2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Eureka City Schools
CDS Code:	12-75515
LEA Contact Information:	Name: Michael Davies-Hughes Position: Assistant Superintendent of Educational Services Phone: (707) 441-3363
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$39,199,778
LCFF Supplemental & Concentration Grants	$6,779,846
All Other State Funds	$6,730,443
All Local Funds	$2,992,884
All federal funds	$5,585,885
Total Projected Revenue	$54,508,990

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$53,540,828
Total Budgeted Expenditures in the LCAP	$48,793,313
Total Budgeted Expenditures for High Needs Students in the LCAP	$7049108
Expenditures not in the LCAP	$4,747,515

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$6,636,315
Actual Expenditures for High Needs Students in Learning Continuity Plan	$5,982,735

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$269,262
2020-21 Difference in Budgeted and Actual Expenditures	$-653,580

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Costs not included are associated with on-going non-staffing related expenses such as utilities. Additional expected expenses not captured in the LCAP but in budget are associated with potential costs with continued response to the COVID-19 pandemic. Lastly, STRs on-behalf is showing as projected revenue but is not captured as an expense.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions	There was no impact to actions and services as the expenditures of funds shifted to Federal and State COVID-19 relief funds.

| **and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.** | |

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eureka City Schools

CDS Code: 12-75515

School Year: 2021-22

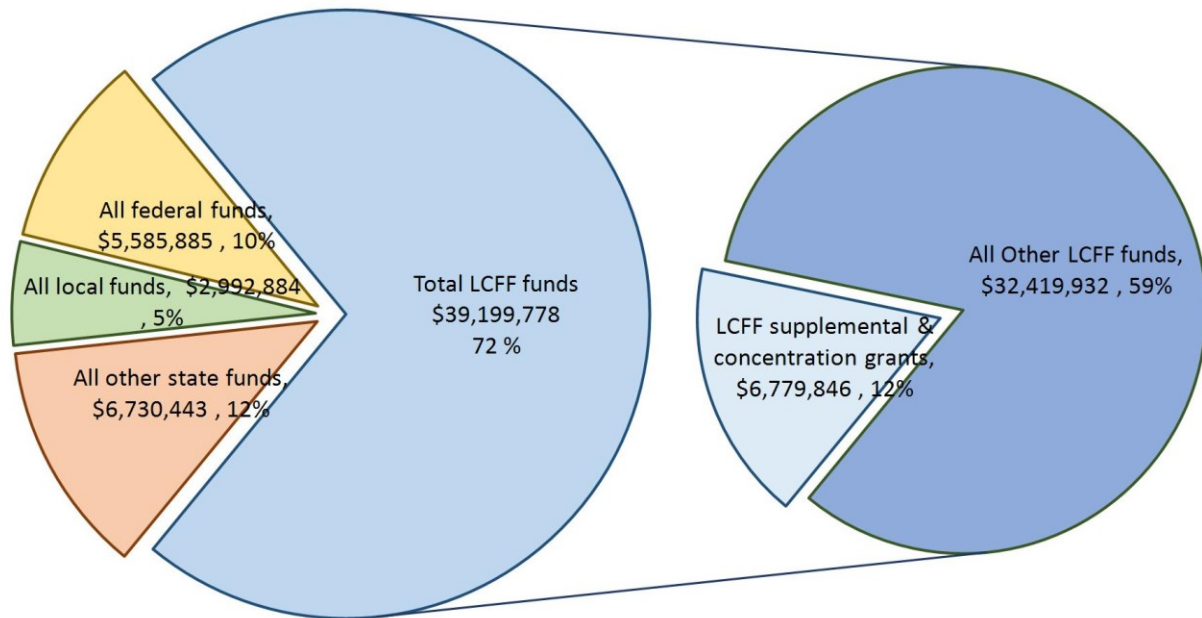LEA contact information:

Michael Davies-Hughes

Assistant Superintendent of Educational Services

(707) 441-3363

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $5,585,885 , 10%

All local funds, $2,992,884 , 5%

All other state funds, $6,730,443 , 12%

Total LCFF funds $39,199,778 72 %

All Other LCFF funds, $32,419,932 , 59%

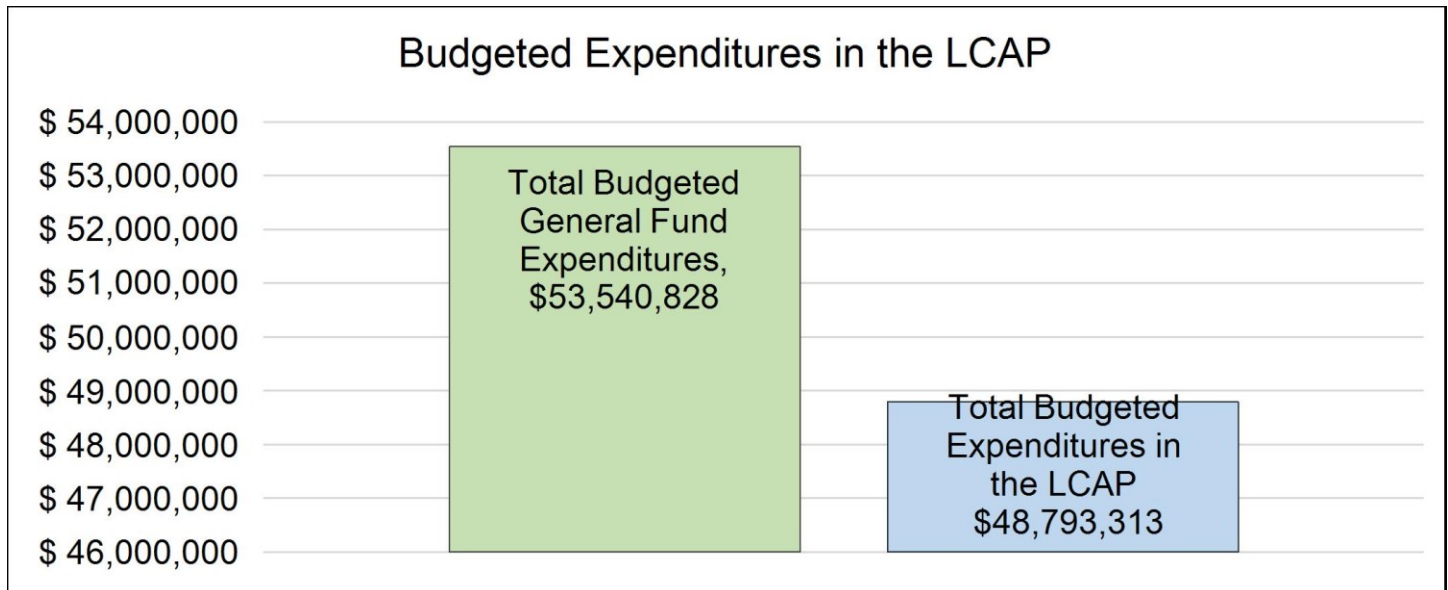LCFF supplemental & concentration grants, $6,779,846 , 12%

This chart shows the total general purpose revenue Eureka City Schools expects to receive in the coming year from all sources.

The total revenue projected for Eureka City Schools is $54,508,990, of which $39,199,778 is Local Control Funding Formula (LCFF), $6,730,443 is other state funds, $2,992,884 is local funds, and $5,585,885 is federal funds. Of the $39,199,778 in LCFF Funds, $6,779,846 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.

