students identified as chronically absent rising from 4.2% to 20.7%. Relatedly, educational partners expressed frustration with attendance requirements and the difficulty with determining when a student needs to remain at home and when they are cleared to attend school.

The District continues to implement 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 and the 2023-2024 school year. EUSD’s Vista High School’s role as a credit recovery site also played a significant role in providing students an opportunity to achieve graduate status. Pairing academic counseling alongside credit recovery opportunities to support our student body in meeting graduation requirements and improving post-secondary outcomes has been effective. A review of District graduation rates for the 2021-2022 school year revealed a graduation rate of 96.7%, which is higher than the state average of 87.4%. This indicates an increase from the prior year, where the EUSD graduation rate was reported to be 93.7%. The graduation rate for students designated as English Learners rose from 82.1% (Spring 2021) to 91.7% in the Spring of 2022. The graduation rate of students designated as socioeconomically disadvantaged increased from 90.1% (2021) to 94.5% (2022). Overall, there was an increase in graduation rates from one school year to the next. Relatedly, the high school dropout rate of 2.0%, as measured by the DataQuest 2021-22 Four-Year Adjusted Cohort Outcome, was a 2.5% decrease from the previous school year’s drop-out rate of 4.5%.

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, related actions, and metrics will remain the same for the 2023-2024 LCAP.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2,834,813	N/A

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.97%	0.00%	\$0.00	9.97%

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 2022 summative CAASPP test results, 6.80% of English Learners were reported to meet or exceed standards on measures of English Language Arts, which is 35.16% lower than the overall district average (41.96%). Relatedly, per 2022 summative CAASPP math test results, 5.19% of English Learners were reported to meet or exceed standards which is 23.47% lower than the overall district average (28.66%). Per 2022 summative CAASPP results, 31.46% of socioeconomically disadvantaged students were reported to meet or exceed standards on measures of English Language Arts, which is 10.5% below the overall district average (41.96%). Relatedly, only 16.82% of socioeconomically disadvantaged students were reported to meet or exceed standards on the Spring 2022 Summative Math assessment, which is 11.84% below the overall district average. 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 at 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., Kovalski, 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 individually targeted instruction. A review of historical and recent data, including data published in the Dataquest (2021-22 Suspension Rates) shows English Learners had a 5.4% overall suspension rate (% of students suspended at least one time) and socially economically disadvantaged had a 6.3% suspension rate. These suspension rates are both above the overall District suspension rate of 5.0% of students being suspended 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 sites. Continued funding of 4 FTE psychologists will benefit our neediest students. The addition of K-8 Social Emotional Learning curriculum and the addition of three mental health providers and a nurse dedicated to medication management will also assist in this area.

These actions were continued and or modified from the 2022-2023 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 49%. 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 2023-2024 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 received additional concentration grant add-on funding. This section is not applicable.

