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

Budget Overview for the 2022-23 School Year
This chart shows the total general purpose revenue Escondido Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Escondido Union High School District is $123,737,593, of which $94,922,685 is Local Control Funding Formula (LCFF), $10,561,120 is other state funds, $6,003,797 is local funds, and $12,249,991 is federal funds. Of the $94,922,685 in LCFF Funds, $22,227,473 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Escondido Union High School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Escondido Union High School District plans to spend $125,542,047 for the 2022-23 school year. Of that amount, $93,589,567 is tied to actions/services in the LCAP and $31,952,480 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2022-23, Escondido Union High School District is projecting it will receive $22,227,473 based on the enrollment of foster youth, English learner, and low-income students. Escondido Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Escondido Union High School District plans to spend $22,227,473 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 2021-22

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

The text description of the above chart is as follows: In 2021-22, Escondido Union High School District's LCAP budgeted $16,792,128 for planned actions to increase or improve services for high needs students. Escondido Union High School District actually spent $19,261,927 for actions to increase or improve services for high needs students in 2021-22.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escondido Union High School District</td>
<td>Dr. Martin Casas Assistant Superintendent, Educational Services</td>
<td>(760)291-3251 <a href="mailto:MCasas@EUHSD.org">MCasas@EUHSD.org</a></td>
</tr>
</tbody>
</table>

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

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

The EUHSD School Board was updated on the use of additional funds on August 20, 2021. Escondido Union High School District labor partners were also updated on the use of the funds provided. The supplemental plan and an update to the 2021-22 LCAP along with the budget overview for parents was presented to the Board in February 2022.

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

EUHSD used the concentration grant add-on funding to decrease class size, specifically in classes with a larger percentage of Emerging Multi-Lingual (EML) students. Every school site in the district was provided additional Full-Time Equivalent (FTE) positions to increase the number of certificated staff members who provide direct services to unduplicated students.

Additional FTE allocation is outlined as follows:

Escondido High School was allocated 4 FTE to reduce class size specifically in classes with a high percentage of LTELs.
Orange Glen High School was allocated 6.8 FTE to reduce class size specifically in classes with a high percentage of LTELs
San Pasqual High School was allocated 3.6 FTE to reduce class size, specifically in classes with a high percentage of LTELs
Valley Continuation High School was allocated 0.4 FTE to reduce class size, specifically in classes with a high percentage of LTELs
Del Lago Academy was allocated 0.4 FTE to reduce class size, specifically in classes with a high percentage of LTELs

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

EUHSD educational partners were engaged on the use of one-time funds through LCAP Educational Partner Advisory Committee and School Board presentations. LCAP educational partners meetings were held on 03/18/2021, 4/29/2021, 6/10/2021 and included feedback and suggestions for proposed changes to the LCAP, ELO, and ESSER III plans. Plans for both the Expanded Learning Opportunities grant (ELO)
and the Elementary and Secondary School Emergency Relief Fund (ESSER III) were posted on the district website along with a link which allowed Educational Partners to provide the district with feedback. The feedback link was available for more than 30 days to allow Educational Partners time to review the plan and provide thoughtful feedback.

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

EUHSD is implementing the federal American Rescue Plan Act and Federal Elementary and Secondary School Emergency Relief expenditure plan in a thoughtful and methodical manner.

To address the impact of lost instructional time, EUHSD has provided additional opportunities for students to recover credits via Credit Recovery, Independent Study, and additional campus online sections. These opportunities include a recent contract with Renaissance Star to provide periodic assessments gauging student progress and assisting in the identification of students needing additional support and interventions. To address students' social emotional needs, EUHSD has invested in providing additional professional learning to all Classified and Certificated staff members in the area of Social Emotional Learning (SEL). The number of Social Workers at every school site has been increased to support the social/emotional needs of all students.

The strategies EUHSD has implemented, or is planning to implement, for continuous and safe in-person learning include the following;

- Increase part-time campus security to full-time and increase support in the health office by hiring a full-time health office clerk. EUHSD has also invested in Co2 Sensors for classrooms and a districtwide emergency response radio system and supplies.
- The remaining ESSER III funds are designated for MTSS and Restorative Practices, increase the number of Bilingual Instructional Assistants and Lab Classroom Assistants, provide additional counseling services to support students SEL. EUHSD increased Computer Support Technician and will continue to fund Educational Technology TOSA's. Through ESSER III funds EUHSD will continue to support student access to the internet by providing Wi-Fi hotspots for students (who need it) along with student laptop computers to ensure access to technology.

Successes:
EUHSD campuses of Escondido High School, Orange Glen High School, and San Pasqual High School include the construction of Wellness Centers which can be found on every campus. During the school day, the wellness centers provide students a safe space and a safe space to speak to a trained professional. Restorative Practices and MTSS programs are also making great progress. The district anticipates 25-30% of Certificated staff will be trained by the end of the school year, with 50-60% trained by the end of the 2022-23 school year. The district's goal is to have 100% of all staff members (Classified and Certificated) trained by the end of the 2023-2024 school year.

Challenges:
Like most districts, the Escondido Union High School District has needed to adjust plans and adapt to the ongoing needs of students and families. The District has struggled with filling substitute positions to accommodate teacher absences. Staffing challenges have made any professional learning difficult. At the district level, several professional learning opportunities have been canceled and/or rescheduled to do the lack of teacher coverage on school campuses.

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

Escondido Union High School District is using the fiscal resources received in a manner that aligns to the District’s 2021-22 LCAP. Below are examples where the LCAP, ESSER III and ELO plans align.

LCAP GOAL 1: Academic Achievement: Periodic assessments to gauge student progress and assist in the identification of students needing additional support and interventions. Use bilingual instructional aides to support EL students in content classes. EUHSD will be purchasing laptop computers to ensure access for all students within the school day and beyond.

- ELO: Academic Services: Student diagnostic/screening assessment. Increase the hours for Bilingual Instructional Assistants (BIA) and lab classroom assistants. Student WiFi Hotspots.
- ESSER III: Student assessment contract with Renaissance Star. Increase hours for BIA's & Lab Classroom Assistants for the 2022-23 & 2023-24 school years. Student computers to ensure access for the 2022-23 & 2023-24 school years.

LCAP Goal 2: Effective instruction and leadership: Improve supports for classified and certificated staff to support the social emotional learning of unduplicated students. Increase the support provided by TOSA's in order to improve teaching and learning.

- ELO: Professional Learning for Administrators, Certificated, and Classified staff. Educational Technology Teachers on Special Assignment (TOSA).

LCAP Goal 3: Support to Students: Before and after school tutoring. Maintain staff to support the social/emotional needs of students via Social Work Interns. Provide guidance and counseling services, targeting college and career readiness. Provide 3.5 additional counselors to implement counseling plans (LI, EL, FY).

- ESSER III: Increase Independent Study and Campus Online sections for the 2021-22 & 2023-24 school year. Increase mental health services for the 2022-23 & 2023-24 school years. Additional counseling services to support students academically and socially/emotionally.
LCAP Goal 5: Safe and Respectful Environments: Attention 2 Attendance. Provide resources, programs and services that support a collaborative, safe and respectful learning culture and climate through MTSS. Increase of MTSS personnel, home visits, and contracting with the National Conflict Resolution Center to expand the implementation of Restorative Practices across the district.

- ESSER III: Contract with Attention to Attendance for the 2022-2023 school years. Increase MTSS services and support for the 2022-23 & 2023-24 school years. Contract with National Conflict Resolution Center for the 2023-24 school year.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

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

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

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

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

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.
Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

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

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

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

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

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

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

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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</tr>
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<tbody>
<tr>
<td>Escondido Union High School District</td>
<td>Dr. Martin Casas</td>
<td><a href="mailto:mcasas@euhsd.org">mcasas@euhsd.org</a></td>
</tr>
<tr>
<td></td>
<td>Assistant Superintendent</td>
<td>760-291-3250</td>
</tr>
</tbody>
</table>
Plan Summary [2022-23]

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

Located approximately 30 miles northeast of San Diego and 18 miles inland, Escondido is home to over 148,000 residents. With strong agricultural roots, this vibrant and diverse community’s economic base is made up of successful small businesses, many of which are family-owned. Escondido offers the blend of a thriving urban environment coupled with gentle rolling hills and an abundance of avocado and citrus groves.

For over 120 years, Escondido Union High School District (EUHSD) has inspired, guided, and supported students as they establish and reach personal goals. Whether in the classroom, library, Learning Center, or on the field, each student deserves the chance to develop knowledge and skills to prepare for a successful future. On every campus, including Escondido, Orange Glen, San Pasqual, Valley, or Del Lago Academy, unique learning environments exist in which students can truly thrive. With nationally recognized Advanced Placement courses, College and Career Technical Education pathways, Independent Study, after school enrichment, career exploration, Science, Technology, Engineering and Math (STEM) and more, opportunities are abundant.

Proudly embracing the responsibility of public education for every child, EUHSD’s current enrollment exceeds 7158 students. The unduplicated student population is 79% of the district’s enrollment. 78% of students are eligible for the Free and Reduced Lunch Program, 17.4% are English Language Learners and 0.4% are Foster Youth. Additionally, student demographic data show the student population is 76.5% Hispanic, 15.4% White, 2.6%, Asian, 1.6% Black, and 2.1% Filipino. Special Education students represent 15.4% of the total student population. EUHSD campuses are committed to supporting students as they build necessary critical thinking and problem-solving skills. EUHSD is dedicated to ensuring upon graduation, all students are prepared for college, career, and life.

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

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

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

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

### State Indicators

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

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

The COVID-19 pandemic conditions resulted in an emphasis of school sanitation. EUHSD continues to support a high level of sanitation on all campuses and at all district buildings in accordance with CDPH guidelines. All campuses were reported as "Good" in the FIT report as well as within the School Accountability Report Card.

**Priority 2: Implementation of State Academic Standards.**

EUHSD met this standard. However, like most schools, EUHSD faced challenges to improve instructional practice associated with the implementation of professional learning. With the surge in COVID-19 cases throughout the school year, increased teacher absences and lack of substitute coverage created extremely challenging conditions for site or district level professional learning. The District continues to prioritize PLC teams, site level Content TOSA’s, and district level Content Specialists to engage in ongoing professional learning. District level Content Specialists, when not covering classes, spent a lot of time conducting classroom walkthroughs and providing teachers and teacher teams feedback and focused support. At the site level, content TOSA’s (Literacy, English Language Development, Math, and Science) spent time supporting individual teachers and site level teams in identifying best practices, building relationships, and co-constructing lesson plans to improve instruction. Moving forward the Educational Services department will continue to support sites through ongoing professional learning in the Arc of Learning which includes Social Emotional Learning (SEL), Improvement Science (in PLCs), Design Thinking/Equity Protocol, and Deeper Learning via Studio Cycles. EUHSD has prioritized the professional learning and instructional material training necessary for successfully improving instructional practice. Highly qualified Content Specialists are employed in critical academic areas (Math, English Language Development and Science). Significant funding and human resources are dedicated toward developing an Arc of Learning appropriate for all classified, certificated and management staff.

**Priority 3: Parental Involvement and Family Engagement**

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

Each school utilized Bilingual Parent Liaisons (BPL) to strengthen the relationships between home and school. This year the BPLs created several opportunities for parents to learn and understand how to best support students socially, emotionally, and academically, as well as providing parents with resources on mental health services, Financial Aid support, food pantries, teen driving, and constant updates on COVID-19 guidelines, testing, and vaccination information.

At the district level, a team was dedicated to communicating and supporting Educational Partners through the COVID-19 pandemic. The District engaged in ongoing communication with all educational partners with the most up to date COVID-19 information, policies, practices, and safeguards. The District office became a testing site for EUHSD students and staff throughout the 2021-22 school year. In partnership with Neighborhood Healthcare and Champions for Health, every school site offered vaccination opportunities for the community.

In 2020-2021, when all meetings were virtual, the district reconfigured the LCAP Parent Advisory Committee meeting to include all educational partners in one meeting. This year, the new configuration continued under the name of the LCAP Educational Partner Advisory Committee, which includes parents, students, teachers, classified staff, union partners (classified and certificated), site administrators, DELAC, and district leadership. All meetings have been held in person, which allows for increased collaborative and meaningful conversations around district data. Four meetings were held this year engaging educational partners in co-constructing/co-designing updates to the LCAP and the districts Parent and Family Engagement Policy. The feedback received in all groups has been incredibly positive. Parents shared that they felt seen, heard, and valued. Moving forward EUHSD plans to maintain the LCAP Educational Partner Advisory Committee structure. This year the district’s Special Education department is creating a Special Education Parent Advisory Committee (SEPAC) which will meet throughout the 2022-23 school year. Next year, SEPAC members will be invited to join the LCAP Educational Partners Advisory Committee to ensure full representation of families of underrepresented and unduplicated students as well as families of individuals with exceptional needs.

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

- **November 03, 2021-** LCAP/LCFF Overview, review of Goals, Actions, and Services, and a review of the LCAP survey questions.
- **February 24, 2022-** Review of the district LCAP Metrics and Dashboard. Review of the district Title I Parent and Family Engagement Policy.
- **March 24, 2022-** Review of LCAP survey results
- **April 28, 2022-** Review of the LCAP for 2022-2023
Priority 5: School Climate

EUHSD met this standard. This school year, like most districts, there were increased student challenges as students adjusted to being back on campus. Students experienced increased social anxiety and difficulties re-engaging with peers. In partnership with the Church of Rancho Bernardo, Wellness Centers were designed and constructed on each comprehensive high school creating designated space and resources to support healthy social and emotional wellbeing. The district hired additional Social Workers and Social Work interns to provide immediate, on-site social-emotional support for students. In student LCAP forums, students across the district shared that the support they received from teachers was most beneficial as they transitioned back to in-person instruction. However, socializing and interacting with others was the most difficult in the transition back to school. This was confirmed by student responses in the California Healthy Kids Survey (CHKS).

The CHKS is administered to all 9th and 11th grade students in the fall. The available data are for the 2020-21 school year, when students were learning from home. Overall students reported feeling more disconnected to school, having less meaningful relationships with adults, and experiencing lowered expectations. Data demonstrate the negative impact the pandemic had on students and may serve as a new baseline moving forward. The will continue to focus efforts on engaging students in meaningful learning, creating safe spaces, and expanding caring relationships.

EUHSD's Multi-Tiered System of Support (MTSS) team continues to focus on social emotional learning and promoting caring adult relationships. This year the team conducted home visits that included site administrators, social workers, counselors, and district office leaders. The Escondido Education COMPACT, working in conjunction with the EUHSD, provided extra support by providing students and families connections to community resources/services, mentorship, and advocacy.

At each comprehensive high school 9th grade students are supported through Freshman Academies. The 9th grade class was divided into three groups and supported by a lead teacher. The lead teacher works with the 9th grade teachers to identify any student that may need additional support (social/emotional and academic). The lead teacher then works with the student’s teachers to provide additional resources, interventions, and support.

Priority 7: Access to a Broad Course of Study

EUHSD met this standard. Like most districts, EUHSD faced a significant decline in the number of passing grades in the 2020-21 school year, due to campus closures, at home learning, and the COVID-19 pandemic. As a result, additional sections of credit recovery were allocated to all school sites, in the 2021-22 school year, allowing students additional opportunities to recuperate credits. EUHSD high schools offer a broad course of study with courses that meet A-G eligibility as well as fulfill graduation requirements. Students with disabilities, English Learners, and students receiving Tier 2 and 3 interventions have access to a variety of educational and academic options to support learning. These include extended periods for additional academic support and extended learning opportunities after school and during the summer. Honors and Advanced Placement courses have open access enrollment policies, and resulted in an increase in AP enrollment prior to campus closures and the COVID 19 pandemic, which has affected overall AP course enrollment rates: 18-19 10.3%, 19-20 11.1%, and
20-21 10.2%. Annual enrollment and successful completion in honors, AP, and CTE courses are reviewed to inform recruitment and support efforts. A review of the data has illustrated that most students are enrolled in a broad course of study with improvements in A-G completion rates: 18-19 48%, 19-20 49%, and 20-21 41%. Prior to campus closures and the COVID 19 pandemic, EUHSD saw an increase in A-G completion; however, in 20-21 there was a decline in overall completion rates.

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

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

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

CA Dashboard: Additional reports and data show the following:

In Advanced Placement (AP) exams, students in the four-year graduation rate cohort (by student group) who scored 3 or higher on at least two Advanced Placement exams are as follows:

There were 1,528 students in the graduation cohort, of those students a total of 237 or 14.8% scored a 3 or higher on at least two AP exams. Student group data show of the 39 Black/African American students included in the graduation cohort 2 or 5.1% who took at least 2 AP exams scored a 3 on at least 2 of them. There were 1,140 Hispanics/Latinx students included in the 4-year graduation rate cohort of that cohort 137 or 11.9% of Hispanic/Latinx students who took 2 or more AP exams scored a 3 or higher on at least 2 of them. Of the 49 Asian students represented in the 4-year graduation rate cohort, 12 or 23.5% who took 2 or more AP exams scored a 3 or higher on at least 2 of
them. There were 286 white students in the 4-year graduation cohort of those students 69 or 23.7% took and passed at least 2 AP exams with a score of 3 or higher. Of the 1,582 students who made up the four-year graduation rate cohort, 287 were English Learners, of these students 4 or 1.3% took and passed at least 2 AP exams with a 3 or higher, 210 are identified as students with disabilities and 6 or 2.6% took and passed at least 2 AP exams with a 3 or higher, 1,238 are Socioeconomically Disadvantaged and 150 or 11.9% who took 2 or more AP exams passed at least 2 exams with a 3 or higher, and 59 are homeless. Of the 59 homeless students, 4 or 5.9% who took 2 or more AP exams passed with a 3 or higher.

In Career Technical Education Pathways, students in the combined graduation rate (by student group) who completed at least one CTE Pathway with a grade of C or better are as follows:

There were a total of 1,817 students in the combined graduation rate (CGR) and 454 or 25% completed at least one CTE Pathway. Of the 43 Black/African Americans in the (CGR) 10 or 23.3% completed one or more CTE Pathways. There were 53 Asian students in the CGR and of those 53 students 11 or 20.8% completed at least one CTE Pathway. There were 50 Filipino students in the CGR and 17 or 34% completed at least one CTE Pathway, of the 1,341 Hispanic/Latinx students represented in the CGR 318 or 23.7% completed at least one CTE Pathway. There were 309 white students in the CGR and 97 or 31.4% completed at least one CTE Pathway. Of the total CGR, 381 are Language learners and 64 or 16.8% completed at least one CTE Pathway, 1,455 are socioeconomically disadvantaged and 345 or 23.7% completed at least one Pathway, 264 students in the CGR are students with disabilities and 65 or 24.6% completed at least one CTE Pathway, and of the 94 homeless students in the CGR 12 or 12.8% completed at least one CTE Pathway.