Budgeted Expenditures in the LCAP

$ 54,000,000	
$ 53,000,000	Total Budgeted General Fund Expenditures, $53,540,828
$ 52,000,000	
$ 51,000,000	
$ 50,000,000	
$ 49,000,000	Total Budgeted Expenditures in the LCAP $48,793,313
$ 48,000,000	
$ 47,000,000	
$ 46,000,000	

This chart provides a quick summary of how much Eureka City Schools plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Eureka City Schools plans to spend $53,540,828 for the 2021-22 school year. Of that amount, $48,793,313 is tied to actions/services in the LCAP and $4,747,515 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
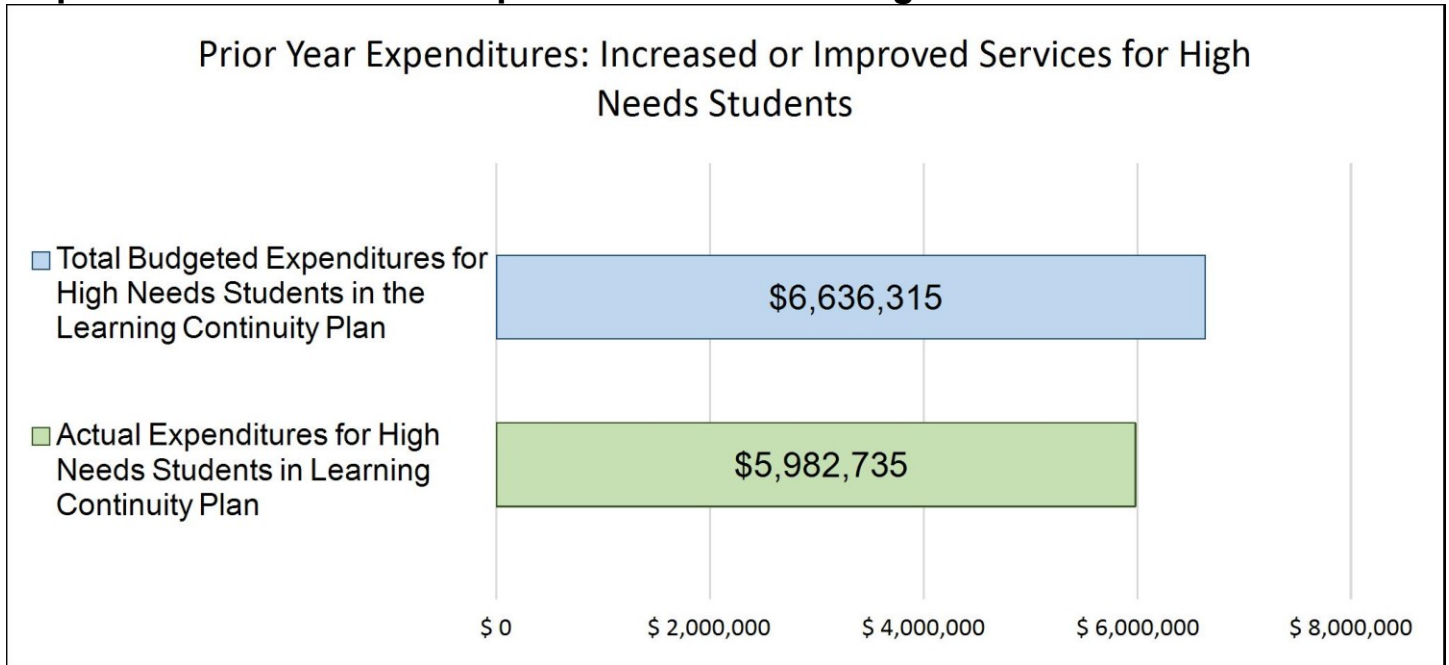
Costs not included are associated with on-going non-staffing related expenses such as utilities. Additional expected expenses not captured in the LCAP but in budget are associated with potential costs with continued response to the COVID-19 pandemic. Lastly, STRs on-behalf is showing as projected revenue but is not captured as an expense.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Eureka City Schools is projecting it will receive $6,779,846 based on the enrollment of foster youth, English learner, and low-income students. Eureka City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Eureka City Schools plans to spend $7049108 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $6,636,315

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $5,982,735

(X-axis: $0, $2,000,000, $4,000,000, $6,000,000, $8,000,000)

This chart compares what Eureka City Schools budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Eureka City Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Eureka City Schools's Learning Continuity Plan budgeted $6,636,315 for planned actions to increase or improve services for high needs students. Eureka City Schools actually spent $5,982,735 for actions to increase or improve services for high needs students in 2020-21.

There was no impact to actions and services as the expenditures of funds shifted to Federal and State COVID-19 relief funds.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Eureka City Schools	Michael Davies-Hughes Assistant Superintendent of Educational Services	davieshughesm@eurekacityschools.org (707) 441-3363

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.
Focus Goal 1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies.
Focus Goal 1.2: Increase the delivery of high quality instruction through ongoing professional development.
Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff.
Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.
Focus Goal 1.5: Increase the number of students who graduate college and career ready.
Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.
Focus Goal 1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Metric: 1.1 District Williams Report, Annual Board Resolution on Sufficiency of Instructional Materials, Curriculum/ materials inventory including ELA-ELD materials 1.1 Implementation of State Standards - # of content areas where CCSS aligned curriculum is being utilized	1.1 This goal was met. According to our Dashboard Local Indicators, 100% of students had access to their own copy of standards-aligned Instructional materials for use at school and at home. In the 2019-2020 school year, Fountas and Pinnell Classroom was implemented in grades TK-3. Grades 4/5 have adopted Fountas and Pinnell Classroom for the 2020-2021 academic year. Grades 6-8 piloted ELA curriculum. Positive Prevention Plus for upper elementary and special education is being adopted. AP World History and TCI Civics were piloted and approved for High School. Continued use of EL Achieve materials for students grades TK-5 and at the middle schools. See table below for CA Dashboard Local Indicator staff survey results for the implementation of State Academic Standards.

Expected	Actual

19-20
Maintain Williams Act compliance. Implement teacher use of CCSS ELA materials for grades with a focus on the new TK-3 adoption. Continue utilization of "EL Achieve curriculum" at all elementary levels to support EL students in accessing CCSS

Implement CCSS-aligned materials for the following areas:
ELA - TK-3
TCI 6-12

Pilot CCSS-aligned materials for the following areas:
ELA- 4-5
ELA - 6-8

Baseline
ECS is Williams Act compliant.TK-Alg 2 are all common core aligned in mathematics. We have purchased supplementary Intervention materials (Fountas and Pinnel for each elementary). Utilize "EL Achieve curriculum" at all elementary levels to support EL students in accessing CCSS

CCSS-aligned materials have been adopted in the following subject areas and grade spans:
Math: T-K through 5, and 9-12

Actual:

Instructional Materials

Content	5 Full Implementation & Sustainability	4 Full Implementation	3 Initial Implementation	2 Beginning Development	1 Exploration and Research Phase
ELA			X		
ELD		X			
Math		X			
NGSS			X		
H/SS			X		

Implementation of Standards

Content	5 Full Implementation & Sustainability	4 Full Implementation	3 Initial Implementation	2 Beginning Development	1 Exploration and Research Phase
CTE		X			
Health		X			
PE		X			
VAPA		X			
World Language		X			

Metric/Indicator
Metric
1.2 District enrollment reports (CBEDS)

19-20
Increase enrollment by 1% over 2018-2019

1.2 Not met, but the district did have an increase in enrollment. CBEDS enrollment for 2019-20 is 3673 students and was 3643 for 2018-19 which is an increase of .82%

The largest increases were in Kindergarten and 9th grade

| Expected	Actual
Baseline Increase of .9% 2015 to 2016 at CBEDS, 33 students	
Metric/Indicator Metric 1.3 Compensation schedules for identified districts 1.3 CALPADS credential report **19-20** 100% of teachers appropriately credentialed **Baseline** 99% teachers are appropriately credentialed, certified, or assigned	1.3 This goal was met. 213 Classroom and Intervention Teachers (waiting on one CLAD approval from CTC) 7 TOSAs (credentialed teachers not working in the classroom) 9 other certificated staff (Nurses, Speech Pathologists, and Behavior Coaches)
Metric/Indicator Metric 1.4 Technology survey and inventory 1.4 Board minutes to reflect approval of technology plan 1.4 Facility Inspection Tool (FIT) of clean and safe facilities "Good" **19-20** 1.4a Increase # of student computers to bring ratio of students to computers to 1.25:1 not including teacher stations, and tablets/kindles 1.4b Maintain each school facility with an overall FIT rating of "Good" (less than "good" is acceptable if there is a plan in place for modernization) **Baseline**	1.4a Technology update presented to the board in February 2020 1.4b FIT- 5 out of 9 schools rates as "good". Washington has several rooms that are in need of interior painting, light sensors and lamps out in classroom light fixtures. Winship has several rooms with water stained ceiling tiles, sinks with missing faucet handles, and water turned off. Zane also had several rooms with water stained ceiling tiles, and water turned off. EHS has damage to the pool roof and foundation in Ag building, as well as interior surface updates needed in the Science wing, Ag, and Gym buildings. Measure S will cover several projects at EHS. With these findings, Washington, Winship, Zane, and EHS are rated as "fair".