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



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$26,377,742.00	\$2,230,237.00	\$3,041,601.00	\$905,196.00	\$32,554,776.00	\$28,384,632.00	\$4,170,144.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Access to Common Core State Standards (CCSS)	All	\$8,400.00	\$99,780.00		\$403,165.00	\$511,345.00
1	1.2	Access to Technological Supports and Literacy	All	\$45,000.00	\$296,550.00		\$12,500.00	\$354,050.00
1	1.3	State and District Benchmark Assessments: Use & Literacy	All	\$3,700.00	\$58,236.00	\$1,500.00	\$12,300.00	\$75,736.00
1	1.4	Employee Staffing and Maintenance	All	\$18,711,741.00	\$97,078.00	\$1,954,253.00	\$102,616.00	\$20,865,688.00
1	1.5	Maintenance of Tier II and Tier III Staff and Supports	English Learners Foster Youth Low Income	\$1,815,301.00	\$397,250.00	\$1,068,848.00	\$187,413.00	\$3,468,812.00
1	1.6	Facility Maintenance and Student Transportation	All	\$4,644,088.00	\$3,362.00			\$4,647,450.00
1	1.7	Targeted Professional Development	All		\$44,896.00		\$109,265.00	\$154,161.00
1	1.8	Access to CCSS Instructional Materials	All	\$100,000.00				\$100,000.00
1	1.9	Additional Supplemental Services and Materials	English Learners Foster Youth Low Income	\$349,948.00				\$349,948.00
2	2.1	Student Achievement: Progress and Maintenance	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Access to Designated/Integrate	English Learners	\$562,945.00			\$49,867.00	\$612,812.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		d English Development						
2	2.3	Career and Technical Education Exploration	All		\$410,080.00	\$7,000.00	\$25,670.00	\$442,750.00
2	2.4	Access to Extended Learning Opportunities and Intervention	All		\$810,105.00			\$810,105.00
2	2.5	Multi-Tiered System of Support Maintenance	English Learners Foster Youth Low Income	\$106,619.00				\$106,619.00
3	3.1	Stakeholder Outreach	All	\$30,000.00	\$12,900.00		\$2,400.00	\$45,300.00
3	3.2	Positive, Effective and Engaging Learning Environments	All			\$10,000.00		\$10,000.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,427,732	2,834,813	9.97%	0.00%	9.97%	\$2,834,813.00	0.00%	9.97 %	<b>Total:</b>	\$2,834,813.00
								<b>LEA-wide Total:</b>	\$2,271,868.00
								<b>Limited Total:</b>	\$562,945.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Maintenance of Tier II and Tier III Staff and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,815,301.00	
1	1.9	Additional Supplemental Services and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$349,948.00	
2	2.2	Access to Designated/Integrated English Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$562,945.00	
2	2.5	Multi-Tiered System of Support Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,619.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$29,423,965.00	\$32,540,369.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Access to Common Core State Standards (CCSS)	No	\$496,365.00	\$666,974
1	1.2	Access to Technological Supports and Literacy	No	\$284,800.00	\$366,111
1	1.3	State and District Benchmark Assessments: Use & Literacy	No	\$112,341.00	\$42,759
1	1.4	Employee Staffing and Maintenance	No	\$19,366,077.00	\$20,063,507
1	1.5	Maintenance of Tier II and Tier III Staff and Supports	Yes	\$3,691,485.00	\$3,365,914
1	1.6	Facility Maintenance and Student Transportation	No	\$3,384,790.00	\$4,663,161
1	1.7	Targeted Professional Development	No	\$173,954.00	\$228,498
1	1.8	Access to CCSS Instructional Materials	No	\$250,000.00	\$1,045,767
1	1.9	Additional Supplemental Services and Materials	Yes	\$327,954.00	\$349,379
2	2.1	Student Achievement: Progress and Maintenance	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Access to Designated/Integrated English Development	Yes	\$483,929.00	\$525,340
2	2.3	Career and Technical Education Exploration	No	\$235,157.00	\$431,218
2	2.4	Access to Extended Learning Opportunities and Intervention	No	\$460,929.00	\$603,800
2	2.5	Multi-Tiered System of Support Maintenance	Yes	\$114,484.00	\$130,028
3	3.1	Stakeholder Outreach	No	\$31,700.00	\$48,074
3	3.2	Positive, Effective and Engaging Learning Environments	No	\$10,000.00	\$9,839

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,670,419	\$2,409,825.00	\$2,670,419.00	(\$260,594.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Maintenance of Tier II and Tier III Staff and Supports	Yes	\$1,550,771.00	\$1,733,251		
1	1.9	Additional Supplemental Services and Materials	Yes	\$327,954.00	\$349,379		
2	2.2	Access to Designated/Integrated English Development	Yes	\$416,616.00	\$457,761		
2	2.5	Multi-Tiered System of Support Maintenance	Yes	\$114,484.00	\$130,028		

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$26,613,707	\$2,670,419	0%	10.03%	\$2,670,419.00	0.00%	10.03%	\$0.00	0.00%



# 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](mailto: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/>.

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



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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

#### **Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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



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

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **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.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

### **LCFF Carryover Table**

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

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

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

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