In the completed A-G requirements and at least one CTE pathway, students in the combined graduation rate (by student group) who met the UC or CSU A-G criteria with a grade of C or better (or pass) and completed at least one CTE pathway with a grade of C- or better (or pass) in the capstone course are as follows:

There were a total of 235 students or 12.9% of the combined graduation rate (1,817) who met the UC or CSU A-G criteria with a grade of C or better and completed at least one CTE pathway with a grade of C- or better in a capstone course. There were 43 Black/African American students represented in the combined graduation rate, of those 43 students, 3 or 7.0% met the UC or CSU A-G criteria and completed at least one CTE pathway. Of the 53 Asian students represented in the combined graduation rate, 9 or 17.0% of the Asian students met the UC or CSU A-G criteria and completed at least one CTE pathway. There were 50 Filipino students represented in the combined graduation rate, 9 or 18% met the A-G requirement for UC or CSU and completed at least one CTE pathway. There were 1,341 Hispanic/Latino students in the combined graduation rate, 149 or 10.6% of them met the A-G requirements and completed at least one CTE pathway. There were 309 white students in the combined graduation rate, 65 or 21.0% of those students met the A-G requirements and completed at least one CTE pathway. Of the 1,817 students who make up the combined graduation rate 381 were English Learners, of those 381 students 10 or 2.6% met A-G criteria and completed at least one CTE pathway, 1,455 are Socioeconomically disadvantaged and of those 1,455 students 154 or 10.6% met A-G criteria and completed a CTE pathway, 264 students in the combined graduation rate are students with disabilities, of those 264 students 16 or 6.1% met A-G criteria and completed at least one CTE pathway, and 94 students were homeless, of those 94 students 5 or 5.3% met A-G criteria and completed at least one CTE pathway.
In the completion of A-G requirements, students in the combined graduation rate (CGR) cohort who met the University of California (UC) or California State University (CSU) A-G criteria with a grade of C or better (or pass) are as follows:

The combined graduation rate for EUHSD, based on the CA Dashboard, was 86.0% or 1,817 students. The following data show the number and percentage of students (by student group) that met the requirements of the above-mentioned measure. Of the 1,817 students who met the CGR 700 or 38.5% met UC or CSU A-G requirements. Of the 43 Black/African American students represented in the CGR, 16 or 37.2% were A-G, of the 53 Asian students represented in the CGR 30 or 56.6% met the A-G requirements, 432 or 32.2% of the 1,341 Hispanic/Latino students represented in the CGR met the A-G requirements, and 180 or 58.3% of the White students represented in the CGR met A-G requirements. There were 381 English Learners in the CGR, 40 or 10.5% of which were A-G, 474 or 32.6% of the 1,455 socioeconomically disadvantaged students met A-G requirements, and 34 or 12.9% of the 264 students with disabilities represented in the CGR also met A-G requirements, and 15 or 16% of the 94 homeless students in this cohort met A-G.

There is no comparable data for "additional reports and data" in the CA Dashboard. In 2019 and 2020 the CA Dashboard reported College/Career Levels and Measures as “Prepared” and “Approaching Prepared” by student group in multiple areas of CCI (College and Career Indicator). The 2021 College/Career measures report students as meeting/satisfying specific requirements of the CCI (i.e., CTE and A-G) by student group.

LCAP goals

EUHSD saw a significant decline in the lack of progress made on the LCAP goals as measured by the metrics reflected on the LCAP. The time students spent learning remotely, due to the COVID-19 Pandemic, had a significant negative impact on students’ academic achievement in 2020-21.

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

The District’s pass rate decreased in both areas, ELA saw a 9.7% decrease in passing grades and Math saw 17.8% decrease in passing grades. However, progress data from the end of the 1st semester 21-22 shows a significant increase in passing grades. At the end of the 1st semester, in ELA, 11.3% of 9th graders were not earning passing grades, compared to the end of last year when 20.6% of students did not pass. In math, at the end of the 1st semester, 11.2% of 9th graders were not passing, compared to 20.2% at the end of last school year.

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

The District saw a 12.8% decrease in AP pass rate, however, there was a much smaller decrease in overall AP course enrollment representing less than a 1% decrease. Considering the challenges students experienced at the end of 2020 and starting the 2020-21 school year in virtual learning, it is positive to see that students continued to challenge themselves in Advanced Placement classes. The district experienced an increase of .7% in CTE enrollment and a 10% increase in CTE completion rates. EUHSD will continue to strategically enroll students in CTE so that they can maximize completion of pathways. Students in grades 9-11 are encouraged to enroll in introductory CTE.
courses which allows them time the following year to complete a pathway. EUHSD has seen an increase in completion rates since the start of the strategic implementation.

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

There was a slight decrease of 1.2% of students qualifying for the State Seal of Biliteracy. UC and CSU A-G Completion rates realized a more significant decrease of 5.1%. Throughout the pandemic and the ensuing school closures, all schools throughout the district provided multiple tutoring opportunities available to students. Teachers offered additional assistance to students before and after virtual classes and sites coordinated with after-school programs to ensure that students had multiple support options before and after school. When health and safety conditions allowed, all sites offered in person academic assistance on campus. Current progress monitoring data shows a significant increase in passing rates in all grade levels. At the end of the first semester 21-22, data reflected a 7% increase in passing grades. Continued monitoring of progress data and provide additional support to sites and students will take place in the future.

Goal 3: 4-year Adjusted Cohort Graduation Rate and Adjusted Cohort Dropout Rate and Chronic Absenteeism Rate

In 2020-21 EUHSD experienced a decrease of 1.6% in graduation rates and an increase of 1.4% in Dropout Rate. Chronic absenteeism rate increased by 19.7%. Within this school year, elevated levels of absenteeism have continued due to COVID-19 exposure and mandatory quarantine. Teachers continue to make lessons and instructional materials available to students through individual Canvas pages to support student engagement throughout absences. The district has put an MTSS taskforce in place to support sites in providing additional interventions to the most at-promise students. This task force continues to conduct home visits and work with families who need additional resources and support.

Goal 5: Suspension and Expulsions

The district’s student suspension rate decreased by 3.2% and the expulsion rate decreased by .07%. This data is a reflection of the time students spent away from campus.

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

Educational Partners Feedback

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

Goal 1: Academic Achievement
Educational Partners shared priorities for ensuring students graduate ready for college, career, and life including a focus on college and career pathways, providing a curriculum that promotes deep thinking, meaningful learning opportunities, and setting high expectations for academics and behavior. EUHSD continues to focus on ensuring all students are enrolled in a pathway toward graduation, have access to A-G courses, and CTE pathways. Moving forward, the district will continue to focus on professional learning and identifying additional CTE pathways as expansions that would be most beneficial for students.

Goal 2: Effective Instruction and Leadership

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

Goal 3: Support to students

Educational Partners agreed that in order to ensure that students have equitable and accessible support focused on academics, career, and personal development, a focus on providing additional academic support is needed when students are struggling, in order to create opportunities for students to meet with a counselor to discuss academics, guidance, and post-secondary options, and have trained professionals available to talk to students about social emotional issues (Social Workers, Psychologist, etc.). This school year, all three comprehensive high schools joined the CARPE network, which is a part of a college access grant. The CARPE work engages school teams in ongoing cycles of improvement focused on FAFSA completion, college access, DACA, Cal Grant, and identifying the most appropriate post-secondary option for each individual student. Being a part of this network will help sites create more effective and efficient systems to support students as they transition out of high school and into higher education.

In partnership with the Church of Rancho Bernardo, EUHSD developed a Wellness Center for each comprehensive high school. Students can access the wellness center throughout the school day and speak to a trained professional about social emotional concerns. All district schools will continue to work on creating additional interventions and support for students who continue to struggle academically.

Goal 4: Engaged Parents

Based on feedback from Educational Partners, parents appreciate the effort made by the district and school sites to keep parents informed about student’s behavior and academic progress. Parents also shared that they were pleased with school counselors availability to talk to parents when there is a need. The parents’ priorities for advancing parent engagement include ongoing communication, collaboration with community resources, and continued support including translators, interpreters, and liaisons.
EUHSD values Educational Partner feedback and continues to make parent engagement a priority. Each school has a bilingual parent liaison available to support families as they navigate the school system. Additionally, the district is exploring the onboarding of a district level parent liaison to assist in the alignment and ongoing support of parents’ district wide. The district continues to fund communication systems including but not limited to Blackboard and Remind.

**Goal 5: Safe and Respectful Environments**

EUHSD is dedicated to fostering respectful, collaborative, safe and secure environments that support teaching and learning. Educational partners shared that they believe EUHSD schools have clear and consistent expectations for student behavior on campus and schools are welcoming and inclusive. Furthermore, they appreciated that schools are clean and well maintained.

Overall, Educational Partners were most pleased with the academic support the district provides for students, the quality of instruction students receive, and the overall safety of campuses. The district will continue to engage in listening sessions with educational partners to ensure optimal ongoing feedback and collaboration.

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**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.

Currently, due to the COVID-19 pandemic, there is a pause in the reporting of most state indicators on the 2021 Dashboard. EUHSD has identified areas of need and improvement through a review of available Dashboard data and local data. The following is a summary of findings, actions, and next steps:

There is no comparable data for "additional reports and data" in the CA Dashboard. In 2019 and 2020 the CA Dashboard reported College/Career Levels and Measures as prepared and approaching prepared by student group in multiple areas of CCI. The 2021 College/Career measures report students as meeting/satisfying specific requirements of the CCI (i.e., CTE and A-G) by student group.

The data available on the CA Dashboard through "additional reports and data" shows the following:

**College/Career Measures Only Report and Data- 2021:**

In Advanced Placement (AP) exams, students in the four-year graduation rate cohort (by student group) who scored 3 or higher on at least two Advanced Placement exams are as follows:
There were 1,528 students in the graduation cohort, of those students a total of 237 or 14.8% scored a 3 or higher on at least two AP exams. Student group data shows that of the 39 Black/African American students included in the graduation cohort 2 or 5.1% who took at least 2 AP exams scored a 3 on at least 2 of them. There were 1,140 Hispanics/Latinx students included in the 4-year graduation rate cohort of that cohort 137 or 11.9% of Hispanic/Latinx students who took 2 or more AP exams scored a 3 or higher on at least 2 of them. Of the 49 Asian students represented in the 4-year graduation rate cohort, 12 or 23.5% who took 2 or more AP exams scored a 3 or higher on at least 2 of them. There were 286 white students in the 4-year graduation cohort of those students 69 or 23.7% took and passed at least 2 AP exams with a score of 3 or higher. Of the 1,582 students who made up the four-year graduation rate cohort, 287 were English Learners, of these students 4 or 1.3% took and passed at least 2 AP exams with a 3 or higher, 210 are identified as students with disabilities and 6 or 2.6% took and passed at least 2 AP exams with a 3 or higher, 1,238 are Socioeconomically Disadvantaged and 150 or 11.9% who took 2 or more AP exams passed at least 2 exams with a 3 or higher, and 59 are homeless. Of the 59 homeless students, 4 or 5.9% who took 2 or more AP exams passed with a 3 or higher.

In Career Technical Education Pathway, students in the combined graduation rate (by student group) who completed at least one CTE Pathway with a grade of C or better are as follows:

There was a total of 1,817 students in the combined graduation rate (CGR) and 454 or 25% completed at least one CTE Pathway. Of the 43 Black/African Americans in the (CGR) 10 or 23.3% completed one or more CTE Pathways. There were 53 Asian students in the CGR and of those 53 students 11 or 20.8% completed at least one CTE Pathway. There were 50 Filipino students in the CGR and 17 or 34% completed at least one CTE Pathway, of the 1,341 Hispanic/Latino students represented in the CGR 318 or 23.7% completed at least one CTE Pathway. There were 309 white students in the CGR and 97 or 31.4% completed at least one CTE Pathway. Of the total CGR, 381 are Language learners and 64 or 16.8% completed at least one CTE Pathway, 1,455 are socioeconomically disadvantaged and 345 or 23.7% completed at least Pathway, 264 students in the CGR are students with disabilities and 65 or 24.6% completed at least one CTE Pathway, and of the 94 homeless students in the CGR 12 or 12.8% completed at least one CTE Pathway.

In completed A-G requirements and at least one CTE pathway, students in the combined graduation rate (by student group) who met the UC or CSU A-G criteria with a grade of C or better (or pass) and completed at least one CTE pathway with a grade of C- or better (or pass) in the capstone course are as follows:

There was a total of 235 or 12.9% of the combined graduation rate (1,817) who met the UC or CSU A-G criteria with a grade of C or better and completed at least one CTE pathway with a grade of C- or better in a capstone course. There were 43 Black/African American students represented in the combined graduation rate, of those 43 students, 3 or 7.0% met the UC or CSU A-G criteria and completed at least one CTE pathway. Of the 53 Asian students represented in the combined graduation rate, 9 or 17.0% of the Asian students met the UC or CSU A-G criteria and completed at least one CTE pathway. There were 50 Filipino students represented in the combined graduation rate, of those 50 students 9 or 18% met the A-G requirement for UC or CSU and completed at least one CTE pathway. There were 1,341 Hispanic/Latino students in the combined graduation rate, 149 or 10.6% of them met the A-G requirements and completed at least one CTE pathway. There were 309 white students in the combined graduation rate, 65 or 21.0% of those students met the A-G requirements and completed at least one CTE pathway. Of the 1,817 students who make up the combined graduation rate 381 were English Learners, of those 381 students 10
or 2.6% met A-G criteria and completed at least one CTE pathway, 1,455 are Socioeconomically disadvantaged and of those 1,455 students 154 or 10.6% met A-G criteria and completed at least one CTE pathway, 264 students in the combined graduation rate are students with disabilities, of those 264 students 16 or 6.1% met A-G criteria and completed at least one CTE pathway, and 94 students were homeless, of those 94 students 5 or 5.3% met A-G criteria and completed at least one CTE pathway.

In Completed A-G requirements, students in the combined graduation rate (VGR) cohort who met the University of California (UC) or California State University (CSU) A-G criteria with a grade of C or better (or pass) are as follows:

The combined graduation rate for EUHSD, based on the CA Dashboard, was 86.0% or 1,817 students, the following data shows the number and percentage of students (by student group) that met the requirements of the above-mentioned measure. Of the 1,817 students who met the CGR 700 or 38.5% met UC or CSU A-G requirements. Of the 43 Black/African American students represented in the CGR, 16 or 37.2 were A-G, of the 53 Asian students represented in the CGR 30 met the A-G requirements, 30 or 56.6% out of the 50 Filipino students represented in the CGR were A-G, 432 or 32.2% of the 1,341 Hispanic/Latino students represented in the CGR met the A-G requirements, and 180 or 58.3% of the White students represented in the CGR met A-G requirements. There were 381 English Learners in the CGR, 40 or 10.5% of which were A-G, 474 or 32.6% of the 1,455 socioeconomically disadvantaged students met A-G, 34 or 12.9% of the 264 students with disabilities represented in the CGR also met A-G requirements, and 15 or 16% of the 94 homeless students in this cohort met A-G.

EUHSD local data and progress monitoring data show the following:

Like most districts, the pandemic and at-home learning had a significant impact on EUHSD student's mental health and academics, and its effects are evident in the 2020-21 LCAP metric data which demonstrate a significant decrease in student academic achievement and engagement. The following provides a closer look at student achievement by student group.

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

EUHSD students decreased in both areas, ELA decreased by 9.7% in passing grades and Math decreased by 17.8% in passing grades. However, progress data from the end of the 1st semester shows an increase in passing grades. The student groups who had the most significant decline in ELA include Black/African American students whose pass rates declined by 9.7%; Latino/Hispanic students declined by 10%; ELL (English language learners) dropped by 10.2%, SED dropped 10.3%; and Foster Youth declined by 14.4%. 9th grade student pass rates with a grade of "C" or better also declined. In Mathematics pass rates (C or better) declined by 18% overall, for all students. However, some cohorts of students had a more significant decline than others. Black/African American students had a 13.8% decline; Latino/Hispanic students declined by 20.1%; ELL declined by 20.7%; RFEP (Reclassified Fluent English Proficient) students declined by 15.5%, Special Education declined by 23.9%; Foster declined by 33.7%; and Homeless students declined by 23.5%.

Goal 1: AP Exam Pass Rate and AP Enrollment; Career Technical Education Enrollment and Completion
There was a 12.8% decrease in AP pass rate however, there was a much smaller decrease in AP course enrollment, representing less than a 1% decrease. The district experienced an increase of .7% in CTE enrollment and a 10% increase in CTE completion rates. A closer look at student groups shows there was no significant decline in completion rates for any specific group.

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

There was a slight decrease of 1.2% of students qualifying for the State Seal of Biliteracy. UC and CSU A-G Completion rates resulted in more significant decrease of 5.1%. The student group most impacted was Latino/Hispanic students, which declined by 6.5%.

Goal 3: 4-year Adjusted Cohort Graduation Rate and Adjusted Cohort Dropout Rate and Chronic Absenteeism Rate

In 2020-21 EUHSD experienced a 1.6% decrease in graduation rates and an increase of 1.4% in Dropout Rate. Chronic absenteeism rate increased by 19.7%. This school year, schools continued have elevated levels of absenteeism due to COVID-19 exposure and mandatory quarantines. The student group with the most significant decline in graduation rates is foster youth with a 44.7% decline.

Goal 5: Suspension and Expulsions

The districts suspension and expulsion rate decreased by 3.2% in suspensions and .07% in expulsions. This data can be attributed to students not being physically present on campus for most of the 20-21 school year.

Next steps in Academics and Instructional support

EUHSD has taken proactive steps to address challenges. Considering the decrease in students earning passing grades in core classes, the district increased the number of credit recovery sections allocated to each school site. This gave sites the flexibility to meet students credit recovery needs both in and out of the traditional school day. Additional hours were added to part-time bilingual instructional aides and additional aides were hired to support Emerging Multilinguals in both ELD (English Language Development) classes and in general education setting. An increase of available tutoring was established at each school site. Students were given access to additional tutors before, after, and during the school day. The district adopted a student diagnostic system to be used throughout the year to gauge student progress and assist in the identification of students needing additional support and interventions. With the increase in supplemental LCAP dollars each site was allocated additional sections to reduce class size, specifically in classes with many Emerging Multilinguals. These class sizes were reduced to provide additional targeted and timely feedback to EML students to improve language acquisition and literacy skills.

The Educational Services department created an Arc of Learning professional development plan to support educators in Social Emotional Learning (SEL), Improvement Science, Design Thinking/Equity Protocol, and Deeper Learning. The professional learning plan includes working closely with site administrators, site teacher leaders, and instructional coaches in co-constructing studio cycles and professional learning around the arc of learning. However, the timing of the surge in COVID 19 cases and a shortage of substitute teachers required the cancellation and rescheduling of professional learning in the 2021-22 school year, with full implementation planned for the 2022-23 school year.
Next steps in Mental Health

During school closures counselors throughout the district reported a high number of students self-reporting high stress levels, coupled with higher-than-average student failure rates. Interventions were put into place in preparation for students and staff to return to campus. A wellness center was built on every comprehensive high school, which allows students to check in with a mental health professional, at school, whenever necessary. Additional Social Workers and Social Work Interns were added to the district to support the social/emotional needs of students and provide students with targeted (tier 2) and intensive (tier 3) support. In partnership with the National Conflict Resolution Center, the implementation of Restorative Practices across the district, including the development of district wide implementation plan, school level plans, training for all Educational Partners and was expanded to administrator coaching in the implementation of RP (Restorative Practices) at each school site.