Expected	Actual
1.4a 1.8:1- Student to industry standard technology, including teacher stations, and tablets/kindles 1.4b Maintain each school facility with an overall FIT rating of "Good" (less than "good" is acceptable if there is a plan in place for modernization)	
Metric/Indicator Metric 1.5 SBAC results 1.5 Interim Based Assessments 1.5 Classroom Based measures 1.5 Graduation Rate 1.5 Sections offered at secondary sites 1.5 CSU/UC Required Courses A-G completion rate 1.5 Student's individualized 4+ year plans 1.5 EAP-Early Assessment Program 1.5 AP Courses Enrollment Rate and Pass Rate **19-20** 1.5a As reported on the Dashboard, improve CAASPP scores by one performance level (color on gauge) for "all students" and for English Learners, Homeless, Students with Disabilities, African American and Native American Students in ELA and Math	1.5a This goal was not met. CAASPP scores for the district in ELA were flat, declining by -.2 points and 41.3 points below standard remaining orange on the dashboard. Math scores increased slightly by 4.5 points and 66.6 points below standard and went from orange to yellow on the dashboard. ELA subgroups: • Red: Foster Youth, African American (from yellow), English Learners (from orange) and American Indian (from orange) on the dashboard • Orange: Students with Disabilities (from red), two or more races (from yellow), Socio-economically Disadvantaged and White • Yellow: Homeless (red to yellow), Hispanic (from orange) and Asian (from orange) Math subgroups: • Red: African American (from orange) and Pacific Islander (from orange) • Orange: American Indian (from red), English Learners, Foster Youth (from red), Homeless, two or more races (from yellow), Students with Disabilities (from red) Yellow: Asian, Hispanic (from orange), and Socio-economically Disadvantaged (from orange) 1.5b A minimum of three interim assessments were to be given. 88% of the required 3rd to 5th-grade teachers gave 3 or more interim assessments.

Expected	Actual
1.5b Meet Interim Based Assessment baseline for number of assessments given at each required grade level/subject	>50% of the required middle school teachers gave 3 or more interim assessments
1.5d Maintain graduation rate level at blue on Dashboard for students at EHS and improve graduation rate at Zoe Barnum by one performance level	100% of the required high school teachers gave 3 or more interim assessments
1.5f Increase A-G eligible students by 2% over 2017-2018 numbers.	1.5d This goal was partially met. EHS remained at blue on the dashboard, but the graduation rate at Zoe Barnum dropped from green to red. The overall for the district remained at green.
1.5g Maintain 90%+ of Freshmen with 4 year plan	Class of 2019
1.5h Reassess use of EAP data depending on use by colleges	92.9% ECS 66.7% Zoe 96.6% EHS
1.5i Maintain at 20% the number of students enrolled in one or more AP courses Maintain AP pass rate of greater than 55% for 2019 due to 2 sections of AP being Dual Enrolled	FY-**% SED-90.4% EL- 88%
	1.5f Goal met. A-G rate increased from 28% to 30%
Baseline 1.5aELA- 33% 2015 to 36% 2016	1.5g Goal met. 377 of 386 Freshmen enrolled in a Freshman Seminar type course 97.7%. 9 students opted out of Freshman seminar and will complete a plan in 10th grade
1.5a Math- 24% 2015 to 28% 2016	
1.5d Graduation rate 95% district 97.5% EHS	1.5h Ready EHS ELA 23% Math 8%
1.5f 30% seniors A-G eligible	
1.5g 91% of Freshmen have 4 year plan	
1.5h EAP- Early Assessment Program EHS ELA 31% Math 11%	Zoe Ready LA 0%

Expected	Actual
1.5i Enrolled in one or more AP course 17.7% 2015-16 to 18.2% 2016-17 1.5i AP exam passing rates- 61.8% 2015 to 53% 2016	Math 0% District ELA 20% Math 7% Conditionally ready EHS ELA 42% Math 19% Zoe ELA 0% Math 0% District ELA 37% Math 17% 1.5i Not met did not maintain 20%. 19.5% of students at EHS are enrolled in one or more AP classes. Did not maintain a pass rate of 55%, 51.3% of students passed with a three or higher. AP Comp is dual enrolled and some students choose to not take the AP test.
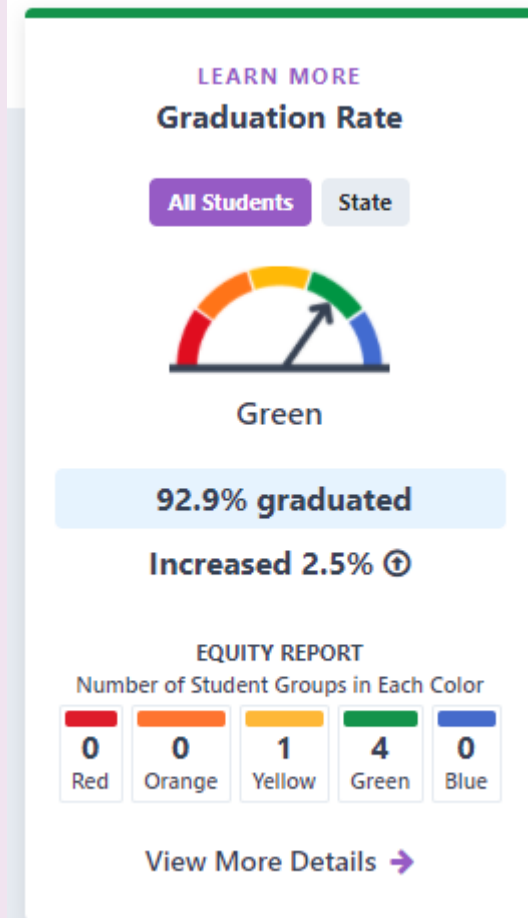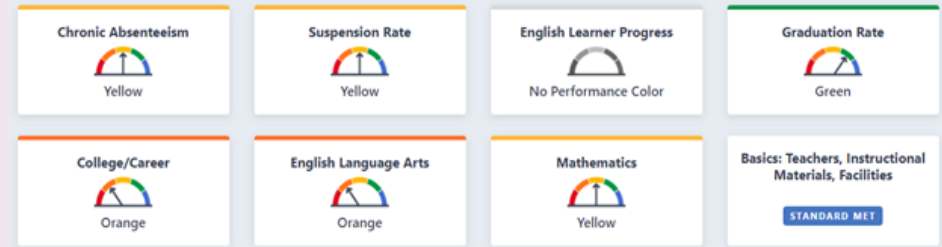
Expected	Actual
Metric/Indicator Metric 1.6 CAASPP	1.6a Not met, although two groups did move up a level, two remained the same and two went down.

Expected	Actual
1.6 Multiple measures including for example DRA, STAR Reading and Math, and Curriculum/Teacher Based Assessments	In ELA Socio-Economic remained orange, EL students went from orange to red and Foster Youth remained red. In math Socio-Economic went from orange to yellow, EL students remained orange and Foster Youth went from red to orange.
1.6 ELPAC	
1.6 Reclassification Rate	1.6b Goal not met. At the elementary level, intervention teachers service 225 students. Data collected for tracking progress in February of 2020 shows 35% of students have increased at least a years growth in reading levels. At the middle school level, data collected was an inaccurate representation as it represents half of one of the two middle schools. 30% of students increased at least a years growth in reading levels by March of 2020. Due to the schools closures, students are not being serviced and will not be reassessed therefore data will continue to be an inaccurate representation of a years services.
1.6 Number of sections (middle and high) and FTE for teachers (elementary) for Designated ELD for EL students in CELDT levels 1, 2, and 3	
1.6 Records maintained by special education instructional coach for professional development for general and special education teachers as well as coaching logs for 1:1 work with individual teachers	
19-20 1.6a Improve by one performance level the CAASPP scores (as per Dashboard) of students who are English Learners, Socio-economic Disadvantaged, and Foster Youth	1.6c Data below, see image 39.4% of ELs progressed at least 1 ELPI level 9.7% maintained ELPI level 4 28.5% ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H 22.2% ELs that decreased at least one ELPI level
1.6b 55% of elementary and 65% of middle school students receiving intervention support will show progress by increasing their reading level by more than 1 year or its equivalent	1.6d For 2018-2019 the reclassification rate for ECS EL students was 4.8% (30).
1.6c Improve from baseline students moving from one level to the next on ELPAC	1.6e EL students receive services at the elementary level based on their EL level, Zane has 2 sections of ELD, Winship has 3 sections of ELD, and the High School has 1 section of ELD for mainly 1's and 2's. The high school offers EL loop classes for each grade level for support of EL students in English classess, and offers ELD course support.
1.6d Improve reclassification rate based on 2018-2019 data	
1.6e Maintain number of ELD sections at the middle schools at 2 per site. Provide EL services at Elementary site based on number of EL 1s, 2s and 3s. Maintain ELD sections at EHS	1.6f This goal was met. In the 2018-2019 school year, 13 teachers received a stipend. In the 2019-2020 school year, 16 teachers are attending Teacher Academy regularly.