Next steps in School Safety

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

LCAP Highlights

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

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

- Goal 1 – Academic Achievement: Escondido Union High School District will ensure equitable practices for all students to improve academic achievement by holding high expectations and so that every student graduates college and career ready.
1.1.1 Standards-aligned courses
1.1.2 Appropriate use of technology
1.1.4 Instructional materials
1.1.5 Other materials, supplies and resources
1.2.1 Appropriate use of technology
1.2.2 Support for English Learners
1.2.3 Data Analysis
1.2.4 Career and Technical Education: CTE Pathways/Curriculum Alignment
1.2.5 Actions and services to support academic achievement using site initiative funds (0022003)
1.2.6 Decrease class size in targeted areas
1.3.1 Bilingual instructional aides for ELD
1.3.2 Support classes for ELD
1.3.3 Evidence-based instructional support for 9th grade ELA and math
1.3.4 Data analysis, PLC Lead timesheets

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

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

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

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

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

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

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

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

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

Schools Identified

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

Valley Continuation High School (VHS)

Support for Identified Schools

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

Comprehensive Support and Improvement (CSI) is a part of ESSA (Every Student Succeeds Act) targeting identified schools for additional support to improve student outcomes, specifically supporting school administrators’ capacity to increase the graduation rate and implement early interventions.

Resources will support developing teacher leadership capacity and teacher collaboration to improve teaching and learning through data inquiry cycles. Resources targeted toward a comprehensive online dashboard that will provide real-time student achievement data will help VHS make timely and targeted early interventions.

Needs Assessment:

District staff supported VHS in developing the 2021-22 School Plan for Student Achievement (SPSA) through district SPSA workshops, principal SPSA development meetings, digital tools/resources, and specific needs assessment tools. Needs assessment tools included comprehensive data slide decks which included CA dashboard indicators, student data, and all Local Control and Accountability Plan (LCAP) metrics specific to the school. Site-specific student forum and LCAP survey results/analytics reflecting SPSA and LCAP Goals were provided to the school. Site leaders conducted a local needs assessment specific to site-identified issues such as attendance, tardiness, etc. Additionally, CSI root cause analysis and school action plan meetings were conducted with all on July 23, 2021, to support SPSA development for 2021-22. Site specific LCAP metrics were shared with the site on February 4th. The site shared its LCAP metrics with its Educational Partners on February 10th, with staff on February 17th, and on March 1st with the School Site Council.

State Indicators:

Moving forward, the needs assessment components and further root cause analysis of multiple measures, including academic performance and well-being of student groups, will guide school staff to create a strategic focus that will lead to equitable outcomes and improve learning and academic performance. The 2020-21 achievement data on the California dashboard, while limited, was reviewed, and analyzed; however, it was recognized that the 2020-21 remote learning environment for students was vastly different than learning in person. Site leadership, along with district personnel, analyzed the available data (attendance, behavior, progress grades) which reflected how students were responding to being back on campus and learning alongside peers and teachers. The 2021-22 SPSA integrates the improvement plans.
and aligns with the district’s Arc of Learning. This plan delineates coherent strategies that connect student success indicators with high yield instructional support and evidence of student learning to focus the collaborative work of teachers, counselors, site administrators and district staff on improving student learning outcomes and graduation rates.

The graduation rate of VHS students continues to not meet the targeted rate of 86.8% for California. Therefore, it was determined that schoolwide systems needed to be addressed to enable students to track individual progress towards meeting graduation requirements. As such, in 2020-21 VHS moved to a quarterly tracking system. Teachers input grades into the Student Information System (SIS) and staff worked with individual students to address individual progress and help them self-monitor. Ultimately, progress-monitoring and timely/responsive interventions should lead to better grades and improved graduation rates. As well, teachers participated in inquiry cycles to address lesson plan design, rigor, and assessment of learning.

Evidence-Based Interventions:

Recognizing the need for technical support for CSI school improvement efforts, District leadership researched expert school turn-around organizations. During the 2019-20 school year, SDCOE (San Diego County Office of Education) hosted the District Team Collaborative (January 25, 2019) and Districts on The Move (April 11, 2019) events where leading education reform authors, experts and district leaders shared evidence-based research and best practices around coherent systems for school improvement. EUHSD partnered with the school service providers showcased at these SDCOE meetings and together supported VHS with identifying evidence-based interventions for SPSA development. The interventions were determined after conducting a Root Cause Analysis to identify release days identified persistent patterns around attendance, behavior/discipline, student identification and intake protocols, deficit perceptions of school, inconsistent collective efficacy in Professional Learning Communities (PLC) and low student engagement. The school leadership team identified evidence-based interventions and strategies that were relevant to the school context. For the 2020-21 school year as students engaged in online learning, the site staff continued to work as a PLC to identify strategies which engaged students in rigorous learning virtually. As the return to in person instruction occurred VHS staff and students had to reset, re-evaluate, and adapt to a new learning environment. The VHS team determined that many root causes were still persistent (tardiness, attendance, student engagement) and they continued to address them as follows:

- Instruction: Prior to school closures, VHS worked with Innovate Ed on lesson plan/design for developing Depth of Knowledge (DOK 3) tasks. The professional development they received led to an improvement in lesson plan design, assessment, and rigorous tasks.

PLC collaboration continues to re-engage teachers and supports the alignment of instructional practices as staff return to in person learning. For the 2021-22 school year, 28 PLC days were placed on the site calendar. Teacher Studio pull-out days were organized by each department and were expected to be held quarterly. However, the impact of COVID and a lack of teacher coverage limited the number of times teachers could be released from class. The goals were to continue to work on lesson plan design, common assessments, and designing DOK 3 tasks. VHS will continue to develop opportunities for increasing the love of learning, and celebration of students. For example, the tradition of ringing the bell when students complete the credits required to graduate. Additionally, ongoing updates and the modernization of website branding will continue.
• Structures: The VHS administrative team and parent liaison reached out to prospective parents and students to provide a school orientation and how the school can support students while attending Valley High. The MTSS/Restorative Practices facilitator continues to work with comprehensive site counseling teams on accessing and utilizing data in a timely fashion to recruit students who are appropriate candidates for VHS. VHS is excited about the positive changes the quarter system has brought and the increased credit earning opportunities for all students moving forward. VHS students can earn 90 or more credits a year if they pass all scheduled classes. Students are taught to, create credit goals by quarter in order to meet a graduation target, and to revisit the goals every quarter. The school administration and counselor team have updated the Response-ability Training Program (RTP) Academy for all new students to ensure they get the support they need. A Connections class is available where students can receive support on 4 core classes (quarter system) instead of 5 (previous semester system). Teachers are now submitting grades every three weeks to the Student Information System (SIS), and reporting periods are on the school calendar (including progress reports, new in the 2020-21 school year). VHS is issuing report cards at the end of each Quarter. These grades are part of each student’s self-monitoring goal, which includes student advocacy and awareness of credit completion and towards graduation. A Teacher on Special Assignment (TOSA) for Data works with the Multi-Tiered System of Supports (MTSS) facilitator to provide data immediate/timely academic interventions with students/families. Accessing data reports and scheduling parent meetings to address deficiencies prior to the end of the quarter is an ongoing priority. Weekly restorative scripts are provided to teachers by the on-site, school social worker for school-wide implementation. VHS continues to have an online presence, providing a new user-friendly website, and social media presence with the goal of maintaining updated VHS facts on all platforms. For the 2021-22 school year, there was an unprecedented high need for student credit recovery in the district. To meet student’s needs to transfer in a timely manner, a new program (Bridge) was implemented to provide additional opportunities for students to enroll at VHS during the school year without having to wait for the new quarter. This has provided comprehensive sites with much-needed additional options to refer students to Valley High, ensuring students recover credits and graduate on time.

• Culture: With the implementation of Restorative Practices in 2019-20 there was a decrease in the number of behavior referrals, particularly in the number of repeat offenders. There was an attempt to continue restorative practices during school closures and online learning; however, it was challenging. Upon return to campus in 2021-22, VHS reengaged students in Restorative Practices and continued to increase academic celebrations. The Connection class has been modified to meet three times per week instead of every day. The class is student-centered with a focus on heart, body, and mind (Connection with students). They have also continued the "Ring the Bell" tradition for students who finish/meet requirements for graduation. Credit Palooza’s takes place the last Saturday of every quarter to continue to push the academic focus and credit completion culture on campus. The Assistant Principal, counselor, social worker, and two on-site teachers have been trained in conducting restorative informal/formal conferences by the MTSS facilitator and the International Institute for Restorative Practices (IIRP). VHS continues to invest in restorative practice as an important piece to the ongoing goal of maintaining a positive culture. VHS has seven certificated staff members who are approved as Trainers of Trainers in Restorative Practice which has proven to be a huge asset in ensuring that the ongoing practice and implementation of restorative practice continues in the future. The school bell schedule was modified to provide a common prep period for teachers so that they can collaborate, plan, and implement the VHS’ academic and restorative focus. In addition, there is an emphasis on student pride in VHS branding with clothing swag and promotion of VHS in the overall EUHSD school community. The culture goal of VHS is to get students to graduate, and to maintain a positive feeling/tone on campus with happy students and happy staff.
Resource Inequities:

Annually, District leadership determines site allocation of federal funds by ranking schools using poverty criteria and specified ranking rules. Due to VHS’s small size and extent of need, the financial support provided by CSI allows for the implementation and support needed to effectively implement schoolwide programs. The district office supports the site through SPSA workshops, principal meetings, budget meetings, digital Title I worksheets, and collaborative needs assessment analysis tools. In developing the 2021-22 SPSA, the site principal and School Site Council recognized that there are no material resource inequities. A significant portion of the school’s SPSA budget supports SEL, rigorous instruction through instructional coaching, professional learning, and student support for college and career readiness. These areas are directly aligned to the results of the site’s needs assessment. Additional resources related to chronic absenteeism, social-emotional support, and counseling services are provided through LCFF Supplemental and Concentration actions and services. One area that will be addressed through the implementation of the CSI plan is providing professional learning focusing on assessment and Restorative Practices. SEL is addressed by providing a MTSS Facilitator/Assistant Principal on special assignment who is a trainer in Restorative Practices and continues to implement ongoing training for all VHS staff and on-site coaching, as needed. VHS will use its partnership with Gary Chapin to assist teachers with collaboration and equitable performance assessments.

Local Context and process for engaging Educational Partners:

As a school community, Valley High provides a safe and respectful learning setting for students within a highly supportive small school environment. A school culture is fostered that cultivates a strong sense of belonging and personal responsibility. With the new quarter system in place this school year and a return to in-person learning, the VHS community was excited about opening doors and welcoming back students. Throughout the period of school closures, VHS staff took advantage of every opportunity to inform Educational Partners that starting in 2021-22 every Valley High student will have the opportunity to earn 90 or more credits a school year. In 2020 Valley High School received the distinction of being named a California Model Continuation High School. The entire Valley staff is trained in using the structure of restorative practice to help create a positive, supportive school environment for all students and staff. Restorative Practice focuses on building relationships and community, as well as ensuring that all students feel welcomed and connected to Valley High School. Students and staff understand that meaningful, productive relationships are essential to student learning and that creating a positive school culture and climate has an immense impact. Currently, there are 15 dedicated teachers on-site in addition to the support of a full-time counselor and one full-time and one shared social worker (shared with Del Lago Academy). Many extra-curricular opportunities and fun activities through the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program. A competitive athletic intramural program where students can compete and represent the school out in the community. In addition there are many student clubs on campus. Through the recognized exemplary Response-ability Training Program (RTP), all new Grizzlies learn how best to take advantage of the opportunity that Valley provides them toward earning a high school diploma. At the core of the RTP, the program is the concept of learning how to respect self and others, how to solve problems appropriately, and how to manage and minimize anger or conflict as teenagers. This program is taught by a veteran teacher who was also recognized as a California Continuation Education Association (CCEA) Teacher of the year. Valley High provides a curriculum that meets the California Common Core Standards, and utilize the same curriculum and expectations of rigor as the comprehensive high schools in the EUHSD. Advancement Via Individual Determination (AVID) is offered at Valley High School. The AVID program helps students gain acceptance into local community colleges and then successfully transfer to a university setting. Field trips
Every year, participating parents of the English Learner Advisory Committee (ELAC) are surveyed in order to receive feedback on optimal meeting times. Based on the results of the survey, the information is used to determine which day of the week meetings will be held and the time. In addition, all Educational Partners have an opportunity to take the Local Control and Accountability Plan (LCAP) survey to provide input and feedback on the district's actions and services that will become part of the plan. This year parents were invited to participate in site level meetings as well as district meetings where all Educational Partners were given an opportunity to provide input and suggestions to the district LCAP. A separate student forum was held that included a variety of Associated Student Body (ASB) students and a random selection of unduplicated students. School Site-Council meetings are held on the third Wednesday of each month where Educational Partners are invited to attend and provide input and suggestions to the school plan for student achievement as well as the Parent and Family Engagement Policy/Parent Compact. During this meeting, the results of the needs assessments are presented and the plan to address the needs is approved along with any necessary amendments that need to be made during the school year. Parents are also invited to a Title I meeting each year to review fund allocation, discuss the expenditure plan for Title I funds, and review/receive feedback on the site level Parent and Family Engagement Policy/Parent Compact. All information provided during these meetings is shared at the district level.

**Monitoring and Evaluating Effectiveness**

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

EUHSD will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement through close examination of PLC protocols, ongoing Professional Learning, reviewing live online dashboard data including progress grades, credit completion, student discipline/attendance data, and measurable checks for understanding through school-wide systems.

**PLC Structures:**

The district will provide opportunities and support for teacher teams to collaboratively design, and implement/refine cycles of inquiry, and implement/integrate the studio cycle model. District and site leads will support and participate in the teacher inquiry cycles. A Teacher on Special Assignment (TOSA) will continue to focus on data analysis to support teacher teams in developing the capacity to collaboratively plan high yield instructional practices informed by timely assessments for learning that result in the precision of pedagogy and improved student learning results. Teams will collect common assessment data that reflects students demonstrating higher-order thinking skills. The collection of data will occur once or twice every six weeks, and teams will reflect through data protocols how students met the defined teaching focus for the week/unit. Teachers will reflect on student writing results that are graded on a common rubric. Week 1 PLC meeting will define the focus of the 6-week teaching and learning cycle. Week 6 PLC meeting will focus on student work analysis as well as analysis of student attendance, behavior, and credit completion progress. There will be opportunities for another PLC meeting during the inquiry cycle to reflect on student assessment data if appropriate. District and site leads will support and participate in the teacher inquiry cycles. Also, there will be opportunities for students to participate in one day of summer planning for addressing the three priorities - student academic self-monitoring, overall academic improvement, and restorative practices.
To address credit completion and to provide additional support for students in the last two weeks before grades are due, there will be tutoring and teachers available to assess work on the last Saturday of each quarter. A significant portion of the school’s SPSA budget supports rigorous instruction through instructional coaching, professional learning and student support for college and career readiness. These areas are directly aligned to the results of the needs assessment. Additional school needs related to chronic absenteeism, social-emotional support and counseling services are provided through LCFF Supplemental and Concentration actions and services.

Restorative Practices

One area that will be addressed through the implementation of the CSI plan is providing professional learning around Restorative Practices. This is addressed by supporting an MTSS Facilitator/Assistant Principal on Special Assignment that is a trainer in Restorative Practices and is implementing training for staff and on-site coaching as needed. This is used to reduce student discipline referrals, suspensions, and expulsions, as well as to improve student attendance. In addition to ongoing professional development in restorative practices and internal expertise at VHS in restorative practices.

Access to technology connected devices

The onset of the COVID-19 pandemic and the requirement of distance learning for students, made technology accessibility a priority for VHS. Accordingly, internet enabled devices and WIFI hotspots were purchased and distributed to students. In addition, Valley High has invested in over 200 brand new Dell computers for student use in the classroom in the 2021-22 school year. Upon returning to in person learning, students continue to use laptops in the educational setting, providing an additional layer of ensured access and communication.

Online Dashboard

Beginning in July 2019, the school assisted and informed the creation of visualization a new online dashboard that provides live data showing student achievement (progress grades and assessments), attendance, discipline, and other measurable data. This online tool is integrated with the Student Information System (SIS) and online gradebook. The online tool provides live actionable data to staff and site/district leaders to monitor student progress around the identified areas in the CSI Plan and SPSA. After each Teacher Inquiry Cycle, site and district leaders will engage in meta reflections to analyze the data, review what action steps were implemented throughout the inquiry cycle and determine what supports are necessary if the plan is not meeting intended goals. Also, the Data TOSA will support site staff in disaggregation, analysis, and actionable steps to evaluate the implementation of the actions outlined in the plan. The administration and all TOSA’s on campus will work with the Data TOSA to develop methods of objective and subjective data collection and analysis that will support the school goals.

Collaborating with Educational Partners

The SPSA is developed based on the needs assessment and is aligned to monitoring the effectiveness of the CSI plan. The SPSA was created with input from all Educational Partners and approved by the School Site Council. It is then submitted for approval by the Board of Trustees. In addition, parents are surveyed for English Learner Advisory Committee (ELAC), the Local Control and Accountability Plan (LCAP) survey, and other District and site-initiated surveys. The data is used to inform decision-making and progress towards goals.
Meetings are held at the school site and virtually to provide input and suggestions to the district LCAP, ELAC, and for prospective students and families. A separate student forum was held that included a variety of Associated Student Body (ASB) students and a random selection of unduplicated students to provide input about thoughts and experiences with the district and school. Site-Council meetings are held on the third Wednesday of each month where Educational Partners are invited to attend and provide input and suggestions for the school plan for student achievement. It is during this meeting the plan is approved, and any necessary amendments are made during the school year. Parents are also invited to a Title I meeting each year to discuss the plan for Title I funds and how they are disbursed to VHS. All information provided during these meetings is shared with the District Cabinet and the Board of Education.
Engaging Educational Partners

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

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

Educational Partners engage in an explanation and discussion of LCFF (Local Control Funding Formula) Overview/LCAP development, provide feedback on LCAP survey items, analyze data/interim metrics and LCAP survey findings, discuss research-based best practices and participate in meaningful discussions surrounding the identified needs. Educational Partners priorities, in response to the data story and community feedback regarding the LCAP, are collected and considered to ensure all services are in proper alignment with district goals and based on identified needs and available funds. Continuing from the 2020-21 school year, two student board member representatives facilitated Student Forums at each school site with participants consisting of LCAP unduplicated student groups, students in Special Education, and student leaders across various extracurricular programs. Students responded to questions about individual educational experiences, engaged in open discussion, and provided important feedback that helped inform the district's decision-making in developing the LCAP.

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

In 2020-21 EUHSD restructured the LCAP Parent Advisory Committee and held LCAP Educational Partners Advisory Committee meetings which comprised of students, parents, classified staff, certificated staff, labor partners (classified and certificated), DELAC representatives, ELAC representatives, SELPA (Special Education Local Plan Area) representatives, and management staff (including site principals, assistant principals, and district leadership). Meetings with Educational Partners are as follows:

School-Level Parent Meetings in English and Spanish: Focus on LCAP
DLA - February 15, 2022
EHS - February 28, 2022
OGHS - February 10, 2022
SPHS - February 24, 2022
VHS - February 10, 2022

District goals and school specific metrics were provided to each school site (EHS, SPHS, OGHS, DLA, VHS). Site administrators facilitated the parent forums at each site with parent invitations going out to all parents, specifically parents/guardians/families of unduplicated students. Parents were given an opportunity to provide input and feedback pertaining to each school site's progress.
Student Forum Meetings
DLA - February 15, 2022
EHS - February 10, 2022
OGHS - February 8, 2022
SPHS - February 11, 2022
VHS - March 4, 2022

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

School Staff Meetings: Focus on LCAP
DLA - February 7, 2022
EHS - February 28, 2022
OGHS - February 28, 2022
SPHS - February 23, 2022
VHS - February 16, 2022

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

School Site Council Meetings with LCAP Focus
DLA - February 23, 2022
EHS - February 24, 2022
OGHS - February 24, 2022
SPHS - February 16, 2022
VHS - March 8, 2022

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

English Learner Advisory Committee: LCAP Focus
DLA - February 9, 2022
District goals and school specific metrics were provided to each school site (EHS, SPHS, OGHS, DLA, VHS). Site administrators facilitated ELAC forums where all members were invited to join. The ELAC was presented with the information and given an opportunity to provide input and feedback.

LCAP Educational Partners Advisory Committee

Four LCAP Educational Partners Advisory Committee meetings were held. There were 120 members invited to participate, as follows: The Superintendent, 2 student board members, 3 Assistant Superintendents, 7 Directors, 1 Interpreter, 1 Ed Services Secretary, 2 ESTA representatives, 2 CSEA representatives, 4 DELAC representatives, 5 Bilingual Assessment Technicians, 5 Bilingual Parent Liaisons, 13 certificated staff, 5 classified staff, 43 parents, 5 principals, 6 assistant principals and 14 students.

EUHSD restructured the LCAP advisory committee and held LCAP Educational Partners Advisory Committee meetings which comprised of students, parents, classified, certificated, labor partners (classified and certificated), DELAC representatives, and management staff (including site principals, assistant principals, and district leadership). EUHSD’s Director of Special Education is a member of the LCAP Educational Partners Advisory Committee and represented the local SELPA in this process. LCAP progress and priorities were shared with the SELPA and an opportunity to provide input and feedback was provided.

The LCAP Educational Partners Advisory Committee met on:
November 3, 2021 - Review LCAP process and present new LCAP and budget for 20-21 school year. Review LCAP Infographic. Review LCAP draft survey and provide feedback.
February 24, 2022 - Review purposes and procedures of LCAP. Review LCAP metrics: A-G completion, AP, Grad rate, CTE, Grade data, and SSB (State Seal of Biliteracy). Send out LCAP survey.
April 28, 2022 - Review LCAP Budget overview and infographic.

District English Learner Advisory Committee (DELAC), serving as a PAC, met on:
November 18, 2021 - Orientation on DELAC committee; Attendance, leaning pods, Con App, EL Master Plan, Development of a plan to ensure compliance with teacher/aid requirements, Reclassification.
February 24, 2022- Review LCAP metrics: A-G completion, AP, Grad rate, and SSB.
March 22, 2022- Review data, proposed budgets and Goals, Actions and Services.
April 28, 2022 - Review LCAP budget overview of infographic.
LCAP Survey

The 2021-2022 LCAP Survey was distributed to all staff (certificated, classified, management, administrators including principals), students, parents/guardians and the EUHSD community from February 1, 2022, to February 28, 2022. EUHSD analyzed all feedback to provide key findings which were reviewed with each Educational Partner group. The survey targeted the district's five goals around academic achievement, effective instruction and leadership, support for students, parent engagement and school safety. Survey links and QR codes were posted on district and school websites and distributed through social media accounts (Twitter and Facebook).

Board of Trustees

Board Workshop occurred on February 1, 2022, and May 3, 2022. Board members engaged in deeper discussion opportunities around fiscal updates, LCAP survey findings, Educational Partner feedback and proposed changes for the 22-23 LCAP.

Board Update (May 3, 2022)- Local Control Accountability Plan (LCAP) DRAFT was provided to the Governing Board for review and feedback.

Board Meeting (June 14, 2022)- Governing Board provided with final LCAP and presentation on district progress and actions/services. Public Hearing for responses to LCAP DRAFT from educational partners. For a period of 30 days (about 4 and a half weeks), the community will be provided with an opportunity to give feedback on the 2022-2023 LCAP. Written input will be collected.

Board Meeting (June 21, 2022)- The Governing Board recommended to approve the district budget along with the Local Control Accountability Plan.

A summary of the feedback provided by specific educational partners.

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

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

Goal 1 - Academic Achievement
Priority: Prepare students for college and career pathways.
A priority for EUHSD is to prepare students for college, career, and life. Based on the feedback received throughout all LCAP meetings, including the review of the survey data, the following recommendations were made and added to the 2022-23 LCAP: Engaging educators in professional learning on grading for mastery and increasing CTE options for students.
Goal 2 - Effective Instruction and Leadership
Priority: Supporting teachers to plan instruction to meet students’ needs and recruiting and retaining high quality teachers and staff.
EUHSD continues to seek and recruit highly qualified teachers and staff. Support and professional learning are the major focus areas for ensuring staff continue to engage in ongoing cycles of improvement, specifically as it pertains to supporting the most vulnerable students including EL’s, Special Education, Low income, Homeless, and Foster Youth. A review of the data collected via LCAP survey, student forums, and LCAP Educational Partners Advisory Committee resulted in the following recommendations made and added to the 2022-23 LCAP: (1) Additional staffing to reduce class size in targeted areas (specifically classes with a high percentage of LTEL’s) so that teachers may give more targeted and timely feedback to LTEL students to improve language acquisition and literacy skills, and (2) additional support for SEL (Social Emotional Learning) and wellness supports and resources.

Goal 3 - Supports to Students
Priority: Students can talk to a trained adult about social or emotional issues (i.e.: social worker, psychologist, counselor, etc.).
Mental health is a top priority for EUHSD and the LCAP Educational Partners Advisory Committee. Last year additional social emotional support was added to each campus which included additional social workers and social work interns, and the design and construction of Wellness Centers on each comprehensive high school. For the 2022-23 school year the LCAP Educational Partners Advisory Committee recommended the addition of the following actions and services: Pay for every student’s AP exam, explore the addition of Advisory, and include a 9th grade transition support (9th grade interventions) which will move to Goal 5 Safe and Respectful Environments.

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

Goal 5 - Safe and Respectful Environments
Priority: EUHSD schools, have teachers and staff who respect students and EUHSD schools are welcoming and inclusive.
EUHSD is committed to ensuring safe and respectful environments for students and staff. This includes the ongoing support of the MTSS team who will continue to assist school sites with site level MTSS plans and ongoing home visits. The implementation of Restorative Practices across the district will continue with the expectation that all staff will be trained within the next few years. After reviewing the data with the LCAP Educational Partners Advisory Committee the following additions were proposed to the 2022-23 LCAP: Increase/enhance site level security cameras, create youth advisory councils, create additional alternatives to suspension and expulsion, and engage staff in DEI (Diversity, Equity, Inclusion) professional Learning.

Student Forum feedback themes focused on difficulties and struggles with coming back to in-person learning including: the bathrooms being inaccessible due to many being closed (for security reasons) and the restocking of necessary items while eliminating the 10/10 rule. Socializing and interacting with people was most difficult when coming back to in-person learning, while support from teachers and staff was identified as most helpful. Additionally, students share that Wi-Fi is unreliable and weak across all site campuses, TEE (Tutorial, Extended...
Time, Embedded Support) times and weekly lessons are confusing and not helpful, and college and career centers have been most beneficial for college and career resources.

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

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

The 2022-2023 LCAP Survey was distributed to all staff (certificated, classified, management, administrators including principals), students, parents/guardians and the EUHSD community from February 1, 2022, to February 28, 2022. EUHSD analyzed all feedback to provide key findings which were reviewed with each educational partner group. The survey targeted the district's five goals around academic achievement, effective instruction and leadership, support for students, parent engagement and school safety. Survey links and QR codes were posted on district and school websites and distributed through social media accounts (Twitter and Facebook).

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

Goal 1 - Academic Achievement
The LCAP survey data show that preparing students for college, and career pathways, providing a curriculum that promotes deep thinking and meaningful learning opportunities, and setting high expectations for academics and behavior are a priority for Educational Partners. Preparing students for College, Career, and Life is a part of EUHSD’s mission and continues to be a priority. The ongoing dialogue and feedback from Educational Partners resulted in the addition of professional learning on equitable grading practices and increasing the CTE options for students students.

Goal 2 - Effective Instruction and Leadership
The LCAP survey data show that recruiting and retaining high quality teachers and staff, providing smaller class sizes, and supporting teachers to plan instruction to meet students’ needs are a priority for Educational Partners. EUHSD continues to seek and recruit highly qualified teachers and staff. Supports and professional learning are a major focus for EUHSD in ensuring staff continue to engage in ongoing cycles of improvement, specifically as it pertains to supporting the most vulnerable populations including EL’s, Special Education, Low income, Homeless, and Foster Youth. Feedback and recommendations made by Educational Partners, to address this goal, included additional staffing to reduce class size in targeted areas and increasing support and resources for Social Emotional Learning and Wellness.

Goal 3 - Supports to Students
The LCAP survey results revealed that having counselors available to meet and discuss concerns with students when needed, providing students with academic help/support (tutoring and interventions), and having trained adults available for students to discuss social or emotional concerns were a priority for Educational Partners. The social and mental health of students and staff is a top priority for EUHSD.
As part of efforts to support the social-emotional and mental health of students the number of social workers and social work interns has been increased at each school site. Wellness centers were designed and constructed on each comprehensive high school campus as an additional support. For the 2022-23 LCAP Educational Partners recommended that the exploration of adding an advisory period to the comprehensive school sites, creating a 9th grade transition program for incoming freshmen who need additional supports (this action/service will move to goal 5), and that the district pay for all students’ AP exams.

Goal 4 - Engaged Parents
The LCAP survey data show that school-family communication, collaboration with community resources (mental health, child welfare, agencies etc.), and ongoing home visits were a priority for Educational Partners. EUHSD aims to collaborate with all Educational Partners at the site and district level. LCAP Educational Partners proposed that the district consider adding a district level Parent Liaison and an increase to community/parent-based events and offerings.

Goal 5 - Safe and Respectful Environments
The LCAP survey data results show that Educational Partners appreciate the schools having clear and consistent expectations for student behavior and that the schools are welcoming and inclusive, and that the schools are well maintained. EUHSD is committed to ensuring that all schools maintain safe and respectful environments. Educational partners proposed the addition of a youth advisory council, increase/enhance security cameras, identify and implement additional alternatives to suspensions and expulsions, and add professional Learning in DEI (Diversity, Equity, and Inclusion), to the 2022-23 LCAP.

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

LCAP Educational Partners Advisory Committee met on 3/24/22 to review the LCAP survey data and provide feedback which included the following proposed additions:
Goal 1: Professional learning on grading for mastery and increase CTE options for students.
Goal 2: Adding staffing to reduce class size in targeted areas and SEL and Wellness supports and resources.
Goal 3: Pay for every student’s AP exam, increase 9th grade transition support/interventions (will move to goal 5), and explore the addition of an advisory class.
Goal 4: Add a district-level bilingual parent liaison and increase community/parent-based events and offerings.
Goal 5: Increase and enhance security cameras, add youth advisory councils, create more alternatives to suspension/expulsion, and DEI (professional learning).
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Academic Achievement</td>
</tr>
</tbody>
</table>

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

An explanation of why the LEA has developed this goal.

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

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

At this time, due to the COVID-19 pandemic, state law has suspended the reporting of performance levels on the 2021 Dashboard. However, EUHSD identified areas of need and improvement through a review of local data from the 2020-21 school year. The most current LCAP metric data for the 2020-21 school year show the following gaps in performance levels for all student groups. It should be noted, this data represents student performance during the COVID 19 pandemic and campus closures.

In English Language Arts and Mathematics the district goal is to increase the percent of 9th grade students earning a "C" or better. Like most districts, EUHSD saw a significant decline in the percentage of students passing Math and ELA with a grade of “C” or better. In English Language Arts student pass rates declined by 9.7% overall, for all students. There were cohorts of students who saw a more significant decline than others. Black/African American students pass rates declined by 9.7%; Latino/Hispanic students declined by 10%; ELL dropped
by 10.2%, SED dropped 10.3%; and Foster Youth declined by 14.4%. 9th grade student pass rates with a grade of "C" or better also declined.

In Mathematics student pass rates (C or better) declined by 18%, for all groups. However, some cohorts of students saw a more significant decline than others. Black/African American students had a 13.8% decline; Latino/Hispanic students declined by 20.1%; ELL declined by 20.7%; RFEP students declined by 15.5%, Special Education declined by 23.9%; Foster declined by 33.7%; and Homeless students declined by 23.5%.

In A-G completion the district goal is to improve the percentage of students meeting the UC A-G requirements by 1% annually. Overall, as a district, students dropped by 5.1% and two cohorts dropped more significantly than all other cohorts. Latino/Hispanic students dropped by 6.5%; and RFEP students dropped by 7.7%.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the English Learner Progress Indicator by 2% annually as reported on the California School Dashboard</td>
<td>Current dashboard data are not available due to suspension in state testing due to the COVID-19 pandemic. However, baseline was determined by data on CA School Dashboard 2018-19 Baseline 42.3% making progress towards English language proficiency</td>
<td>2020-2021: Dataquest Proficient: 11.15% Level 1: 23.17% Level 2: 30.27% Level 3: 35.41% Level 4: 11.15%</td>
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<td>Increase by 2% from prior year</td>
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<td>Metric</td>
<td>Baseline</td>
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<tr>
<td>Maintain 100% of English Learners access to CCSS and ELD standards as measured through master schedule audits annually.</td>
<td>100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards. Baseline was determined by local master schedule audit.</td>
<td>100% of English Learners have access to Common Core State Standards (CCSS) and ELD Standards. Baseline was determined by local master schedule audit.</td>
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<td>Maintain 100% access to CCSS and EL standards.</td>
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<tr>
<td>Increase the EL redesignation rate by 2% annually</td>
<td>Internal: Data Quest Current dashboard data are not available due to suspension in state testing due to the COVID-19 pandemic. However, baseline was determined by data on CDE Data Quest, 19-20 2019-20: 27.7%</td>
<td>2020-21 Data: 0.8%</td>
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<td>Increase by 2% from prior year</td>
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<tr>
<td>Increase the percent of 9th grade students earning a &quot;C&quot; or better in College/Career Ready ELA and Math Classes by 2% annually</td>
<td>EUHSD Internal Baseline data from 19-20: ELA All- 77.9% Asian- 96.8%</td>
<td>2020-21 Data ELA All- 68.2% Asian- 93.3% Black/African American- 73.3% Filipino- 90.5% Hispanic/Latino- 64.1%</td>
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<td>Increase by 2% from prior year</td>
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<td>Metric</td>
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<td>White- 85.6%</td>
<td>ELL- 50.1%</td>
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<td>ELL- 50.1%</td>
<td>RFEP- 73.2%</td>
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<td>Spec Ed- 57.7%</td>
<td>SED- 64.1%</td>
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<td>Foster Youth- 55.6%</td>
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<td>All-61.1%</td>
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<td>Asian- 93.3%</td>
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<td>Black/African American- 73.9%</td>
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<td>Filipino- 88.9%</td>
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<td>White- 81.0%</td>
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<td>ELL- 40.2%</td>
<td>RFEP- 65.9%</td>
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<td>Spec Ed- 46.2%</td>
<td>SED- 56.3%</td>
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<td>Foster Youth- 56.3%</td>
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<td>Homeless- 38.4%</td>
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Increase the percent of 11th grade students that meet or exceed standards as established for Current CA School Dashboard data are not available due to suspension in state 2020-21 Data ELA All- 56.7% Asian- 83.8% Increase by 1% from prior year
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<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
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</thead>
<tbody>
<tr>
<td>CAASPP by 1% annually; 2% to close the achievement gap.</td>
<td>testing due to the COVID-19 pandemic</td>
<td>Black/African American- 50.0% Hispanic/Latino- 49.4% White- 75.7% ELL- 6.9% RFEP- 57.1% Spec Ed- 17.6% SED- 49.6% Foster Youth- 50.0% Homeless- 41.4%</td>
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<td>CAASPP ELA</td>
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<td>Achievement Gap 2018-2019</td>
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<td>ELA</td>
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<td>All: 57.3%</td>
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<td>EL: 0.5%</td>
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<td>RFEP: 61.5%</td>
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<td>SWD: 15.0%</td>
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<td>Hispanic/Latino: 52.7%</td>
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<td>Black/African American 59.3%</td>
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<td>Homeless: 32.2%</td>
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<td>Foster Youth: 50.0%</td>
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<td>SED: 51.3%</td>
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<td>Asian: 75.0%</td>
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<td>White: 72.3%</td>
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<td>Math</td>
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<td>All: 20.5%</td>
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<td>EL: 0.0%</td>
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<td>RFEP: 18.3%</td>
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<td>SWD: 2.3%</td>
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<td>Hispanic/Latino 14.8%</td>
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<tr>
<td>Black/African American: 18.5%</td>
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<tr>
<td>Homeless: 3.1%</td>
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<tr>
<td>Foster: 0.0%</td>
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<td>SED: 14.7%</td>
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<td>Metric</td>
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</tbody>
</table>
|        | Asian: 59.6%  
White: 34.9%  |                |                |                | Increase by 1% from the prior year |

Increase the percent of 11th grade students that meet the EAP requirement of "Ready" as determined by CAASPP results by 1% annually and by 2% to close the achievement gaps.

Due to the COVID-19 pandemic and the suspension of state testing, reporting is taking place on 18-19 CA School Dashboard data.

Increase the percent of 11th grade students that meet the EAP requirement of "Ready" as determined by CAASPP results by 1% and by 2% to close the achievement gaps.