Expected	Actual
1.6f 100% of students with disabilities are provided with services and programs specified in their IEPs such as speech and language, resource, SDC, and special "out of District" placements, delivered by appropriately credentialed special education staff. Increase by 3% average number of teachers attending SPED teacher academy and receiving stipend. **Baseline** EL/SED CAASPP 1.6a Intervention- 42% of elementary students have made 1 year or more of growth as of March, 2017 1.6b (36% of the EL students gained at least one CELDT Overall in 2017) Establish baseline data in ELPAC for English Learners 1.6c Reclassification Rate- For 2015-2016: 34 out of 600 students were Reclassified (5.6%) 1.6d CAASPP scores in ELA and math for EL and SED groups (see tables in 1.6 above) by providing 2 sections of ELD at each of the middle schools and 3 sections at EHS EL/SED CAASPP ELA EL 14% 2016 13% 2017 SED 27% 2016 27.4% 2017 Math EL 9% 2016 8% 2017	**Student English Language Acquisition Results** The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Expected	Actual
SED 21% 2016 18% 2017 1.6e 100% of students with disablities provided with services and programs per their IEP as measured by SEIS reports. Average number of teachers attending SPED teacher academy and receiving stipend.	
Metric/Indicator Metric 1.7 GATE Universal Screening tool 1.7 Survey students and/or teachers to determine participation 1.7 Inventory of supplies and condition of materials by teacher account 1.7 Course offering for VAPA 1.7 Participation sign in sheets for teachers and questionnaire 1.7 Career Technical Education Enrollment 1.7 Bi-Literacy Seal 1.7 A-G Eligibility **19-20** 1.7a Assess all eligible 4th grade students for GATE 1.7f Maintain over 40% of students enrolled in one or more CTE courses	1.7a This goal was met. 100% of 4th-grade students were assessed for GATE. 1.7d An additional VAPA section was added at the high school 1.7f Met 635 Enrollments 474 students of 1170 40.5% 1.7g Met 49 students received the Seal of Biliteracy, including the first two Yurok students in the nation 1.7h 30% of the class of 2019 was A-G eligible, an increase of 2% from the class of 2018

Expected	Actual
1.7g For students eligible for Seal of Biliteracy award - Maintain 35+ 1.7h Increase A-G eligible students by 2% over 2018-2019 numbers 1.7d For VAPA, maintain or increase the number of course offerings at the secondary level, and ensure that students at each elementary school have access to VAPA (elementary music at 4th and 5th grades and arts integration across grade levels). **Baseline** 1.7a 100% of 3rd graders were tested in 2017 1.7f CTE increase by 5% in enrollments from 2017 from 38.3% to 43% 1.7i Academic Events (difficult to track) 1.7g Bi-Literacy rate- 39 students 2015 to 37 students 2016 1.7h A-G eligibility 31%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1A a. Ensure targeted subgroups have access to school supplies	1.1 A (a) : Includes subscriptions 4000-4999: Books And Supplies FD 01 RS 0001 $420,615 1.1 A (b) MGMT 1509 1000-1999: Certificated Salaries, 3000-	1.1 A (a) : Includes subscriptions 4000-4999: Books And Supplies FD 01 RS 0001 $119,408 1.1 A (b) MGMT 1509 1000-1999: Certificated Salaries, 3000-3999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b. Provide a district librarian whose work is principally directed to supporting unduplicated students c. Provide library tech hours for all sites based on enrollment	3999: Employee Benefits FD 01 RS 0001 $119,167 1.1 A (c) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $184,362	Employee Benefits FD 01 RS 0001 $118,172 1.1 A (c) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $112,114
1.1B d. Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups e. Ensure all students have access to school supplies f. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for 4-8; Accelerated Math for 6-8)	1.1 B (d) 4000-4999: Books And Supplies FS 01 RS 6300 $173,568 1.1 B (e) 4000-4999: Books And Supplies FD 01 RS 3150 T-I $1,945 1.1 B (f) 5000-5999: Services And Other Operating Expenditures FD 01 RS 3010 T-1 $50,699	1.1 B (d) 4000-4999: Books And Supplies FS 01 RS 6300 $315,730 1.1 B (e) 4000-4999: Books And Supplies FD 01 RS 3150 T-I $68,588.31 1.1 B (f) 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $0
1.2A 1.2 a. Provide collaboration time for teachers b. Maintain a leadership team to facilitate teacher proficiency for NGSS implementation c. Instructional Coach will facilitate a training for all elementary teachers in NGSS d. CARE Specialists will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers	1.2 A (a) MGMT 1524 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $300,908 1.2 A (b) No Cost Associated with Action $0.00 1.2 A (c, d, and e) Referenced in 1.5 A (f) $0.00 1.2 A (g) MGMT 1535 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $85,446 1.2 A (h) MGMT 1535 1000-1999: Certificated Salaries, 3000-3999:	1.2 A (a) MGMT 1524 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $300,908 1.2 A (b) No Cost Associated with Action $0.00 1.2 A (c, d, and e) Referenced in 1.5 A (f) $0.00 1.2 A (g) MGMT 1535 1000-1999: Certificated Personnel Salaries FD 01 RS 0001 $85,446 1.2 A (h) MGMT 1535 1000-1999: Certificated Salaries, 3000-3999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
e. CARE Specialists will facilitate Elementary and Secondary Teacher Academies f. All teachers will participate in one additional District day of professional development (over 2018-19) for the purpose of CCSS implementation training g. Provide additional day of teacher professional development (over 2018-2019) for the purpose of aligning and implementing with fidelity district initiatives with improved student outcomes h. Provide additional hours (over 2017-2018) of professional development/collaboration time for administratively-determined professional development activities (e.g. data teams, common-assessment development, grade-level collaboration, vertical team collaboration) i. Teachers may provide additional intervention services (above 2017-2018) for struggling students especially targeting homeless and foster youth	Employee Benefits FD 01 RS 0001 $307,116 1.2 A (I) MGMT 1535 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $73,694	Employee Benefits FD 01 RS 0001 $307,116 1.2 A (I) MGMT 1535 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $73,694
1.2B g. NCAIP grant funding no longer available h. Through the Create Humboldt Arts Integration Grant provide instructional coaching time for one-on-one and whole group professional development to teachers and support staff in grades 3-5	1.2 b (g) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits 5815 Creative Learning & Access $213,195 1.2 B (h) 4000-4999: Books And Supplies 5815 Creative Learning & Access $43,638 1.2 B (h) 5000-5999: Services And Other Operating Expenditures 5815 Creative Learning & Access $48,804	1.2 b (g) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits 5815 Creative Learning & Access $140,991 1.2 B (h) 4000-4999: Books And Supplies 5815 Creative Learning & Access $3,139 1.2 B (h) 5000-5999: Services And Other Operating Expenditures 5815 Creative Learning & Access $157,078

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1.2 B (h) 7000-7439: Other Outgo 5815 Creative Learning & Access $24,388	1.2 B (h) 7000-7439: Other Outgo 5815 Creative Learning & Access $15,060
1.3A The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population (with emphasis on all student groups in the "red" category as per CA Dashboard) are met. To do so, while simultaneously increasing teachers' instructional preparation, provide an additional Professional Development day within the school calendar (above 2018-2019 number) for all certificated staff	1.3 A MGMT 1523 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $476,547	1.3 A MGMT 1523 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $476,547
1.3B Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics	1.3 B 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 LCFF $12,666,264	1.3 B 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 LCFF $12,536,567
	1.3 B 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0000 4,108,538	1.3 B 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0000 $4,108,538
1.4A a. Provide staff support for technology use for student learning b. Maintain the technology committee to oversee the plan for technology purchases, professional use by staff, and appropriate student use to promote learning with an emphasis on access to and incorporation of technology at school by socio-economically disadvantaged, English Learners and foster youth	1.4 A (a) Salary & Benefits (8980) 01-0000-0-1110-2490-(2408)-900-4005 & (3xx2) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $65,422	1.4 A (a) Salary & Benefits (8980) 01-0000-0-1110-2490-(2408)-900-4005 & (3xx2) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 LCFF $106,817
	1.4. A (b) No dollars associated with this action 1000-1999: Certificated Personnel Salaries FD 01 RS 0001 $0.00	1.4. A (b) No dollars associated with this action 1000-1999: Certificated Personnel Salaries FD 01 RS 0001 $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4B c. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.	1.4 B (d) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits 8150 Ongoing & Major Maint SB50 $955,437	1.4 B (d) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits 872,247.71
	1.4 B (d) 4000-4999: Books And Supplies 8150 Ongoing & Major Maint SB50 $205,368	1.4 B (d) 4000-4999: Books And Supplies $139,649
	1.4 B (d) 5000-5999: Services And Other Operating Expenditures 8150 Ongoing & Major Maint SB50 $92,696	1.4 B (d) 5000-5999: Services And Other Operating Expenditures $187,573
	1.4 B (d) 6000-6999: Capital Outlay 8150 Ongoing & Major Maint SB50 $90,869	1.4 B (d) 6000-6999: Capital Outlay $138,094
	1.4 B (d) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 LCFF $1,405,748	1.4 B (d) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 LCFF $1,020,081
	1.4 B(d) 5000-5999: Services And Other Operating Expenditures FD 01 LCFF $1,003,352	1.4 B(d) 5000-5999: Services And Other Operating Expenditures FD 01 LCFF $980,416
	1.4 B (d) 6000-6999: Capital Outlay FD 01 LCFF $96,936	1.4 B (d) 6000-6999: Capital Outlay FD 01 LCFF $18,854
	1.4 B (c) RS 0000 OB 4445 MG 8550 4000-4999: Books And Supplies FD 01 RS 0000 $179,250	1.4 B (c) RS 0000 OB 445 MG 8550 4000-4999: Books And Supplies FD 01 RS 0000 $145,564
1.5 a. Maintain average below contracted class size numbers for grades 4-12 b. Combination classes are permissible at the elementary schools in order to account for fluctuations in grade level enrollment and to ensure that we stay within GSA limits	1.5 A (a) MGMT 1522 (Grades 6-8 class size) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $407,933	1.5 A (a) MGMT 1522 (Grades 6-8 class size) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $407,933
	1.5 A (a) MGMT 1532 (Grades 9-12 Class size) 1000-1999:	1.5 A (a) MGMT 1532 (Grades 9-12 Class size) 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c. Provide summer school instruction for high school students at risk d. Select assessments and implement consistent classroom based formative and summative assessment at each grade level and train all staff with an emphasis on unduplicated student sub groups e. Provide release time and/or paid outside of contract time for staff collaboration to provide intervention and supervision with an emphasis on unduplicated students f. Provide CARE Specialists at elementary grades and instructional coaches at the middle and high school grades to support all teachers in their ELA and Math instruction for all students g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages i. Provide a data tracking system for credentialed staff to monitor student performance and include training for its use to better monitor progress of unduplicated students j. Maintain post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January. At the high school level there will be counseling technician support specifically targeted towards successful progress for our Homeless Youth k. Provide Yurok Language courses	Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $543,911 1.5 A (b) MGMT 1501 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $84,986 1.5 A (c) RS 0001 GL 1160 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $10,535 1.5 A (C) RS 0001 GL 1160 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $11,246 1.5 A (c) RS 0001 GL 1160 4000-4999: Books And Supplies FD 01 RS 0001 $559 1.5 A (d+h) No Cost associated with action $0 1.5 A (e) Cost referenced in 1.2 A (a) $0.00 1.5 A (f) RS 0001, FN 2140 & 2.0 FTE from 0001 1000-1999: Certificated Personnel Salaries FD 01 RS 0001 $293,523 1.5 A (g) Cost referenced in 1.2 A (a) $0	Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $543,911 1.5 A (b) MGMT 1501 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $84,986 1.5 A (c) RS 0001 GL 1160 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $27,744 1.5 A (C) RS 0001 GL 1160 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $6,045 1.5 A (c) RS 0001 GL 1160 4000-4999: Books And Supplies FD 01 RS 0001 0 1.5 A (d+h) No Cost associated with action $0 1.5 A (e) cost referenced in 1.2 A (a) $0.00 1.5 A (f) RS 0001, FN 2140 & 2.0 FTE from 0001 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $77,008 1.5 A (g) Cost referenced in 1.2 A (a) $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
l. Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment). Investigate increase in sections including zero periods with an emphasis on unduplicated students m. Provide instruction and materials in academic research and other college and career skills per CCSS n. Utilizing funding from Wild Rivers Indian Education grant provide following positions to support students in grades 6-12 to ensure that they are on track for graduation and future college and career readiness: Indian Education Site Lead (1.0 FTE) and Indian Education Site Technician (1.0 FTE).		
1.6A a. Provide ELA intervention teachers at each elementary site b. Provide Literacy, Math, and EL technicians c. Provide staffing to support students who are Homeless Youth, English Learners and/or Socio-economic Disadvantaged. Maintain sections of EL support at middle school level d. Provide appropriate technology infrastructure (including teacher access to copiers, printers, computers) e. Provide professional development to all credentialed staff and classified techs in strategies that target EL, Homeless Youth, and SED growth f. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified staff	1.6 A (a) RS 0001 GL 4760 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $228,600 1.6 A (b) RS 0001 OB 2104 plus stats (Lit, EL, and Math Techs) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $188,265 1.6 A (c) Cost referenced in 1.5 A (j) 1.6 A (d) OB 5623, 5635, 5637 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $48,908 1.6 A (e) Cost referenced in 1.2 A 1.6 A (f) Cost referenced in 1.5 A (i) 1.6 A (g) Referenced in 2.1A	1.6 A (a) RS 0001 GL 4760 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $182,060 1.6 A (b) RS 0001 OB 2104 plus stats (Lit, EL, and Math Techs 2000-2999: Classified Personnel Salaries FD 01 RS 0001 $195,633 1.6 A (c) Cost referenced in 1.5 A (j) 1.6 A (d) OB 5623, 5635, 5637 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $21,231 1.6 A (e) Cost referenced in 1.2 A 1.6 A (f) Cost referenced in 1.5 A (i) 1.6 A (g) Referenced in 2.1 A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
g. Provide professional development in working with homeless students to all credentialed staff and classified staff h. Staff intervention at Secondary at the following minimal levels, based on student need 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE i. Provide intervention coach, 0.8 FTE and BSA Services	1.6 A (h) OB 1105 plus stats 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $184,362 1.6 A (i) GL 5001 OB 1903 & OB 2305 GL 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $102,828 1.6 A (i) 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $157,659	1.6 A (h) OB 1105 plus stats 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $40,855 1.6 A (i) GL 5001 OB 1903 & OB 2305 GL 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $153,380 1.6 A (i) 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $321,317
1.6B j. Provide instruction, including accommodations and modifications, to students with exceptional needs. k. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report. l. Provide an EL coordinator for each site and ELD teacher for each elementary site m. Provide Psychologist services for identification and assessment of students with disabilities. n. Continue to utilize services of Humboldt County Office of Education (HCOE) to provide special education programs to students with disabilities. These specialized services are not available within ECS and target pre-school aged students and TK-12 students with significant cognitive challenges. o. Provide alternative education program for 6-8 grade students who are not successful within traditional school setting	1.6 B (k) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 6500 $3,229,337 1.6 B (k) Includes RS 3310 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 6500 $986,220 1.6 B (l&j) OB 5800 & 5852 5000-5999: Services And Other Operating Expenditures FD 01 RS 6500 $1,021,666 1.6 B (m) 1000-1999: Certificated Personnel Salaries FD 01 RS 3310 $97,865 1.6 B (n) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RD 5640 $58,358 1.6 B (o) OB 7142 7000-7439: Other Outgo FD 01 RS 6500 $2,432,852	1.6 B (k) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $3,194,755 1.6 B (k) Includes RS 3310 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 6500 $401,913 1.6 B (l&j) OB 5800 & 5852 5000-5999: Services And Other Operating Expenditures FD 01 RS 6500 $612,912 1.6 B (m) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 3310 $109,994 1.6 B (n) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RD 5640 $50,115 1.6 B (o) OB 7142 7000-7439: Other Outgo FD 01 RS 6500 $2,105,469