18-19 Dashboard Data
ELA
All-22.1%  
Asian-46.2%  
Black/African American-33.3%  
Hispanic/Latino-16.9%  
White-36.5%  
ELL-0%  
RFEP-19.5%

2020-21 Data
ELA
All-23.5%  
Asian-40.5%  
Black/African American-25.0%  
Hispanic-16.8%  
White-42.5%  
ELL-0.7%  
RFEP-20.2%  
Spec Ed-4.6%  
SED-17.2%  
Foster Youth-0.0%  
Homeless-20.7%

MATH
All-5.1%  
Asian-14.7%  
Black/African American-0.0%  
Hispanic/Latino-2.4%  
White-13.6%  
ELL-0%  
RFEP-3.0%  
Spec Ed-3.1%  
SED-2.6%  
Foster Youth-0.0%  
Homeless-1.60%
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
</table>
| Spec Ed-5.6%  
SED-16.4%  
Homeless-8.5%  
MATH All-6.3%  
Asian-30.8%  
Black/African American-0.0%  
Hispanic/Latino-3.4%  
White-14.5%  
ELL-0%  
RFEP-4.7%  
Spec Ed-0%  
SED-4.0%  
Homeless-1.6 | EUHSD Internal Baseline date 2019-20  
All- 45.8%  
Asian- 56.2%  
Black/African American- 36.5  
Filipino- 46.9  
Hispanic/Latino-41.4%  
White- 55.1%  
ELL- 60.0%  
RFEP- 43.7%  
Spec Ed- 38.6%  
SED 41.8%  
Foster Youth- 0.0%  
Homeless- 47.8%  
.. | EUHSD Internal 2020-21 Data  
All- 33.0%  
Asian- 46.1%  
Black/African American- 27.3%  
Filipino- 40.8%  
Hispanic/Latino-27.2%  
White- 43.5%  
ELL- 41.4%  
RFEP- 29.0%  
Spec Ed- 24.3%  
SED 29.2%  
Foster Youth- 0.0%  
Homeless- 47.8%  
.. | Increase by 1% from prior year |

Increase the percent of students scoring a 3 or higher on an Advanced Placement (AP) exam by 1% annually; 2% to close the achievement gap.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Baseline data 2018-19 All= 45.2%</td>
<td>percentage of four-year graduation rate cohort students.</td>
<td>2020-21 All- 237; 14.8% Black/African American- 2; 5.1 Asian- 12; 23.5% Filipino- 14; 28.6% Hispanic/Latino- 137; 11.9% White- 69; 23.7% ELL- 4; 1.3% SED- 150; 11.9% Spec Ed- 6; 2.6% Foster Youth- 0; 0.0% Homeless- 4; 5.9%</td>
<td>The data show students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams. There is no comparable data for &quot;CCI Report&quot; in the CA Dashboard.</td>
<td>Increase by 1% from prior year</td>
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</table>

Increase the percent of students enrolled in EUHSD Internal EUHSD Internal EUHSD Internal EUHSD Internal Increase by 1% from prior year
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
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<tbody>
<tr>
<td><strong>AP courses by 1% annually; 2% to close the achievement gap.</strong></td>
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<tr>
<td>Baseline date 2019-20</td>
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<td>2020-21 Data</td>
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<tr>
<td>All- 11.1%</td>
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<td>All- 10.2%</td>
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<tr>
<td>Asian-20.9%</td>
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<td>Asian- 17.2%</td>
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<tr>
<td>Black/African American- 9.6%</td>
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<td>Black/African American- 9.7%</td>
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<tr>
<td>Filipino- 19.7%</td>
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<td>Filipino- 20.7%</td>
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<tr>
<td>Hispanic/Latino- 9.5%</td>
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<td>Hispanic/Latino- 8.4%</td>
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<tr>
<td>White-15.8%</td>
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<td>White- 16.4%</td>
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<td>ELL-1.4%</td>
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<td>ELL- 1.3%</td>
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<td>RFEP- 11.8%</td>
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<td>RFEP- 11.3%</td>
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<td>Spec Ed- 1.6%</td>
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<td>Spec Ed- 1.7%</td>
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<td>SED- 9.6%</td>
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<td>SED 8.7%</td>
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<td>Foster Youth- 1.2%</td>
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<td>Foster Youth- 6.7%</td>
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<td>Homeless- 6.2%</td>
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<td>Homeless- 5.1%</td>
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<td>2018-2019 Baseline data</td>
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<td>2020-21 Data</td>
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<td>All= 10.3%</td>
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<td>All- 10.2%</td>
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<tr>
<td>Increase the percent of students meeting the UC a-g requirements by 1% annually; 2% to close the achievement gap.</td>
<td></td>
<td>2020-21 Data</td>
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<td>2019-20 Baseline data</td>
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<td>2020-21 Data</td>
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<tr>
<td>All- 49.0%</td>
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<td>All-43.9%</td>
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<td>Asian-65.4%</td>
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<td>Asian-60.4%</td>
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<tr>
<td>Black/African American- 37.9%</td>
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<td>Black/African American- 43.2%</td>
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<td>Filipino-63.2%</td>
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<td>Filipino-62.0%</td>
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<tr>
<td>Hispanic/Latino- 44.7%</td>
<td></td>
<td>Hispanic/Latino- 38.2%</td>
<td></td>
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<tr>
<td>White- 64.9%</td>
<td></td>
<td>White- 63.1%</td>
<td></td>
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</tr>
<tr>
<td>ELL- 6.5%</td>
<td></td>
<td>ELL-10.2%</td>
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</tr>
<tr>
<td>RFEP- 41.2%</td>
<td></td>
<td>RFEP-41.2%</td>
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<td></td>
</tr>
</tbody>
</table>

Increase by 1% from prior year
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFEP-48.9%</td>
<td>Spec Ed-14.0%</td>
<td>Spec Ed-15.2%</td>
<td>SED-38.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec Ed-14.0%</td>
<td>SED-43.2%</td>
<td>Foster Youth-0.0%</td>
<td>Foster Youth-0.0%</td>
<td>Homeless- 22.4%</td>
<td></td>
</tr>
<tr>
<td>SED-43.2%</td>
<td>Foster Youth-0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth-0.0%</td>
<td>Homeless- 15.4%</td>
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<td></td>
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<tr>
<td>Homeless- 15.4%</td>
<td></td>
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</tbody>
</table>

2018-2019 Baseline data
- All= 48.0%
- Asian: 84.3%
- White: 66.0%
- Filipino: 60.0%
- Foster Youth: 50.0%
- RFEP: 48.3%
- SED: 41.8%
- Hispanic/Latino: 41.8%
- Black/African American: 31.6%
- SWD: 18.7%
- Homeless: 17.6%
- ELL: 2.7%

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

EUHSD Internal Data: 2019-20 Baseline
- All-19.2%
- Asian-0.0%
- Black/African American-0.0%
- Filipino-0.0%
- Hispanic/Latino-25.2%
- White-2.5%

2020-21 Data
- All-18.0%
- Asian-2.1%
- Black/African American-2.9%
- Filipino-8.2%
- Hispanic/Latino-24.4%
- White-5.5%
- ELL-7.9%

Increase by 2% from prior year
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELL-0.0% RFEP-29.8% Spec Ed-2.4% SED-23.7% Foster Youth- 0.0% Homeless-15.6%</td>
<td>RFEP-29.2% Spec Ed-2.8% SED-22.4% Foster Youth- 0.0% Homeless-12.8%</td>
<td></td>
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<tr>
<td></td>
<td>2018-2019 Baseline data All= 19.1%</td>
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</tr>
<tr>
<td>Increase the percent of students qualifying as CTE completers by 2% annually</td>
<td>2019-20 EUHSD All-16.3% Asian-13.7% Black/African American-19.4% Filipino-7.9% Hispanic/Latino-17.6% White-11.6% ELL-18.7% RFEP-17.4% Spec Ed-27.8% SED-17.1% Foster Youth- 6.7% Homeless-11.1%</td>
<td>2020-21 Data All-26.4% Asian-20.8% Black/African American-19.5% Filipino-34.0% Hispanic/Latino-25.5% White-32.7% ELL-19.6% RFEP-%-27.3% Spec Ed-26.2% SED-25.5% Foster Youth- 7.1% Homeless-15.6%</td>
<td></td>
<td></td>
<td>Increase by 2% from prior year</td>
</tr>
<tr>
<td>Increase the percent of CTE enrollment by 1% annually</td>
<td>2019-20 EUHSD Internal All-37.5% Asian-28.6%</td>
<td>2020-21 EUHSD Internal All-38.2% Asian-30.3%</td>
<td></td>
<td></td>
<td>Increase by 1% from prior year</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
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<td>Desired Outcome for 2023–24</td>
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<tr>
<td>Black/African American</td>
<td>40.0%</td>
<td>Black/African American</td>
<td>36.3%</td>
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</tr>
<tr>
<td>Filipino</td>
<td>27.9%</td>
<td>Filipino</td>
<td>26.4%</td>
<td></td>
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<tr>
<td>Hispanic/Latino</td>
<td>38.4%</td>
<td>Hispanic/Latino</td>
<td>39.2%</td>
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<tr>
<td>White</td>
<td>35.0%</td>
<td>White</td>
<td>36.0%</td>
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<tr>
<td>ELL</td>
<td>31.5%</td>
<td>ELL</td>
<td>35.0%</td>
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<tr>
<td>RFEP</td>
<td>39.8%</td>
<td>RFEP</td>
<td>40.9%</td>
<td></td>
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<tr>
<td>Spec Ed</td>
<td>44.0%</td>
<td>Spec Ed</td>
<td>45.0%</td>
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<tr>
<td>SED</td>
<td>38.5%</td>
<td>SED</td>
<td>39.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.0%</td>
<td>Foster Youth</td>
<td>0.0%</td>
<td></td>
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<tr>
<td>Homeless</td>
<td>43.6%</td>
<td>Homeless</td>
<td>33.6%</td>
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</tbody>
</table>

Maintain the level of standards implementation annually as reported on the CA School Dashboard local indicator.

2019 CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE

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

Maintain or Increase from the prior year
<table>
<thead>
<tr>
<th>Metric</th>
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<th>Year 3 Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>electives, are aligned to state standards.</td>
<td>100% of science courses, including electives, are aligned to state standards.</td>
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<tr>
<td>Maintain 100% sufficiency of standards-aligned instructional materials annually</td>
<td>CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE</td>
<td>CA School Dashboard Local Indicator lists this standard as full implementation, based on the self-reflection tool provided by the CDE</td>
<td></td>
<td></td>
<td>Maintain 100% sufficiency of standards-aligned instructional materials</td>
</tr>
<tr>
<td>Increase the percent of students completing a broad course of study by the end of their Senior year.</td>
<td>2019-20 EUHSD Internal All-90.1% Asian-98.1% Black/African American-96.7% Filipino-97.3% Hispanic/Latino-91.3% White-94.9% ELL-69.0% RFEP-94.6% Spec Ed-82.2% SED-90.9% Foster Youth- 50% Homeless-74.1%</td>
<td>2020-21 EUHSD Internal All-89.2% Asian-96.2% Black/African American-94.9% Filipino-100% Hispanic/Latino-90.6% White-94.1% ELL-74.1% RFEP-93.5% Spec Ed-79.3% SED-90.3% Foster Youth- 50.0% Homeless-77.2%</td>
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<td></td>
<td>Increase by 1% from prior year</td>
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<tr>
<td>Metric</td>
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<tr>
<td>(3.2.9) Provide unduplicated students and students with exceptional needs increased access to opportunities for in-depth college and career exploration by expanding/diversifying CTE course offerings (added two new CTE programs). Unduplicated students have a lower CTE completion rate, ELL 1.6%, SED 3.7%, Foster Youth 0%, and Homeless 4.9%, when compared to other students, Asian 2.0%, Black/African American 3.9%, Filipino 2.0%, Hispanic/Latino 3.8%, White 1.9%, and RFEP 4.4%.</td>
<td>(Metric 9, G1) Increase the percent of unduplicated students and students with exceptional needs meeting the UC A-G requirements by 1% annually; 2% to close the achievement gap. Unduplicated students and students with exceptional needs have a lower A-G completion rate, ELL 10.2%, SED 38.9%, Foster Youth 0%, Spec Ed 15.2%, and Homeless 22.4%, when compared to other students, Asian 60.4%, Filipino 62.0%, and White 63.1%.</td>
<td>&quot;&quot;&quot;&quot;</td>
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<tr>
<td>Metric</td>
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</tr>
<tr>
<td>1% annually; 2% to close the achievement gap. Unduplicated students and students with exceptional needs have a lower A-G completion rate, ELL 6.5%, SED 43.2%, Foster Youth 0%, Spec Ed 14.0%, and Homeless 15.4%, when compared to other students, Asian 65.4%, Filipino 63.2%, and White 64.9%.</td>
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</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 1.1      | 1.1 Base Services      | 1.1.1 Provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments aligned with state adopted content standards, and assessments.  
1.1.1.1 Include special education teachers in the curriculum revision and unit development process.  
1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.  
1.1.4 | $1,030,343.00          | No            |
<table>
<thead>
<tr>
<th>Action #</th>
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</thead>
</table>
| 1.2     | 1.2 Increase and/or Improved Supplemental Services | 1.2.1 Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready.  
Network Technicians  
Turn It In Contract  
Beyond SST  
1:1 Laptop Initiative  
1.2.2 Provide English Learners additional support in order to be successful in rigorous academic content in core classes.  
LC Lab Classroom Assistants  
1.2.2.1 Based on number of enrolled students, offer separate ELD I, math and elective classes for SIFE and traditional newcomer students.  
Newcomer SIFE  
1.2.2.2 Use bilingual instructional aides to support EL students in content classes.  
Increase BIA Hours  
1.2.2.3 Provide collaborative or reduced class size in sheltered classes to clusters of EL Students  
EL Clusters  
Math 1 & 2 (with collaboration) | $5,742,017.00 | Yes |
<table>
<thead>
<tr>
<th>Action #</th>
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</tr>
</thead>
</table>
|         | **1.2**                   | Inform best practices by analyzing data from metrics, assessments and other sources, including research. Equitable Grading Practices (professional learning)  
Data Techs  
Diagnostics and Assessments  
1.2.4  
Career and Technical Education  
CTE Pathways/Curriculum Alignment  
1.2.5  
Site Discretionary Funds, aligned to Goal 1 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.  
1.2.6  
Decrease class size in targeted areas. | $648,508.00 | No            |
| **1.3** | Targeted Supplemental Services | 1.3.1 Provide instructional aides for students enrolled in ELD classes  
1.3.2 Offer support classes for students enrolled in ELD. Reduce class size in both core and support ELD classes.  
ELD Support Sections  
Supplemental Support Materials  
1.3.3 Provide evidence-based instructional support to identified at-risk 9th grade students.  
CSI funds used by VHS – Materials and personnel, see CSI report  
Site funded personnel for extended learning  
Padlet  
Pear Deck  
1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research.  
PLC Lead timesheets | $648,508.00 | No            |
Goal Analysis [2021-22]

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

In Goal 1 actions and services were in place to support academic achievement by ensuring that all students have access to and support in rigorous, standards-aligned courses designed to prepare students to graduate college and career ready. The plan included revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments that reflect student learning and are aligned with state and standards. In the 2020-21 school year, most EUHSD students were learning from home and online due to the COVID 19 Pandemic and campus closures. The emphasis for this then was to ensure that all students had access to online learning and the support necessary to be successful. Additional support was brought on board to support students and teachers accessing technology. The district added a 1:1 laptop initiative to ensure that every student had access to a laptop and a portable hotspot if needed. Additional contracts were adopted to support teachers in creating engaging lessons including padlet and Pear Deck.

The 2021-22 school year brought unique challenges which required patience, flexibility, and creativity as students and staff transitioned back to in-person instruction. In navigating the COVID 19 pandemic, it was critical to adapt to the needs of all students and staff. The year of online learning was extremely difficult for students academically, for staff in planning and delivering instruction and socially/emotionally for both students and staff. To help mitigate learning loss and to provide additional support to students, every school site was provided with additional staffing to reduce class size specifically in classrooms with a higher percentage of EML's. In the 2020-21 school year, EUHSD saw a significant decline in student achievement as many students were not earning passing grades. To support credit recovery and provide students with additional opportunities to earn credits, each school site received additional sections for credit recovery.

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

For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more.

There is a material difference between the 2021-22 budgeted expenditures and the estimated actual expenditures. The updated LCFF calculations increased LCAP funding which was used to reduce class size to address learning loss. This increase was not accounted for in the initial LCAP budget, specifically for Goal 1. The increase in funding allowed EUHSD to work with individual school sites in identifying areas of need and addressing class size specifically in classes with a high percentage of EML's (Emerging Multilinguals). A total of 15.2 sections were allocated across the district to reduce class size and address learning loss.
1.2.6 Student/Adult Ratio Reduction: budgeted $1,365,855.00

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

At the end of the first semester EUHSD analyzed semester grades in core academic classes. The previous year realized a decrease in academic achievement as determined by a significant decline in students earning passing grades. Therefore, at the end of the 1st semester grade data was analyzed and revealed a significant increase in passing grades. Students were earning passing grades at higher rates than when they were learning at home. Based on student feedback and qualitative data collection, students have found learning and academic support more accessible and beneficial on campus. Students shared that the support they receive from teachers is more valuable and personal now than when they were learning on-line. Reducing class sizes, specifically in classes with a higher percentage of EML’s, has enabled teachers and staff to create more meaningful learning opportunities with students and provide for a more personalized environment, giving students the opportunity to receive more consistent/targeted feedback on language acquisition and literacy.

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

The 2021-22 school year has been challenging as students and staff transitioned back to campus and face-to-face instruction. Together the district, navigated through the ongoing COVID 19 pandemic and its impact on student and teacher attendance, mental health, and overall school culture. The planned goal, metrics, and desired outcomes have not changed moving into the 2022-23 school year. However, there is an addition of actions and services based on educational partners' feedback, including additional professional learning on grading for mastery and increasing CTE options for students. EUHSD also worked with individual school sites in identifying areas of need and addressing class size specifically in classes with a high percentage of EML’s (Emerging Multilinguals). A total of 15.2 sections were allocated across the district to reduce class size and address learning loss.

EUHSD students have made progress, based on local data, in this goal and the district move into the next school year with the current GAS in support of students’ academic achievement.

1.2.3: Equitable Grading Practices (professional learning)
1.2.4: Career and Technical Education; CTE Pathways/Curriculum Alignment
1.2.6: Decrease class size in targeted areas

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

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain at 100% the percent of teachers that are appropriately credentialed and assigned</td>
<td>2019-20 All-100%</td>
<td>2020-21 All-100%</td>
<td></td>
<td>Maintain at 100%</td>
<td></td>
</tr>
<tr>
<td>Maintain at 0% the misassignments and vacancies</td>
<td>2019-20 0% misassignment and 1 vacant position.</td>
<td>2020-21 0% misassignment and 1 vacant position.</td>
<td></td>
<td>0%</td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator.</td>
<td>2019 CA School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE</td>
<td>2021 CA School Dashboard lists this standard as full implementation and sustainability, based on the self-reflection tool provided by the CDE</td>
<td>Maintain a score of 5 for full implementation and sustainability.</td>
<td>Maintain a score of 5 for full implementation and sustainability.</td>
<td>Maintain a score of 5 for full implementation and sustainability.</td>
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<tr>
<td></td>
<td>ELA= 5 Full Implementation and Sustainability</td>
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<td>Math= 5 Full Implementation and Sustainability</td>
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<td>History/Social Science= 5 Full Implementation and Sustainability</td>
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<td>ELD= 5 Full Implementation and Sustainability</td>
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<td></td>
<td>NGSS= 5 Full Implementation and Sustainability</td>
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### Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
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<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain at 100% the number of teachers completing Year 1 and Year 2 of the RISE Induction</td>
<td>Baseline 2019-2020 90% of Year 1 teachers completed Year 1 RISE induction. 100% of Year 2 teachers completed Year 2 RISE induction.</td>
<td>2020-2021 80% of Year 1 teachers completed Year 1 RISE induction. 92% of Year 2 teachers completed Year 2 RISE induction.</td>
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<td>100% participation year 1; 100% completion year 2</td>
</tr>
</tbody>
</table>

### Actions

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<thead>
<tr>
<th>Action #</th>
<th>Title</th>
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<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Base Services</td>
<td>2.1.1 Support students graduating college and career ready by hiring high quality teachers and support staff to implement Goals 1-5 (classified staff, certificated teachers, counselors, administrators, and non-represented managers). 2.1.2 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5. RISE District-led Workshops Conferences 2.1.2.1 Target special education teachers to participate in content specific professional learning events</td>
<td>$67,672,849.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>2.2</td>
<td>2.2 Increased and/improved Supplemental Services</td>
<td>2.2.1 Maintain restructured certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers. Peoplesoft Recruitment Module 2.2.2 Provide additional time to increase effective engagement in professional collaboration such as Professional Learning Communities (PLC) and professional learning days. PLC Time (5min) 2 PL Days Certificated 2 PL Days Classified Professional Learning Dual Language Immersion program (EHS) 2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning. Content Specialists Instructional Coaches- Math TOSAs, Science/Flex TOSAs and Ed Tech TOSAs Extra Days for content specialists 2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need. Contract with SDCOE 2.2.5 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5. Professional Learning WeVideo Subscription 2.2.6 Site Discretionary Funds District keeps internal accounting to verify appropriate expenditures of funds for professional learning that directly supports improving</td>
<td>$5,296,347.00</td>
<td>Yes</td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<td></td>
<td></td>
<td>Instruction, learning and services for unduplicated students.</td>
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<td>Each school (in collaboration with Ed Services) conducts a needs assessment to determine specific student needs. Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to target specific professional learning which addresses the needs of unduplicated students.</td>
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<td></td>
<td>Ed services staff will support school sites to utilization of discretionary funds to improve the grad rate, attendance rate, pass rate, and A-G completion of unduplicated students.</td>
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<td></td>
<td></td>
<td>Unduplicated students have lower rates in areas mentioned below:</td>
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<td></td>
<td></td>
<td>• Grad Rate: EL 68.8%, SED 82.9%, Foster 28.6%, and Homeless 62.5% when compared to other students, Latino/Hispanic 83.1%, White 91.6%, Black/African American 87.8%, Asian 92.5%, Filipino 100%.</td>
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<td></td>
<td></td>
<td>• A-G Rate: ELL 10.2%, Foster 0%, Homeless 22.4%, and SED 38.9% when compared to other students, Asian 60.4%, Filipino 62.0%, Latino/Hispanic 38.2%, White 63.1%, and RFEP 41.2%.</td>
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<td></td>
<td></td>
<td>• Attendance Rate: All 95.15%</td>
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<tr>
<td>2.3</td>
<td>Targeted Supplemental Services</td>
<td>2.3.1 Support teachers needing to add credential authorizations, or clear credential in order to be Highly Qualified. Support teachers to participate in industry certifications and externships.</td>
<td>$1,204,487.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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</table>
|          |       | Build teacher and site leadership capacity for effective engagement in professional collaborations  
PLC Leads  
2.3.3   
Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning  
Science Content Specialist  
Instructional Coaches- Ed Tech TOSAs, EL TOSAs, Literacy TOSAs, Science TOSA, and Intervention TOSAs  
CSI funds used by VHS – Personnel, see CSI report  
2.3.4  
Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5.  
Conferences  
Professional Learning  
CSI funds used by VHS – Personnel, see CSI report  
Required Equitable funds for private schools – as requested  
AVID Summer Institute  
Adult Ed at VHS |              |                                                                                                                                            |              |              |

**Goal Analysis [2021-22]**

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

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

In Goal 2 actions and services are in place to support effective instruction and leadership, by providing a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and positively impact instruction and learning and to build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives. The plan for 2021-22 included ongoing actions and services; recruiting, hiring, and retaining quality staff (RISE), engaging in professional learning, PLC and/or improvement teams; continuing to support district level content specialist, Ed Tech TOSAs, EL TOSAs, Literacy TOSAs, Science TOSAs, and Intervention TOSAs at all 3 comprehensive school sites.
In the transition of students and staff back to on-campus learning in the 2021-22 school year it became necessary to change directions, pivot, and pause quite often. The school year began with plans to engage educators in ongoing professional learning and in-class support. Like most districts, EUHSD had to pause all professional learning both to focus on providing onsite support to all schools who were experiencing shortages in class coverage and student supervision. Therefore, the most substantive difference in planned actions and actual implementation would be in providing the professional learning designated in this goal.

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

For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more.

There is a material difference between the 2021-22 budgeted expenditures and the estimated actual expenditures. EUHSD planned and budgeted for extensive professional learning and support; however, the impact of COVID 19 and ongoing shortage in teacher coverage required all levels of professional learning/development to be put on hold until the staffing coverage improved. This created a material difference between budgeted expenditures and actual expenditures.

2.2.5 LCAP Timecards: budgeted $79,025; expenditure $67,718

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

One of the actions and services that has been beneficial in supporting effective instruction is PLC time and PLC support. Throughout the school year every school site continued to support dedicated professional learning time which provides additional support to teachers by building professional capacity to better serve students who are struggling academically.

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.

No significant changes are made to the planned goal, metrics, or desired outcomes. However, based on Educational Partners feedback additional professional learning in social emotional learning, wellness support and resources is planned.

2.2.5: Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives

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

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3     | Support to Students  
Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student’s graduate college and career ready. |

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
</table>
| Increase the cohort graduation rate by 1% annually as reported on the CA School Dashboard | 2019-2020 Baseline CDE DataQuest  
All= 87.0%  
Hispanic/Latino: 85.3%  
EL: 67.8%  
White: 92.2%  
SWD: 70.0%  
Black/African American: 81.7%  
SED: 84.9%  
Asian: 96.1% | 2020-2021 Baseline CDE DataQuest  
All= 85.4%  
Asian- 92.5%  
Black/African American- 87.8%  
Filipino-100.0%  
Hispanic/Latino- 83.1%  
White- 91.6%  
ELL- 68.8%  
Spec Ed- 74.6%  
SED- 82.9% | | | Increase from 2022-23 by 1% |
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster: 73.3% Filipino: 94.7% Homeless: 60.5%</td>
<td>Foster Youth- 28.6% Homeless-62.5%</td>
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<tr>
<td>Decrease cohort dropout rate from previous year by 0.5% annually</td>
<td>2019-2020 Baseline All: 5.6% Hispanic/Latino: 6.1% White: 3.9% Black/African American: 3.2% Asian: 2.0% Filipino: 2.6% EL: 11.6% SWD: 8.4% SED: 6.5% Foster: 13.3% Homeless: 19.8%</td>
<td>2020-21 Data All- 7.0% Asian-5.7% Black/African American-4.9% Filipino-0.0% Hispanic/Latino-8.0% White-4.5% ELL-15.2% Spec Ed-7.9% SED-8.6% Foster Youth- 42.9% Homeless-21.9%</td>
<td></td>
<td></td>
<td>Decrease from 2022-23 by 0.5%</td>
</tr>
<tr>
<td>Increase or maintain the ADA rate</td>
<td>2018-19 Baseline All: 96.05%</td>
<td>2020-21 was a hold harmless year. 2019-20 ADA All: 95.15%</td>
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<td>Increase or maintain from 2022-23</td>
</tr>
<tr>
<td>Decrease the chronic absenteeism by 0.25%</td>
<td>2018-2019 Baseline All: 15.2%</td>
<td>2020-21 Data All- 35.5%</td>
<td></td>
<td></td>
<td>Decrease by 0.25% from 2022-23</td>
</tr>
</tbody>
</table>

**Actions**
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>3.1 Base Services</td>
<td>3.1 Continue to provide base services as described in 1.1.5 and 2.1.1</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental services</td>
<td>3.2 Increased and/Improved Supplemental Services</td>
<td>$8,948,678.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>3.2.1</td>
<td>To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include:</td>
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<tr>
<td></td>
<td>3.2.1.1</td>
<td>Tutors (before, during, and after school)</td>
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<tr>
<td></td>
<td>3.2.1.2</td>
<td>9th Grade Academies</td>
<td></td>
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<tr>
<td></td>
<td>3.2.2</td>
<td>Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school.</td>
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<tr>
<td></td>
<td>Unduplicated students have a lower graduation rate, EL 68.8%, SED 84.9%, Foster 28.6%, and Homeless 62.5% when compared to other students, Hispanic/Latino 83.1%, White 91.6%, Black/African American 87.8%, Asian 92.5%, Filipino 100.0%. Additional opportunities for unduplicated students to recover and accelerate progress toward graduation will help close the existing gap and support students academically.</td>
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<tr>
<td></td>
<td>3.2.2</td>
<td>Middle College program</td>
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<tr>
<td></td>
<td>Unduplicated students have a lower A-G completion rate, ELL 10.2%, Foster 0%, Homeless 22.4%, and SED 38.9% when compared to other students, Asian 60.4%, Black/African American 43.2%, Filipino 62.0%, Hispanic/Latino 38.2%, White 63.1%, and RFEP 41.2%</td>
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<tr>
<td>Action #</td>
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<td>Middle college addresses the latter by providing students, specifically unduplicated students, an opportunity to enroll in college courses, earn both college and high school credits, while having the targeted support of Middle college teachers and counselors which have a lower caseload to provide support.</td>
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<tr>
<td>3.2.2</td>
<td>Adult Education classes offered at VHS</td>
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<tr>
<td>3.2.2.1</td>
<td>Learning Academy classes before and after school</td>
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<tr>
<td>3.2.2.2</td>
<td>Summer School classes</td>
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<tr>
<td>3.2.3</td>
<td>Maintain staff to support the social/emotional needs of students: Social work interns</td>
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<tr>
<td>3.2.3.1</td>
<td>Maintain staff to support the academic and social/emotional needs of foster and homeless students.</td>
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<tr>
<td>3.2.3.2</td>
<td>Maintain psychologist services for EL students while clearly articulating the referral process.</td>
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<td>3.2.3.3</td>
<td>Maintain outreach services for pregnant and parenting students.</td>
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<td>3.2.4</td>
<td>Provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and SED students.</td>
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<td></td>
<td>• AP Testing for Students</td>
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<tr>
<td>Action #</td>
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<td>3.2.5</td>
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<td>Provide support to the Advancement Via Individual Determination (AVID) program by meeting programs needs such as release time for AVID coordinators, District director support, AVID class tutors, classroom resources, field trips and professional development.</td>
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<td>3.2.6</td>
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<td>Implement a systematic academic intervention program (Multi-Tiered Systems of Support) at each site for students, which include identification and options for support and monitoring, with a focus on 9th grade students. Unduplicated students have a lower passing rate in College/Career Ready ELA and Math, ELA: ELL- 50.1%, SED- 64.1%, Foster Youth- 55.6%, Homeless- 50.7% when compared to other students Asian- 93.3%, Black/African American- 73.3%, Filipino- 90.5%, Hispanic/Latino- 64.1%, White- 85.6%, RFEP- 73.2%, Spec Ed- 57.7% MATH: ELL- 40.2%, SED- 56.3%, Foster Youth- 56.3%, Homeless- 38.4% when compared to other students Asian- 93.3%, Black/African American- 73.9%, Filipino- 88.9%, Hispanic/Latino- 55.4%, White- 81.0%, RFEP- 65.9%, Spec Ed- 46.2%. Systemic academic/behavioral/social - emotional intervention programs help early identification and intervention for students, specifically unduplicated students, struggling in College/Career Ready courses.</td>
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<td>3.2.6.1</td>
<td></td>
<td>Student advisory support</td>
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<td>3.2.7</td>
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<td>Provide additional time and resources for staff to counsel with chronically absent and truant students consistently using Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).</td>
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<tr>
<td>Action #</td>
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<td>Unduplicated students have a higher rate of chronic absenteeism, ELL 46.3%, SED, 37.9%, Homeless 57.7%, when compared to other students Asian 22.8%, Black/African American 47.1%, Filipino 37.5%, Hispanic/Latino 37.5%, White 28.0%, RFEP 32.7%, Special Ed 45.3%</td>
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<td>3.2.8</td>
<td>Provide monitoring and support for EL and RFEP students so that they graduate college and career ready.</td>
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<tr>
<td>3.2.9</td>
<td>Provide students increased access to opportunities for in-depth college and career exploration.</td>
<td>Unduplicated students have a lower CTE completion rate, ELL-19.6%, SED-25.5%, Foster Youth- 7.1%, Homeless-15.6% when compared to other students, Asian-20.8%, Black/African American -19.5%, Filipino-34.0%, Hispanic/Latino-25.5%, White-32.7%, RFEP-%-27.3%, Spec Ed-26.2%. Increasing access to college and career exploration, specifically for unduplicated students, will provide additional academic opportunities and supports. Continue to grow/expand CTE programs district wide by adding programs to support student college/career exploration.</td>
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<td>3.2.10</td>
<td>Site-based allocations aligned to Goal 3 action and service priorities.</td>
<td>Site-based allocations allow for each school site to provide students, specifically unduplicated students, with additional supports and resources. Each school conducts a needs assessment to determine the specific needs of student population. Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to assist in the decision making process.</td>
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<td>Ed services staff will facilitate/guide school sites to utilize discretionary funds to improve the grad rate, attendance rate, pass rate, and A-G</td>
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<td>Action #</td>
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</tbody>
</table>
| 3.3     | 3.3 Targeted Supplemental Services | 3.3 Targeted Supplemental Services  
3.3.1 Provide students increased access to opportunities for in-depth college and career exploration and opportunities to develop college and career ready skills.  
3.3.2 Provide support for EL program so that students graduate college and career ready.  
3.3.2.1 Instructional materials to support language acquisition and literacy targets (IMM)  
3.3.2.2 Professional development to support EL program (IMM)  
3.3.3 Provide additional opportunities to accelerate or recover credits  
3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students  
3.3.5 Provide additional support to 9th grade academies | $421,108.00 | No            |

Completion of unduplicated students. Unduplicated students have lower rates in the areas mentioned below:

- Grad Rate: EL 68.8%, SED 84.9%, Foster 28.6%, and Homeless 62.5% when compared to other students, Hispanic/Latino 83.1%, White 91.6%, Black/African American 87.8%, Asian 92.5%, Filipino 100.0%.
- A-G Rate: ELL 10.2%, Foster 0%, Homeless 22.4%, and SED 38.9% when compared to other students, Asian 60.4%, Black/African American 43.2%, Filipino 62.0%, Hispanic/Latino 38.2%, White 63.1%, and RFEP 41.2%.
- Attendance Rate: All 95.15%

X English Learners: 3.3.2, .3.3.3 and 3.3.4, Low Income: 3.3.2, 3.3.3, and 3.3.4
<table>
<thead>
<tr>
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<th>Total Funds</th>
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<tbody>
<tr>
<td>3.3.6</td>
<td></td>
<td>Provide services for homeless and foster youth</td>
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</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

In Goal 3 actions and services are in place to provide systemic, equitable and accessible support services to students focused on academic, career and personal development so that all students graduate ready for college and career. The plan for the 2021-22 school year included an increase in opportunities for students to recover credits, which created a substantive difference in planned actions and actual implementation. During the 2020-21 school year there was a significant decline in passing grades, across all student groups, and across all subjects. To address this, additional sections of credit recovery to all comprehensive school sites and Valley Continuation school. The addition of sections was allocated after the 2021-22 LCAP was written and the budgets created. The implementation of tutoring also continued including Saturday school, 9th grade academies, AVID, an MTSS team, and the addition of Social Workers and Social Work Interns to support students' mental health.

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

For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more.

There is a material difference between the 2021-22 budgeted expenditures and the estimated actual expenditures. At the end of the 2020-21 school year, when final grades were in, EUHSD staff reviewed the data and identified a need for additional credit recovery classes. Campus closures and at home learning, due to the COVID 19 pandemic, was challenging for students and staff. EUHSD saw a large decrease in passing grades in all subject areas but specifically in ELA and Math classes. To address this concern additional Campus online (credit recovery) sections were allocated to the three comprehensive high schools and the continuation school. Each site is traditionally allocated sections for credit recovery as they plan out the master schedule for the following year; however, in 2021-22 additional sections were allocated to address the increased need for student credit recovery.

3.2.2 Recover and Accelerate credits: Budgeted $1,427,483
3.2.5 Avid support: Budgeted $176, 214: Expenditure $127,250
3.2.7 Attendance support: Budgeted $66,000; Expenditure $35,954
An explanation of how effective the specific actions were in making progress toward the goal.

This year EUHSD allocated additional credit recovery sections to address the high percentage of students who did not successfully complete academic courses the previous year. The additional sections allowed more students to access credit recovery courses and created additional opportunities for students to get back on track for graduation and A-G.

In the 2020-21 school year 460 students were enrolled semester-long in campus online classes for credit recovery. There were 330 students enrolled in year-long campus online courses.

In the 2021-22 school year 661 students were enrolled in semester-long Campus online credit recovery classes and 761 students were enrolled in year-long credit recovery classes. Providing sites additional section created additional opportunities for over 100 students districtwide.

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.

EUHSD’s metrics, goals, or desired outcomes are not changing for the 2022-23 school year. Opportunities will continue for students to recover credits (through campus online courses), graduate with the 4-year cohort and be college and career ready. However, based on the feedback collected from Educational Partners, additions will be made to actions and services which include, paying for every student’s AP exam and exploring the addition of an advisory period. EUHSD will continue to evaluate data to ensure that the most appropriate actions and services are provided in support of student academic success.

3.2.4: AP Testing for students
3.2.6.1: Student advisory support

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

### Goal

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

An explanation of why the LEA has developed this goal.

Parent survey responses noted a positive increase in communication and services, input from the LCAP Educational Partners Advisory Committee, as well as meetings with parents, parent liaisons and other staff show parents express desire for more of the following: Communication using a variety of methods, including social media, to provide information regarding school events and important topics; Documents in home language; Multiple opportunities to attend workshops on areas of interests; outward facing community based events; and Multiple opportunities to get information to support students with college and career preparation.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</td>
<td>Baseline: All parents and families are invited to participate in the LCAP stakeholder survey and site stakeholder meetings. Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee</td>
<td>Parents/guardians are invited to participate in ELAC, SSC, DELAC, LCAP advisory committee</td>
<td>2020-21 LCAP Stakeholder Advisory Meeting 4 meetings</td>
<td>DELAC 4 meetings</td>
<td>Increase or maintain the number of opportunities for parents to participate from the previous year.</td>
</tr>
</tbody>
</table>

Increase or maintain the number of opportunities for parents, specifically parents of unduplicated students and individuals with
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>exceptional needs, and families to provide input in making decisions for the school district and each individual school site.</td>
<td>2020-21 LCAP Stakeholder Advisory Meeting 4 meetings DELAC 4 meetings SSC 4 Meetings</td>
<td>4 Meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase or maintain the parent and family engagement level as reported on the CA School Dashboard local indicators.</td>
<td>The 2018-19 CA Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.</td>
<td>The 2020-21 CA School Dashboard, lists this standard as full implementation in all 12 elements, based on the self-reflection tool provided by the CDE.</td>
<td></td>
<td></td>
<td>Maintain a 4 or higher for all 12 elements on the self reflection rubric provided by the CDE</td>
</tr>
</tbody>
</table>

**Actions**
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 4.1     | 4.1 Base Services                               | 4.1 Base Services  
4.1.1 Meet with the LCAP Parent Advisory Committees at key times throughout the year to:  
4.1.1.1 Share information regarding interim metrics and the progress on LCAP actions and services.  
4.1.1.2 Gather feedback and input regarding goals, actions and services.  
4.1.1.3 Review final LCAP working document prior to Public Hearing. | $5,000.00    | No           |
| 4.2     | 4.2 Increased and/or Improved Supplemental Services | 4.2 Increased and/or Improved Supplemental Services  
4.2.1 Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans.  
4.2.1.1 Include establishing opportunities for parents/guardians to navigate school and support student success in high school and beyond.  
  - Community/Parent-based events and offerings  
4.2.1.2 Include options for increasing communication and use of social media.  
  - District Bilingual Parent Liaison  
4.2.1.3 Translate more materials and resources for Spanish speaking families.  
4.2.1.4 Include establishing opportunities for immigrant parents/guardians to | $577,124.00 | Yes          |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>navigate school and support student success in high school and beyond.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2.2 Increase two-way communication with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2.3 Site-based allocations aligned to Goal 4 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>4.3 Targeted Supplemental Services</td>
<td>4.3. Targeted Supplemental Services</td>
<td>$72,408.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3.1 Provide resources and professional learning to support parent involvement and education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In Goal 4, District actions and services are in place to promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as to provide opportunities for shared input. In this goal there are no substantive differences in planned actions and the actual implementation of actions/services. The plan for 2021-22 included ongoing actions and services such as site level parent liaisons and the development and implementation of parent involvement plans, supporting LCAP Educational Partners Advisory Committee, implementing a “ParentVUE” mobile application, and support ongoing social media presence and platforms. This year Educational Partners proposed the addition of a District Level Parent Liaison to support the site level parent liaisons and create outward facing parent/community events.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more.