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
p. Utilizing Rural and Low Income Block Grant (Title V) offer summer school to students needing extra support and intervention in grades 1-8 in ELA and math. Secure services of 5 teachers and 1 summer school principal for three weeks and one extra day of planning.	1.6 B (p) Resource 7510 - Not in the drop down menu yet 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits $127,527	1.6 B (p) Resource 7510 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits $76,913
	1.6 B (p) Resource 7510 5000-5999: Services And Other Operating Expenditures $1,452	1.6 B (p) Resource 7510 5000-5999: Services And Other Operating Expenditures 0
1.7 a. Maintain student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies schoolwide at Winship and EHS. Send additional elementary team to AVID Summer Institute- Alice Birney or Washington*with a focus on recruiting students from the unduplicated count b. Provide student access to elementary music programs. c. Provide funding to all secondary school sites for instrument repair and replacement to ensure access to students in unduplicated count d. Maintain available visual arts supplies and materials for students to ensure access to students in unduplicated count e. Replace damaged or worn visual arts supplies and materials f. Support the maintenance of a Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students. g. Elementary teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction. h. Continue to communicate a protocol for identifying potential GATE students, especially targeting students new to the District after 4th grade.	1.7 A (a) MGMT 1503 1000-1999: Certificated Personnel Salaries FD 01 RS 0001 $118,981 1.7 A (a) AVID Summer Institute 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $26,550 1.7 A (b) MGMT 1531 1000-1999: Certificated Personnel Salaries FD 01 RS 0001 $195,338 1.7 A (d) (e) (f) Cost referenced in 1.1 A Referenced in 1.2 A 1.7 A (h) (l) No cost associated with action $0.00 1.7 A (j) (k) (l) MGMT 1529 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $118,063 1.7 A (j, k, l) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits RS 6387 $147,789	1.7 A (a) MGMT 1503 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $118,981 1.7 A (a) AVID Summer Institute 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $15,022 1.7 A (b) MGMT 1531 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $195,338 1.7 A (d) (e) (f) Cost referenced in 1.1 A $0.00 Referenced in 1.2 A $0.00 1.7 A (h) (l) No Cost associated with action $0.00 1.7 A (j) (k) (l) MGMT 1529 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $118,063 1.7 A (j, k, l) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits RS 6387 $102,003

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
i. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS. j. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these fields with an emphasis on students in unduplicated count. This will be partially accomplished through the use of CTEIG funds and School Workforce Program (SWP) funds. k. Ensure that CTE pathways are available to students beginning in middle school with an emphasis on students in unduplicated count l. Sustain pathways to achieve Bi-Literacy.	1.7 A (j, k, l) OJECTS 5XXX AND 6XXX ALSO INCLUDED IN COST 4000-4999: Books And Supplies RS 6388 $65,929	1.7 (j, k, l) OBJECTS 5XXX, 6XXX also included in cost 4000-4999: Books And Supplies RS 6387 $39,972

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

COVID-19 led to a situation where the District spent less unrestricted dollars than expected. Budget associated with actions and services not implemented due to school closure and the move to distance learning was used early in the Pandemic to support learning loss and the socio-emotional health of our students. The need for budgeted materials/supplies and capital outlay changed drastically with the move to distance learning in the spring. Positions were "frosted and frozen" due to students not being on campus and difficulty in hiring during COVID stay-at-home orders.

This is reflected in, but not limited to increased costs across actual expenditures for the following goals:
1.1 B(d) TK-3 Fountas and Pinnell adoption out of Sup/Con rather than lottery

1.1 B(e) LCAP did not incorporate subsequent SPSA budgets for Title 1

1.2 B(h) increased, which was balanced by 1.2 B(g) decreasing for contracted services vs staffing

1.4 A(a) includes benefits for employees, 300 not included in the original budget

1.4 B (d) COVID related expenses

1.5 A(c) Under budget, in the past non-LCAP dollars were used for summer school. Also includes some summer school special education costs

1.6 A (i) Contracted services and instructional coach, 3000 not included in the original budget

This is reflected, but not limited to decreased costs across actual expenditures for the following goals:
1.1 A(a) Sup/Con reduction in textbook spending. However, textbook costs appear to be increased in Lottery 1.1 B(d) (RS 1100 and 6300).

1.1 A(b) Minor variance

1.1 A(c) COVID-19 led to a hiring freeze and reduced library tech hours.

1.1 B(f) Was not covered by district Title 1 dollars, solutions were still delivered.

1.2 A(c) 'm not sure what this was intended for from the program side. The underspend is correct though. I know there was a misunderstanding on the budget back then that led to the expectation that we were going to receive more money than we did. Is Sherri fulfilling this role through 7085? If so, I'd recommend noting this was over-budgeted or something to that extent.

1.2 B(g) Reduced CREATE spending on certificated staff, costs shifted to 5000 series objects.

1.2 B (h) 5000s went up, expected staffing shifted to contracted services; material expenditures went down. Indirect also went down based on the increased contracted services costs.

1.4 B(c) Costs were shifted to Covid-19 relief funding.

1.4 B(d)--updated with only RS 0000; note that additional costs hit non-LCAP resources.

1.5 A(c) Lack of enrollment, did not need as many classified positions

1.5 A(f) Only captured part-time TOSA positions and not CARE, specialists,

1.6 A(a) Open and frosted positions in the spring and lower costs for those that were hired

1.6 A(d) COVID related- did not spend the funds due to move to distance learning

1.6 A(h) Services were provided for EL and EL Loop classes but the budget only captured sections at Zane (.4) and not at EHS (.6) and Winship (.4)

1.6 B(l, j) The adopted budget was $957k and we underspent by ~$445k on object 5852 Personal Services. Costs went down by transitioning from contracted one on one aides to the use of in-house aides. Due to students transitioning out of programs, contracted costs went down. The reduction in costs were not due to a reduction in needed services for students with disabilities as specified in their IEPs.

1.6 B(k) The services were provided but we changed the way we were accounting for the costs which led to this line item appearing to be underspent.

1.6 B(p) Supplies utilized out of existing department supplies for summer school

1.7 A(a) Lower attendance at digital XPO due to no in-person conference with associated travel costs

1.7 A(j,k,l) 1.0 FTE was charged to this goal instead of 1.4 FTE. 6000 carryover was spent on capital outlay items in 2020-21. 4000 was underspent due to the move to distance learning and less need for materials and supplies.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In 2019-2020 an additional day of professional development was added for the purpose of aligning and implementing fidelity to district initiatives to promote improved student outcomes. Additional hours of professional development/collaboration were also provided to support professional development. In Elementary, TK-3rd grade adopted Fountas and Pinnell Classroom as a Language Arts Curriculum. Other successes were providing Literacy, Math, and EL technicians, providing student access to elementary music programs and providing a Special Ed instructional coach to support case carriers with IEP's, communication/collaboration with General Education teachers, and professional development.
The COVID-19 pandemic was a major challenge during the 2019-2020 school year. In March, the District was forced to pivot into a Distance Learning format. The District immediately began providing technology to students and families in need. Some of the actions/services were underspent due to the fact that students were not physically on campus. Many positions were "frosted" or "frozen" due to students not being on campus and difficulty in hiring due to stay at home orders. One success is the fact that District staff, students, and families were able to transition almost immediately to an entirely new platform beginning in March 2020.