EUHSD did not have a material difference between budgeted expenditures and estimated actual expenditures in this area.

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

The feedback received from Educational Partners regarding Goal 4, was positive specifically as it pertained to outgoing communication from school to home. Families shared the ongoing communication regarding students' academic and social emotional wellbeing was beneficial. Site level Parent Liaisons were extremely valuable in bridging the home/school communication. The Bilingual Parent Liaisons worked collaboratively to create district wide workshops on supporting students, navigating online school related applications, drug prevention, mental health as well as many more useful topics. The level of collaboration and parent support is effective in building a lasting partnership with the entire EUHSD community.

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

In preparing to transition to the 2022-23 school year, there are no modifications to the planned goal, metrics, or desired outcomes. EUHSD plans to continue promoting, fostering, and developing parent connections while building strong and effective communication and partnerships. Educational Partners proposed the addition of a district level Parent Liaison to coordinate outward facing (i.e. host events in downtown Escondido, or at different community centers) family/community-based events.

4.2.1.2: District Bilingual Parent Liaison

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

Goal

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

An explanation of why the LEA has developed this goal.

Most recent data show that students struggled connecting to school during online learning in the 2020-21 school year, mental health concerns increased significantly along with meaningful student engagement. There was a significant decrease in suspension and expulsion rates; however, the data is correlated to a time when most students were learning virtually, due to the COVID-19 pandemic and campus closures. To address the social/emotional concerns expressed by students, staff, and parents, EUHSD started a MTSS team in the 2021-22 school year. Initial qualitative data reflects a positive student impact on these initiatives. Additional data will be collected and disaggregated to determine the impact it creating a safe and secure environment for students.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline:2018-19</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain or decrease the expulsion rate.</td>
<td>EUHSD 0.26%</td>
<td>2020-21 Data</td>
<td></td>
<td></td>
<td>Maintain or decrease from the prior year</td>
</tr>
<tr>
<td></td>
<td>Asian 0.00%</td>
<td>All- 0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black/African</td>
<td>Asian-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>American 0.00%</td>
<td>Black/African</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Filipino 0.00%</td>
<td>American-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>Filipino-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.30%</td>
<td>Hispanic/Latino-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White 0.16%</td>
<td>White-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELL 0.59%</td>
<td>ELL-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spec Ed 0.19%</td>
<td>Spec Ed-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SED 0.29%</td>
<td>SED-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foster Youth 0.00%</td>
<td>Foster Youth- 0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homeless 0.67%</td>
<td>Homeless-0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
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</tr>
<tr>
<td>Maintain or decrease the suspension rate as reported on the California School Dashboard</td>
<td>Baseline: 2018-19 All:3.4% Asian:2.4% Black/African American:5.4% Filipino:1.8% Hispanic/Latino:3.5% White:3.1% EL:6.1% SWD:7.2% SED:3.8% Foster:18.4% Homeless:6%</td>
<td>2020-2021 Data All-0.2% Asian-0.0% Black/African American-0.0% Filipino-0.0% Hispanic/Latino-0.3% White-0.2% ELL-0.4% Spec Ed-0.8% SED-0.2% Foster-3.8% Homeless-0.9%</td>
<td></td>
<td></td>
<td>Maintain or decrease from the prior year</td>
</tr>
<tr>
<td>Maintain or decrease the percent of suspension incidences (duplicated)</td>
<td>Baseline: 18-19 EUHSD 19.8% Asian 20.0% Black/African American 22.2% Filipino 33.3% Hispanic/Latino 20.6% White 15.4% ELL 20.5% Spec Ed 26.0% SED 20.4% Foster Youth 57.1% Homeless 11.1%</td>
<td>2020-2021 Data EUHSD: 0% Asian 0.0% Black/African American 0.0% Filipino 0.0% Hispanic/Latino 0.0% White 0.0% ELL 0.0% Spec Ed 0.0% SED 0.0% Foster Youth 0.0% Homeless 0.0%</td>
<td></td>
<td></td>
<td>Maintain or decrease from the prior year</td>
</tr>
<tr>
<td>Maintain Local Climate Survey as</td>
<td>2019 CA School Dashboard Local</td>
<td>2020-21 CA School Dashboard Local</td>
<td></td>
<td></td>
<td>Maintain a &quot;Standard Met&quot; annually</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>&quot;standards met&quot; annually, based on the results of the CA Healthy Kids Survey.</td>
<td>Climate Survey list this indicator as &quot;standard met&quot; based on the results of the CA Healthy Kids Survey.</td>
<td>Climate Survey list this indicator as &quot;standard met&quot; based on the results of the CA Healthy Kids Survey.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2019-20 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain school facilities in &quot;good repair&quot;, based on the self-reflection tool provided by CDE</td>
<td>Local Indicators: CA School Dashboard 2018-19 Baseline 0% of instances where facilities do not meet the &quot;Good repair&quot; standard.</td>
<td>0% of instances where facilities do not meet the &quot;Good repair&quot; standard.</td>
<td></td>
<td></td>
<td>Maintain a &quot;Good Repair&quot; standard.</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>5.1 Base Services</td>
<td>5.1-Continue to provide the base services as described in 1.1.5 and 2.1.1</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| 5.2     | 5.2 Increased and/or improved Supplemental Services | 5.2 Increased and/or Improved Supplemental Services  
5.2.1 With an intentional focus on high-risk students, implement evidence based programs to foster respectful, safe and secure learning environments. Examples include:  
5.2.1.1 Prevention and Diversion (PAD) drug/alcohol education program  
- 9th grade intervention program  
- Alternative to suspension  
5.2.1.2 Safety Outreach for Students (SOS) bullying/fighting intervention program  
- Youth Advisory Council  
5.2.1.3 Escondido Police Diversion Program  
5.2.1.4 School Resource Officer  
5.2.2 Provide resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure.  
5.2.2 MTSS Team  
5.2.2 NCRC Contract  
- Professional Learning (Diversity, Equity, Inclusion)  
5.2.2.1 Maintain increased campus supervision.  
5.2.2.2 Carry out the plan for implementing PBIS and Restorative Practices implementation  
5.2.2.3 Provide equipment, resources and training for campus safety  
- Security Cameras  
5.2.2.4 Implement a school check-in service to support campus safety | $1,663,307.00 | Yes           |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5.2.3 Site-based allocations aligned to Goal 5 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>5.3 Targeted Supplemental Services</td>
<td>5.3 Targeted Supplemental Services 5.3.1 Carry out the plan for implementing PBIS and Restorative Practices implementation.</td>
<td>$307,391.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

In Goal 5, EUHSDs actions and services are in place to foster respectful, collaborative, safe and secure environments that support teaching and learning. The current actions and services in place to support this goal include programs to support the most at-promise students such as Diversion, Safety Outreach for Students (SOS), collaboration with Escondido Police Department (EPD), NCRC, increased campus supervision, and an ongoing focus on resources, programs and services that support a safe and collaborative learning environment. There was no substantive difference between planned actions and actual implementation; however, there were professional learning opportunities that were canceled and/or rescheduled for later dates due to the ongoing COVID 19 pandemic and a challenge with classroom coverage and staffing.

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

For the purposes of this section of the LCAP, EUHSD defines a material difference by an increase or decrease of 10% or more.

There is a material difference in budgeted expenditures and estimated actual implementation of expenditures. With the additional COVID 19 relief dollars some of the services for Goal 5 were moved to different funding sources; however, once the grant/money expires the services will return to LCAP. In Goal 5 there was a significant material difference in budgeted expenditures in 5.2.2 supporting a learning culture and...
climate which is collaborative, respectful, safe, and secure. After the original LCAP budget was created a percentage of funds were allocated to furnish classrooms with collaborative desks/furniture, to encourage and support safe and collaborative classroom settings.

5.2.2 Support campus climate/culture: budgeted $76,786; expenditures $12,804
5.2.2 Support a learning culture and climate which is collaborative, respectful, safe, and secure: Budgeted $965,000
5.2.3 Safe and secure environment: budgeted $23,438; expenditures $20,562

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

This year EUHSD launched a new MTSS team to support efforts in creating a safe and respectful learning culture and climate on all district campuses. This year the team focused on creating a plan for Orange Glen High School and will focus on creating a district wide plan next year working specifically with Escondido High School and San Pasqual High School. As students returned to on-campus learning, all school sites experienced challenges with student behavior. The MTSS team along with additional resources such as SOS, PAD, Restorative Practices, and work with National Conflict Resolution Center (NCRC) have assisted sites in creating safe and welcoming environments to increase and enhance support to students as they readjusted to being on campus daily.

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.

There are no modifications to the metrics, or desired outcomes for the 2022-2023 school year. EUHSD will plan to continue fostering respectful, collaborative, safe and secure environments that support teaching and learning. Educational Partners proposed to provide sites with additional security cameras, create youth advisory councils, explore alternatives to suspension/expulsions and create opportunities for school staff to engage in professional learning around diversity, equity, and inclusion.

5.2.2.3: Provide equipment, resources and training for campus safety; Security Cameras
5.2.1.2: Safety Outreach for Students (SOS) bullying/fighting intervention program; Youth Advisory Council
5.2.1.1: Prevention and Diversion (PAD) drug/alcohol education program; 9th grade intervention; Alternative to suspension
5.2.2: Professional Learning (Diversity, Equity, Inclusion)

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$22,227,473</td>
<td>$2,351,809</td>
</tr>
</tbody>
</table>

Required Percentage to Increase or Improve Services for the LCAP Year

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.03%</td>
<td>1.40%</td>
<td>$965,355.00</td>
<td>32.43%</td>
</tr>
</tbody>
</table>

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

Required Descriptions

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

The Escondido Union High School District will receive $22,227,473 in Supplemental/Concentration grant funding for the 2022-23 school year. These funds will be spent on actions and services principally directed toward unduplicated student groups in support of the mission to have all students college and career ready.

Due to the high (79.25%) unduplicated student count in EUHSD, all actions and services are principally directed at unduplicated student population. The increased services are at least equal to 31.03% of the total LCAP budget. The actions and services are listed by Goal.

Action or Service Rationale

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

1.2.1 Provide resources and support for the appropriate use of technology. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional technology provides instructional tools that
expand resources to better serve students who are struggling academically, as shown by research and past practice supporting increased student engagement with rigorous material. Such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

1.2.2 Provide English Learners additional support (instructional aides, collaborative classes, and reduced class size in Students with Interrupted Formal Education (SIFE) courses to be successful in rigorous academic classes.

- Goal 1.2.2.1 Provide a program for Students with Interrupted Formal Education (SIFE) students (EHS, OGHS, SPHS).

- Goal 1.2.2.3 Reduce class size in cluster classes (EHS, OGHS, SPHS). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Cluster classes provide additional academic support for English Learners via a Bilingual Instructional Aide (BIA), special instruction, and smaller class size. With lower class sizes and student to adult ratios, teachers and aides are better able to differentiate and support struggling students, as demonstrated by research and past practice which show increased student engagement with rigorous material. Student achievement data for ELs (English Learner), FY (Foster Youth) and LI (Lower Income) indicate an achievement gap when compared to other student groups, and these services will directly benefit unduplicated students.

1.2.3 Analyze data to inform practices. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. As seen in past practice and research, data reflection sessions with Educational Partners at multiple levels and use of multiple data management systems to research and analyze student data will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures. Last year EUHSD added a diagnostic assessment program to assist in the identification of students needing additional support and interventions. This year Educational Partners highlighted the need to provide teachers and staff the opportunity to engage in professional learning on grading for mastery. This will create opportunities for students to earn grades that reflect learning progress and focus on specific learning targets. Student achievement data for unduplicated students indicate a gap in student academic performance when compared to (non- foster, EL, homeless, or LI) peers, these services will directly benefit the academic recording of unduplicated students' academic performance.

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

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

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

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

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

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

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

2.2.4 Increase instructional leadership capacity to improve student learning. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Through professional learning for support providers including Prevention And Diversion (PAD) and Safety Outreach for Students (SOS) staff, social workers, counselors, and teachers of sheltered classes, staff and teachers will be better equipped to support the socio-emotional and academic needs of unduplicated students who have scored below expectations on student achievement measures. As seen in past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.
2.2.5 Engage staff in professional learning to build capacity and systematically implement Goals 1-5. Feedback from Educational Partners included the addition of Social Emotional Learning (SEL) and wellness to the district’s professional learning plan. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional development will support teachers, paraprofessionals, and administrators by building professional capacity to better serve unduplicated students with implementation of actions and services described in Goals 1-5. As seen in past practice and research, such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

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

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

3.2.1 Provide tutors, targeting 9th grade classes.

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

3.2.2 Provide opportunities to recover and accelerate credits.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is provided to students who are credit deficient so they may accelerate progress towards graduation from high school. Unduplicated students have a lower percentage of high school completion, and these supports provide extra opportunities to earn credits towards graduation.

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

Unduplicated students have a lower A-G completion rate, ELL 10.2%, Foster 0%, Homeless 22.4%, and SED 38.9% when compared to other students, Asian 60.4%, Black/African American 43.2%, Filipino 62.0%, Hispanic/Latino 38.2%, White 63.1%, and RFEP 41.2%. Middle College addresses the latter by providing students, specifically unduplicated students, an opportunity to enroll in college courses, earn both college and high school credits, while having the targeted support of Middle college teachers and counselors which have a lower caseload to
provide additional support.

3.2.3 Social and Emotional Needs: Maintain and expand staff (social workers, bi-lingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students. The feedback received from Educational Partners included the exploration of adding an Advisory period to the school day at each comprehensive school site.

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

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

3.2.4 Provide targeted guidance and counseling services as well as opportunities for college and career readiness. Maintain 3.5 additional counselors to implement counseling plans. (LI, EL, FY). Educational Partners proposed that the district support students in paying for every student’s AP exam. Nearly 80% of EUHSD students comprise of unduplicated student count and funding multiple AP tests can become a financial burden to families. Paying for every student’s AP exams will remove financial barriers and encourage students to not only take additional AP courses but to also take the exam at the end of the year. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and LI students.

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

3.2.6 Implement systemic academic intervention program. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is specifically designed to provide an accelerating intervention system for struggling 9th graders to achieve college and career readiness in ELA and beyond. The program will serve all students and as demonstrated by past practice, helps to close the achievement gap to attain college and career readiness. The potential addition of advisory (needs to be bargained) services will provide unduplicated students with tools to support college and career readiness.

EUHSD unduplicated students have a lower passing rate in College/Career Ready ELA and Math. In ELA: ELL 50.1%, SED 64.1%, Foster
Youth 55.6%, and Homeless 50.7% when compared to other students Asian 93.3%, Black/African American 73.3%, Filipino 90.5%, Hispanic/Latino 64.1%, White 85.6%, and RFEP 73.2%. In math: ELL 40.2%, SED 56.3%, Foster Youth 56.3%, and Homeless 38.4% when compared to other students Asian 93.3%, Black/African American 73.9%, Filipino 88.9%, Hispanic/Latino 55.4%, White 81.0%, and RFEP 65.9%. Systemic academic intervention programs help early identification and intervention for students, specifically unduplicated students, struggling in College/Career Ready courses.

3.2.7 Provide additional time and resources to support chronically absent and truant students.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from additional support toward improved attendance. Past practice shows that increased class time and support to monitor chronically absent and truant students will provide the skills unduplicated students need for academic success.

Unduplicated students have a higher rate of chronic absenteeism, ELL 46.3%, SED 37.9%, and Homeless 57.7% when compared to other students Asian 22.8%, Black/African American 47.1%, Filipino 23.4%, Hispanic/Latino 37.5%, and White 28.0%. The additional time and resources will help support students, specifically unduplicated students, struggling with ongoing positive attendance.

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

3.2.9 Provide increased opportunities for in-depth college and career exploration. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Field trips, focusing on college and career options for unduplicated students will allow them to apply and extend learning, planning, and goal setting. Research shows that when students can visualize themselves in an unfamiliar environment, they are more likely to follow-through with plans. These opportunities for college and career exploration will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

EUHSDs unduplicated students have a lower CTE completion rate, ELL 19.6%, SED 25.5%, Foster Youth 7.1%, and Homeless 15.6%, when compared to other students, Asian 20.8%, Black/African American 19.5%, Filipino 34.0%, Hispanic/Latino 25.5%, White 32.7%, and RFEP 27.3%. Increasing access to college and career exploration, specifically for unduplicated students, will provide additional academic opportunities and support. EUHSD will continue to grow/expand CTE programs district wide by adding programs to support student college/career exploration.

3.2.10 Site-based allocations aligned to Goal 3 action and service priorities. District keeps internal accounting to verify appropriate expenditures of allocated Supplemental and Concentration funds to support unduplicated students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.
Site based allocations allow for each school site to provide students, specifically unduplicated students, with additional support and resources. Each school conducts a needs assessment to determine the specific needs of the student population. Each school has access to achievement data, attendance data, and social emotional data (healthy kids survey) to assist in the decision-making process.

Ed services staff will facilitate/guide school sites to utilize discretionary funds to improve the graduation rate, attendance rate, pass rate, and A-G completion of unduplicated students.