Goal 2

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.
Focus Goal 2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.
Focus Goal 2.2: Increase promotion and graduation rates for all students.
Focus Goal 2.3: Decrease suspension and expulsion rates for all students.
Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.
Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.
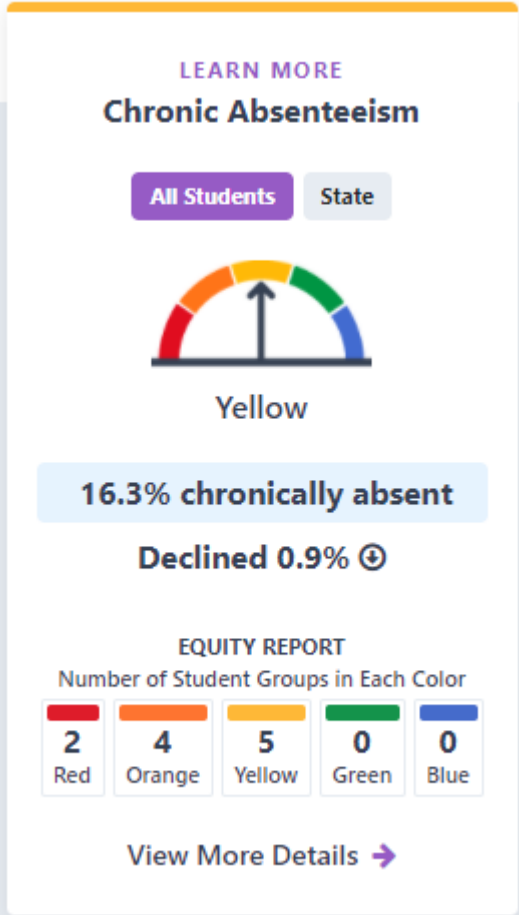Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	Strategic Plan: 2, 4, 5, 12

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.1 Student attendance as tracked by monthly attendance rates spreadsheets. Through the use of PowerSchool and Attention to Attendance data systems, ECS assist families, problem-solves barriers, and actively promotes daily school attendance. 2.1 Using Dashboard Data (use A2A Attendance Tracking system for 2016-2017) determine chronic absenteeism rate **19-20** Maintain district overall attendance rate at 96% Maintain chronic absenteeism rate of 15%	2.1 Our 2019-2020 attendance rate was 94.64% as of 2-14-20 which was the end of official attendance reporting due to COVID is short of our goal of 96%. 2.1 Chronic Absenteeism rate for 2018-2019 was 16.3% which is short of our goal.

Expected	Actual
Baseline 95.75% 2016-2017 = 17.57%	 LEARN MORE **Chronic Absenteeism** All Students / State Yellow **16.3% chronically absent** Declined 0.9% EQUITY REPORT Number of Student Groups in Each Color 2 Red / 4 Orange / 5 Yellow / 0 Green / 0 Blue View More Details →
Metric/Indicator 2.2 Graduation rates as tracked by the California Department of Education's Dashboard website. ECS has a variety of interventions and supports for all students, foster youth (FY), socio-economically disadvantaged (SES), and English learners (EL) to ensure graduation for our students. **19-20**	District Graduation rate is 92.2% as indicated in Data Quest EL graduation rate was 91.3%%- Met SES was 89.7%- Not Met FY Not Reported

Expected	Actual
Maintain Cohort graduation rate above 95% and maintain SES, FY, and EL above 90% **Baseline** 2.2 2015-16 Cohort: 95.2% FY 83.3% SES 93.1% EL 90.3% Average increase from 14-15 to 15-16: 3.3%	
Metric/Indicator 2.2 High school dropout rates as reported by the California Department of Education's Dataquest website. ECS secondary counselors and administrators work closely with students to develop and monitor successful graduation plans. **19-20** Maintain high school dropout rate of less than 3%. **Baseline** 2.2 2014-15: 4.7%	2.2 Eureka High School's dropout rate was 0.2% (Goal Met). Zoe Barnum High School's dropout rate was 16.4% (Goal not met), in 2016-2017 this is the most recent year on Data Quest
Metric/Indicator Metric 2.2 Middle School dropout rates as reported by the California Department of Education's Dataquest website. ECS middle school counselors and administrators work closely with students to develop and monitor successful promotion to high school pathways. **19-20**	2.2 For 2018-2019, no middle school students dropped out of school. Goal Met!

Expected	Actual
Maintain at 0.3% (State average) the Middle School Dropout Rate **Baseline** 2.2 2013-14 Zane.6%, Winship 0% 2014-15 Zane 0%, Winship 2%	
Metric/Indicator Metric 2.3 Suspension Rates for students based on Dashboard (2014-2015 figures) 2.3 CA Dashboard % disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless) 2.3 Expulsion rate (as determined by SIS data in 2016-2017; Dashboard for 2017-2018 and subsequent years **19-20** For all students and all subgroups attain a suspension rate disproportionality (gap between groups) % of < 5% For all students and all subgroups attain a suspension rate of < 5% Maintain expulsion rate below .075% **Baseline**	2.3 Our suspension rate for 2018-2019: All students: 6.5% EL: 3.1% SWD: 11.3% FY: 14.5 SED: 7.6% Homeless: 10.2% We did not reach our goal regarding the gap between groups of % of <5%. We did not meet our goal of <5% for all students and all subgroups. We did maintain an expulsion rate below .075%. Our expulsion rate for 2018-2019 was 0.05% (students).

Expected	Actual
2.3 Suspension Rates for students based on Dashboard (2014-2015 figures) All students: 6.9% EL: 2.8% SWD: 13% FY: Not reported SED 8.4% Homeless: Not reported 2.3 - 2014-15 6 expulsions = 4 students (1%)	
Metric/Indicator Metric 2.4 Using the CHKS determine the % of students who feel connected to at least one caring adult at their school 2.4 Using CHKS determine the % of students who perceive their school as a safe environment. **19-20** Attain 97% in elementary and raise secondary to above 90% for connectedness Attain at 85% in elementary and raise secondary to 70% for perceived safety **Baseline** 2.4 Connectedness: Elem: 2015-16: 95%. Sec: 2015-16: 89.6%.	2.4 Connectedness- 2018-19- most recent results Elementary: 63% Secondary: Grade 7: 58% Grade 9: 57% Grade 11: 55% NT: 54% (NT=Non Traditional) We did not meet our goals in this area. 2.4 Perceived Safety: 2018-19- most recent results Elementary: 66% Secondary: Grade 7: 62% Grade 9: 53% Grade 11: 60% NT: 65% (NT=Non Traditional) We did not meet our goals in this area

Expected	Actual
2.4 Perceived Safety: Elem: 2015-16: 79%. Sec: 2015-16: 58.25%.	
Metric/Indicator Metric 2.4 Using the Tiered Fidelity Inventory for staff determine the % of implementation of Multi Tiered System of Supports for students **19-20** Maintain an average of 70% for the Tiered Fidelity Inventory (TFI) Tier 2 at all elementary and middle school sites Raise to 70% average the Tiered Fidelity Inventory (TFI) Tier 3 at all elementary and middle school sites Raise to 70% average the Tiered Fidelity Inventory (TFI) Tier 2 at EHS and Zoe Maintain 60% on the Tiered Fidelity Inventory (TFI) Tier 3 at EHS and Zoe **Baseline** 2.4 Alice Birney 42% Grant 65% Lafayette 62% Washington 73%	2.4 Multi Tiered Systems of Supports We were able to maintain a 70 % overall average score of all our schools as rated by our PBIS teams on the TFI. Due to Covid-19, we were not able to have an external rater participate as in the past. The average score on the Tiered Fidelity Inventory (TFI) for elementary and middle schools as conducted in spring 2020 was as follows: Tier 2 85% Tier 3 80% We reached our goal of sustaining an average of 70% on the TFI for our Tier 2 supports and raised our average percent for our Tier 3 supports for our Elementary and Middle Schools during the 2019-2020 school year. The average score on the Tiered Fidelity Inventory (TFI) for our High School and Continuation High school as conducted in spring 2020 was as follows: Tier 2 80.7 % Tier 3 51.4 % We met our goal of raising the Tier II systems at our high schools to above 70% accuracy.