Unduplicated students have lower rates in the above-mentioned areas:

- Grad Rate: EL 68.8%, SED 82.9%, Foster 28.6%, and Homeless 62.5% when compared to other students, Hispanic/Latino 83.1%, White 91.6%, Black/African American 87.8%, Asian 92.5%, Filipino 100.0%.
- A-G Rate: ELL 10.2%, Foster 0%, Homeless 22.4%, and SED 38.9% when compared to other students, Asian 60.4%, Black/African American 43.2%, Filipino 62.0%, Hispanic/Latino 38.2%, white 63.1%, and RFEP 41.2%.
- Attendance Rate: 95.15%

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

4.2.1 Increase communication: The feedback received from Educational Partners suggested the addition of a district parent liaison to assist in engaging creating outward facing parent engagement opportunities and supporting site-based parent liaisons in the implementation of family engagement plans, including having bi-lingual parent liaisons and hiring a translator to translate informational documents and resources in Spanish both in hard copy and electronically. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Bilingual parent liaisons and translators support parent engagement in the educational process and provides additional support to the families of English Learners, Low Income students and Foster Youth. Research shows that engaged families who feel connected to the school and the resources available are more likely to have students take advantage of these resources, resulting in higher levels of student success. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

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

4.2.3 Site-based allocations aligned to Goal 4 action and service priorities. The district keeps internal accounting to verify appropriate expenditure of funds to support unduplicated students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

Goal 5: Safe and Respectful Environments: Foster respectful, collaborative, safe and secure environments that support teaching and
5.2.1 Implement evidence-based programs with intentional focus on at-promise students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The Prevention and Diversion (PAD) drug/alcohol education program, Safety Outreach for Students (SOS) bullying/fighting intervention program, and the Escondido Police Diversion Program are evidence-based programs shown to keep students in school and in positive, learning environments. The additional Campus Supervisors and School Resource Officer (SRO) provide school support in the effort to maintain campus safety; the SRO duties include law enforcement response as well as prevention services. The feedback received from Educational Partners suggested the addition of a youth advisory council who will meet with site administrators, district leadership, to provide student input and feedback on various aspects of the school and district including but not limited to building culture, establishing student expectations, and creating safe and respectful environments. The creation of a 9th grade intervention program was also added upon recommendation of Educational Partners after reviewing 9th grade academic, survey, and discipline data. The 9th grade intervention program will serve as a higher tier intervention for freshmen who have struggled in connecting with school and building relationships with adults on campus. The program will include academic and behavioral support as well as onsite social/emotional care. These services primarily support unduplicated students through behavior and social emotional support towards academic success for college and career readiness.

5.2.2 Provide resources, programs and services that support a collaborative, safe and respectful learning culture, and climate through MTSS. Educational Partner feedback included the addition of security cameras at all campuses and ongoing professional learning for classified and certificated staff on DEI (Diversity, Equity, and Inclusion). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from a positive school climate as well as from alignment of PBIS and Restorative practice interventions. Suspension data indicates that targeted student populations need additional support so they can better access the instruction throughout the day. Such support has the greatest impact on unduplicated students who have had higher incidences of suspension. School check-in systems will support a safe and respectful learning culture by ensuring all campus visitors are identified. A review of data collected during student forums and in-depth review of classroom engagement showed an additional need to create classroom environments that facilitate collaborative learning spaces via desks and furniture that promotes such environments. This action/service is principally directed towards unduplicated students, specifically language learners as this environment will promote ongoing collaboration and the use and support of academic language in all classroom settings.

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

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

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

Identified actions and services provided for unduplicated students will increase by 31.03% as compared to the services provided for all students in the LCAP year. EUHSD expects to improve or increase services by engaging Educational Partners in listening sessions and focusing on data driven systems that highlight unduplicated student outcomes. Actions and services such as data evaluation programs, assessment tools, PLCs, professional learning, staffing, etc. all work in tandem above the base services for 2022-23. Since the district has a high (79.25%) unduplicated student count, all actions and services are principally directed at unduplicated student population.

All unduplicated students

1.2.4 Career Technical Education Pathways/Curriculum Alignment

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

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

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

3.2.2 Middle College/Dual Enrollment and Concurrent Enrollment/Adult Ed at VHS. This action/service will be effective in meeting the goal for FY, EL, and LI students by providing opportunities to access higher education.

3.2.3 Maintain and expand staff (social workers, bi-lingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide unduplicated students targeted supports for social emotional and academic needs. As seen in past practice and research, unduplicated students principally benefit from these services with social emotional support so they can better access the instruction throughout the day.

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

3.2.7 Provide additional time and resources to support chronically absent and truant students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from additional support toward improved attendance. Past practice shows that increased class time and support to monitor chronically absent and truant students will provide the skills unduplicated students need for academic success.

4.2.1 Increase communication: The feedback received from Educational Partners was to add a district parent liaison to assist in creating outward facing parent engagement opportunities and supporting site-based parent liaisons in the implementation of family engagement plans, including having bilingual parent liaisons and a translator to translate informational documents and resources in Spanish both in hard copy and electronically. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Bilingual parent liaisons and translators support parent engagement in the educational process and provides additional support to the families of English Learners, Low Income students and Foster Youth. Research shows that engaged families who feel connected to the school and the resources available are more likely to have students take advantage of these resources, resulting in higher levels of student success. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.
5.2.1 Implement evidence-based programs with intentional focus on high-risk students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The Prevention and Diversion drug/alcohol education program, Safety Outreach for Students bullying/fighting intervention program, and the Escondido Police Diversion Program are each research-based programs shown to keep students in school and in positive, learning environments. The additional Campus Supervisors and School Resource Officer provide school support in the effort to maintain campus safety and the (SRO) duties include law enforcement response as well as prevention services. The feedback received from Educational Partners included the addition of a youth advisory council who will meet with site administration, district leadership, and provide student input and feedback on various aspects of the school and district including but not limited to building culture, establishing student expectations, and creating safe and respectful environments. The creation of a 9th grade intervention program was also added at the request of Educational Partners. The 9th grade intervention program will serve as a higher tier intervention for incoming freshmen who have struggled in connecting with school and building relationships with adults on campus. The program will include academic and behavioral support as well as onsite social/emotional care. These services primarily support unduplicated students through behavior and social emotional support towards academic success for college and career readiness.

5.2.2 Provide resources, programs and services that support a collaborative, safe and respectful learning culture, and climate through MTSS. Educational Partner feedback included the addition of security cameras at all campuses and ongoing professional learning for classified and certificated staff on DEI (Diversity, Equity, and Inclusion). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from positive school climate as well as positive discipline systems. Suspension data indicates that targeted student populations need additional support so they can better access the instruction throughout the day. Such support has the greatest impact on unduplicated students who have had higher incidences of suspension. School check-in systems will support a safe and respectful learning culture by ensuring all campus visitors are identified.

English Learners

1.2.2 Provide English Learners additional support (instructional aides, collaborative classes, and reduced class size SIFE courses) to be successful in rigorous academic classes.

1.2.2.1 Provide a program for SIFE students (EHS, SPHS, OGHS).

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

1.2.3 Analyze data to inform practices. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. As seen in past practice and research, data reflection sessions with Educational Partners at multiple levels and use of multiple data management systems to research and analyze student data will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures.
3.2.3 Maintain and expand staff (social workers, bi-lingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students.

3.2.3.2 Provide a bilingual psychologist to support the needs of EL students and families. (EL). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide unduplicated students targeted support for social emotional and academic needs. As seen in past practice and research, unduplicated students principally benefit from these services with social emotional support so they can better access the instruction throughout the day.

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

**Foster**

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

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

**Low-Income**

3.2.3 Maintain and expand staff (social workers, bilingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students. 3.2.3.3 Provide a student outreach coordinator to support pregnant and parenting students. (LI). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide unduplicated students targeted support for social emotional and academic needs. As seen in past practice and research, unduplicated students principally benefit from these services with social emotional support so they can better access the instruction throughout the day.

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

**Goal 1: Academic Achievement**

EUHSD has used and allocated 25.8% of the LCFF Base funding to support Academic Achievement. A review of achievement data has identified a need to provide additional Goal 1: Academic Achievement services principally directed at unduplicated student groups. The actions and services provided in Goal 1 through supplemental and concentration funding include smaller class sizes for ELD and LTELS, support in cluster classes via an additional language teacher or a
Goal 2: Effective Instruction and Leadership
EUHSD has allocated 23.8% of LCFF Base funding to support effective instruction and leadership. A review of current actions and services and the continuing need to provide students with the most skilled, knowledgeable, caring and committed staff is an ongoing priority. The actions and services provided under goal 2 include support to students and teachers provided by site based TOSA’s, PLC time, support for Dual Enrollment, Concurrent Enrollment, Middle College, as well as professional learning to improve teaching and learning. These actions and services are principally directed toward unduplicated students and experiences in academic settings. EUHSDs focus on effective instruction and leadership stems from the need to provide unduplicated students with the most appropriate course of study and instructional support possible. Teachers are (or will be) trained and coached in SEL, Improvement Science, Design Thinking, and Deeper Learning in service of equitable academic outcomes.

Goal 3: Support to Students
EUHSD has allocated 40.2% of LCFF Base funding to supporting students’ academic and social-emotional needs. A review of achievement data has identified an ongoing need to provide additional support to students so that they may graduate on-time and college and career ready. Goal 3 includes actions and services provided through supplemental and concentration funding including Middle College, College and Career Technicians, Bilingual Assessment Technicians, school Social Workers, 9th grade support, and opportunities for all students to recover and accelerate credits. Educational Partners proposed the following additions: Pay for every student’s AP exam and exploring the additional of an advisory period. Nearly 80% of EUHSD students are a part of unduplicated student count and funding multiple AP tests can become a financial burden to families. Paying for every student’s AP exam may encourage students to not only take additional AP courses but to also take the exam at the end of the year. EUHSD has been exploring the possibility of the addition of advisory to every comprehensive high school in the district. An advisory period will allow students an opportunity to connect with one teacher for all 4 years of high school. The Advisory teacher will serve as a Tier 1 intervention by providing additional support both academically and social/emotionally, as well as build connections and positive relationships with students. The existing and additional actions and services are principally directed toward unduplicated students and the support they need to achieve academically as well as thrive social/emotionally.

Goal 4: Engaged Parents
EUHSD has allocated 2.5% of LCFF Base funding to supporting parent engagement. Feedback from Educational Partners and a review of internal data on parent engagement identified an ongoing need to provide additional opportunities for families to engage and stay informed about students’ academic and social/emotional wellbeing. The actions and services provided and added to goal 4 include ongoing communication with parents regarding site and district level events and student attendance, behavior, and academic updates; a Site level parent liaison with the addition of a district level parent liaison will support families and create opportunities to build home-school connections and provide necessary school and community resources. These actions and services are principally directed towards unduplicated students because families who are connected to the school will access the available resources which results in higher levels of academic success for students.

Goal 5: Safe and Respectful Environments
EUHSD has allocated 7.4% of the LCFF Base funding to maintain safe and respectful environments. A review of Educational Partners feedback, current actions and services, and the ongoing need to ensure all campuses in the district are safe and respectful continues to be a priority. The actions and services identified in goal 5 include evidence-based programs with an intentional focus on the districts most vulnerable and at-promise students, resources that support students social and mental health, and opportunities to celebrate student voice and self-advocacy. These actions and services are principally directed toward unduplicated students to support and decrease disruptive behaviors, address mental health concerns, and create a school culture where students feel seen, heard, and valued.

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

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

Escondido High School was allocated 4 FTE to reduce class size specifically in classes with a high percentage of LTELs.
Orange Glen High School was allocated 6.8 FTE to reduce class size specifically in classes with a high percentage of LTELs
San Pasqual High School was allocated 3.6 FTE to reduce class size, specifically in classes with a high percentage of LTELs
Valley Continuation High School was allocated 0.4 FTE to reduce class size, specifically in classes with a high percentage of LTELs
Del Lago Academy was allocated 0.4 FTE to reduce class size, specifically in classes with a high percentage of LTELs

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<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
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# 2022-23 Total Expenditures Table

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<td>$2,653,902.00</td>
<td>$93,589,567.00</td>
<td>$77,576,833.00</td>
<td>$16,012,734.00</td>
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<table>
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<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>1.1 Base Services</td>
<td>All Students with Disabilities</td>
<td>$1,030,343.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>1.2 Increase and/or Improved Supplemental Services</td>
<td>English Learners Foster Youth Low Income</td>
<td>$5,742,017.00</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>1.3 Targeted Supplemental Services</td>
<td>1.3.1; 1.3.2 English Learners All</td>
<td></td>
<td></td>
<td>$648,508.00</td>
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</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Base Services</td>
<td>All Students with Disabilities</td>
<td>$67,672,849.00</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>2.2 Increased and/improved Supplemental Services</td>
<td>English Learners Foster Youth Low Income</td>
<td>$5,296,347.00</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Targeted Supplemental Services</td>
<td>English Learners 2.3.4 All</td>
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<td>$1,204,487.00</td>
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<td></td>
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<tr>
<td>3</td>
<td>3.1</td>
<td>3.1 Base Services</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental services</td>
<td>English Learners Foster Youth Low Income</td>
<td>$8,948,678.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.3</td>
<td>3.3 Targeted Supplemental Services</td>
<td>3.3.2, 3.3.3 and 3.3.4, Low Income: 3.3.2,3.3.3, and 3.3.4 All</td>
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<td>4.1 Base Services</td>
<td>All</td>
<td></td>
<td></td>
<td>$5,000.00</td>
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<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
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<tr>
<td>4</td>
<td>4.2</td>
<td>4.2 Increased and/or Improved Supplemental Services</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$577,124.00</td>
<td></td>
<td></td>
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<td>$577,124.00</td>
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<tr>
<td>4</td>
<td>4.3</td>
<td>4.3 Targeted Supplemental Services</td>
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<td>$72,408.00</td>
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<tr>
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<td>5.1 Base Services</td>
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<td></td>
<td>$0.00</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>5.2 Increased and/or improved Supplemental Services</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>$1,663,307.00</td>
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<td></td>
<td>$1,663,307.00</td>
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<tr>
<td>5</td>
<td>5.3</td>
<td>5.3 Targeted Supplemental Services</td>
<td>All</td>
<td></td>
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<td>$307,391.00</td>
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</table>
### 2022-23 Contributing Actions Table

<table>
<thead>
<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover — Percentage from Prior Year</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$71,641,438</td>
<td>$22,227,473</td>
<td>31.03%</td>
<td>1.40%</td>
<td>32.43%</td>
<td>$22,227,473.00</td>
<td>0.00%</td>
<td>31.03%</td>
<td>$22,227,473.00</td>
<td>$22,227,473.00</td>
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</tbody>
</table>

**Totals by Type**

- **LEA-wide Total:** $16,485,456.00
- **Limited Total:** $0.00
- **Schoolwide Total:** $5,742,017.00

### Controlling to Increased or Improved Services?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
<td>1.2 Increase and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools Specific Schools: 1.2.2.1- EHS, OGHS, SPHS; 1.2.2.2 - EHS, OGHS, SPHS, DLA; 1.2.2.3- EHS, OGHS, SPHS</td>
<td>$5,742,017.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>2.2 Increased and/improved Supplemental Services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$5,296,347.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools Specific Schools: 3.2.1.2 EHS and SPHS</td>
<td>$8,948,678.00</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Planned Percentage of Improved Services (%)</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------</td>
<td>------------------------------</td>
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<td>-----------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>4.2 Increased and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$577,124.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>5.2 Increased and/or improved Supplemental Services</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$1,663,307.00</td>
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### 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>1.1 Base Services</td>
<td>No</td>
<td>$1,025,898.00</td>
<td>$1,030,343.00</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>1.2 Increase and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$2,986,141.00</td>
<td>$4,264,637.00</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>1.3 Targeted Supplemental Services</td>
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<td>$747,422.64</td>
<td>$642,608.00</td>
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<tr>
<td>2</td>
<td>2.1</td>
<td>Base Services</td>
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<td>$68,727,090.00</td>
<td>$67,672,849.00</td>
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<tr>
<td>2</td>
<td>2.2</td>
<td>2.2 Increased and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$5,434,289.00</td>
<td>$5,288,847</td>
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<tr>
<td>2</td>
<td>2.3</td>
<td>Targeted Supplemental Services</td>
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<td>$1,204,487</td>
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<tr>
<td>3</td>
<td>3.1</td>
<td>3.1 Base Services</td>
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<td>$0.00</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental services</td>
<td>Yes</td>
<td>$7,037,679.00</td>
<td>$8,502,967</td>
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<td>3</td>
<td>3.3</td>
<td>3.3 Targeted Supplemental Services</td>
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<td>$590,882</td>
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Totals: $89,042,959.72 | $90,921,980.00
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<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4.1</td>
<td>4.1 Base Services</td>
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<td>$5,000.00</td>
<td>$5,000.00</td>
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<tr>
<td>4</td>
<td>4.2</td>
<td>4.2 Increased and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$458,893.00</td>
<td>$446,853.00</td>
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<tr>
<td>4</td>
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<td>4.3 Targeted Supplemental Services</td>
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<tr>
<td>5</td>
<td>5.1</td>
<td>5.1 Base Services</td>
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<td>$0.00</td>
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<tr>
<td>5</td>
<td>5.2</td>
<td>5.2 Increased and/or improved Supplemental Services</td>
<td>Yes</td>
<td>$875,126.00</td>
<td>$758,623.00</td>
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<td>5</td>
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<td>5.3 Targeted Supplemental Services</td>
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<td>$151,160.00</td>
<td>$420,966</td>
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### 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
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<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.2</td>
<td>1.2 Increase and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$2,986,141.00</td>
<td>$4,264,637.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>2.2 Increased and/improved Supplemental Services</td>
<td>Yes</td>
<td>$5,434,289.00</td>
<td>$5,288,847</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>3.2</td>
<td>3.2 Increased and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$7,037,679.00</td>
<td>$8,502,967</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>4.2 Increased and/or Improved Supplemental Services</td>
<td>Yes</td>
<td>$458,893.00</td>
<td>$446,853.00</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>5</td>
<td>5.2</td>
<td>5.2 Increased and/or improved Supplemental Services</td>
<td>Yes</td>
<td>$875,126.00</td>
<td>$758,623.00</td>
<td>0.00%</td>
<td>0.00%</td>
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</table>
### 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
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</thead>
<tbody>
<tr>
<td>$68,894,011</td>
<td>$20,227,282.00</td>
<td>0.00%</td>
<td>29.36%</td>
<td>$19,261,927.00</td>
<td>0.00%</td>
<td>27.96%</td>
<td>$965,355.00</td>
<td>1.40%</td>
</tr>
</tbody>
</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

**Plan Summary**

**Purpose**

2022-23 Local Control Accountability Plan for Escondido Union High School District
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
Goal Description: Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

#### Purpose

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

#### Requirements and Instructions

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
Table 2: Contributing Actions Table (for the coming LCAP Year)

Table 3: Annual Update Table (for the current LCAP Year)

Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

• **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

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

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

- **Estimated Actual Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - 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)
  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

• 5. Total Planned Percentage of Improved Services
  o 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)
  o 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
  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

• 4. Total Planned Contributing Expenditures (LCFF Funds)
  o This amount is the total of the Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)
• 7. Total Estimated Actual Expenditures for Contributing Actions
  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

• Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

• 5. Total Planned Percentage of Improved Services (%)
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  o This amount is the total of the Estimated Actual Percentage of Improved Services column

• Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

• 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

• 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

• 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
• 13. LCFF Carryover — Percentage (12 divided by 9)
  
  o 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).