Expected	Actual
Zane 81% Winship 19%	We did not maintain our 60% implementation of Tier 3 supports in fact we fell 9.6%. 2.4 Multi Tiered Systems of Supports

2.4 Multi Tiered Systems of Supports

	BASELINE 2018-2019		RESULTS 2019-2020	
	Tier II	Tier III	Tier II	Tier III
Alice Birney	65%	55%	73%	55%
Grant	92%	82%	92%	94%
Lafayette	92%	64%	100%	88%
Washington	96%	82%	92%	94%
Winship	80%	58%	57%	64%
Zane	73%	52%	96%	88%
EHS	84%	88%	100%	41%
Zoe	80%	76%	61%	61%

Expected	Actual
Metric/Indicator Metric 2.4 The California Department of Education's Physical Fitness Test (PFT) measures six areas of fitness. The baseline % are students who passed 5 of 6 components of the PFT.	2.4 Based on the PFT Summary of Results of students passing 5 out of 6 or 6 out of 6 standards met: 5th: 32.6% (goal not met) 7th: 53.3% (goal not met) 9th: 59.2% (goal not met)

Expected	Actual
19-20 Based on PFT Summary of Results- students passing 5 out of 6 or 6 out of 6 standards met: 5th: 35% 7th: 60% 9th: maintain **Baseline** 2.4 2016-17 PFT Results- students passing 5 out of 6 or 6 out of 6 standards met: 5th: 20.3% 7th: 47.9% 9th: 59.5%	
Metric/Indicator Metric 2.4 Teacher schedules. All elementary Principals collect classroom schedules to ensure physical education required minutes. **19-20** Maintain 100% compliance with required Physical Education minutes as per Principals' report **Baseline** 2.4 100% compliance with required Physical Education minutes as per Principals' report.	100% compliance with required Physical Education minutes as per Principals' report maintained- Met
Metric/Indicator Metric 2.5 A Parent Satisfaction/	All written and oral communications were translated or interpreted in a language other than English for schools that meet the 15% guidelines.

Expected	Actual
Stakeholder Survey gives ECS information regarding parent communication.

2.5 All written and oral communications will be translated or interpreted in a language other than English for schools that meet the 15% guidelines.

19-20
Maintain translated communications for all District schools where 15% of students speak a particular language other than English

Baseline
2.5 100% of communication from Alice Birney (only school with 15% in Spanish or Hmong) translated. (MET) | Maintain 100% of communication from Alice Birney (only school with 15% in Spanish or Hmong) translated. Alice Birney continues to support school/family communication. |
| **Metric/Indicator**
Metric
2.5 A Parent Satisfaction/
Stakeholder Survey gives ECS information regarding input into our LCAP plan.

2.5 Parent participation in IEP meetings for students with disabilities

19-20
Maintain input from no less than 1,000 stakeholders within the district at LCAP input meetings or returning LCAP feedback surveys

All parents/guardians of students with disabilities (SWD) invited to attend IEP meetings. Outreach done through letters, and when needed, with follow-up phone calls. 100% required IEP team attendance at IEP meetings | All parents/guardians of students with disabilities (SWD) are invited to attend
IEP meetings. Outreach done through letters and follow-up phone calls, and
(when needed) home visits. |

Expected	Actual
Baseline 2.5 2016-17: 294 Participants (met) 2016-2017: All parents/guardians of students with disabilities (SWD) invited to attend IEP meetings. Outreach done through letters, and when needed, with follow-up phone calls. 100% attendance at IEP meetings (some required several efforts to reschedule)	
Metric/Indicator Metric 2.6 A Community Academic Events Survey gives teachers a place to record community events that students participate in. **19-20** Maintain the percentage of students participating in school to community events. **Baseline** 2.6 2016-2017 = 261.	The percentage of students that participated in school to community events was maintained.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 a. Maintain transportation for students living outside of a mile to attend school	2.1 A (a) Contribution (8988) FD 01 RS 0001 $420,887	2.1 A (a) Contribution (8988) FD 01 RS 0001 $335,520

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b. Continue to monitor Powerschool for attendance and A2A for non-attendance tracking and reporting c. Provide a 1.0 FTE Chronic Absenteeism Prevention Coordinator to address the high chronic absenteeism in the district utilizing the 3-yr (beginning in 2019-2020) Learning Communities for School Success Program (LCSSP) grant.	2.1 A (b) MG 1502 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $76,201 2.1 A (c) RS 7085 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits RS 7085 $105,634 2.1 A (c) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits RS 7085 $61,036 2.1 A (c) 4000-4999: Books And Supplies RS 7085 $8,318 1.2 A (c) 5000-5999: Services And Other Operating Expenditures RS 7085 $116,652	2.1 A (b) MG 1502 5000-5999: Services And Other Operating Expenditures FD 01 RS 0001 $29,600 2.1 A (c) RS 7085 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits RS 7085 $100,236 2.1 A (c) 2000-2999: Classified Salaries, 3000-3999: Employee Benefits RS 7085 $43,304 2.1 A (c) 4000-4999: Books And Supplies RS 7085 $3,453 1.2 A (c) 5000-5999: Services And Other Operating Expenditures RS 7085 $5,643.95
2.2 a. Provide Freshman seminar or AVID 9 to all 9th graders b. Record keeping of risk ratio for all 9th grade students	2.2 A (a) Cost referenced in 1.7 A (a) 2.2 A (b) Cost Referenced in 2.2 A (a).	2.2 A (a) Cost referenced in 1.7 A (a) $0.00 2.2 A (b) Cost Referenced in 2.2 A (a) $0.00
2.3 a. Follow the School Climate Implementation Plan and monitor implementation through recording of dates for specific actions/services b. Modify as needed to implement Alternatives to Suspension Matrix/ Ed Code c. Maintain positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation d. Conduct "Universal Screening" for all students in grades 1-5	2.3 d 5000-5999: Services And Other Operating Expenditures FD 01 RS 0000 $2,000	2.3 d 5000-5999: Services And Other Operating Expenditures FD 01 RS 0000 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4A a. Ensure all teachers are maintaining Physical Education required minutes b. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.) c. Provide Health Aides d. Provide GRIP coordinator for secondary students e. Provide Board Certified Behavior Analyst (BCBA) 1.0 FTE f. Provide CPI Training/De-escalation techniques and training for staff g. Provide CARE Specialists with .75 TOSA to each elementary site. h. Maintain level of Staff supervision of students (over 2018-2019 levels) during unstructured times of the school day (e.g. before-school, recess, lunch, after-school) i. Implement mental health services for students and families through Humboldt Bridges Mental Health grant with following personnel: Supervising K-12 Mental Health Coordinator, Family Support Coach, and Student Services navigator	2.4 A (a) No dollars associated with this action $0.00 2.4 A (b) No dollars associated with this action $0.00 2.4 A (c) GL 1191-FN 3140 MGMT 1530 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $41,718 2.4 A (e) GL 1191 FN 3900 OB 2305 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $117,091 2.4 A (f) 4000-4999: Books And Supplies FD 01 RS 0001 $300 2.4 A (g) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $410,842 2.4 A (h) Cost referenced in 1.2 A (h) and (I) 2.4 A (d) GRIP Coordinator 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $121,224 2.4 A (I) OBJECTS 2XXX & 3XXX ALSO INCLUDED - RESOURCE 9029 1000-1999:	2.4 A (a) NO Dollars associated with this action $0.00 2.4 A (b) No dollars associated with this action $0.00 2.4 A (c) GL 1191 FN 3140 MGMT 1530 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $41,526 2.4 A (e) GL 1191 FN 3900 OB 2305 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $126,318 2.4 A (f) 4000-4999: Books And Supplies FD 01 RS 0001 $300 2.4 A (g) 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $507,798 2.4 A (g) Cost referenced in 1.2 A (g) and (I) $0.00 2.4 A (d) GRIP Coordinator 2000-2999: Classified Salaries, 3000-3999: Employee Benefits FD 01 RS 0001 $75,956 2.4 A (I) Objects 2XXX, 3XXX Also included RS 9029 1000-1999: Certificated Salaries, 3000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Salaries, 3000-3999: Employee Benefits $242,897	3999: Employee Benefits $258,679
	2.4 A (I) OBJECTS 5XXX & 7XXXX INCLUDED RESOURCE 9029 4000-4999: Books And Supplies $24,749	2.4 A (I) Objects 5XXX & 7XXX included RS 9029 4000-4999: Books And Supplies $27,627
2.4B h. Utilizing funding from Learning Communities for School Success Program (LCSSP) grant provide a 1.0 FTE TOSA CARE Specialist to coordinate PBIS activities in the District. i. Provide a counselor at Zane and Winship. Part of the responsibilities will be to improve school climate by addressing Tier II and Tier III behaviors	2.4 B h COST REFERENCED IN 2.1 A (c) 2.4 B (I) RESOURCE 4127 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits $81,438 2.4 b (I) OBJECT 7XXX INCLUDED RESOURCE 4127 4000-4999: Books And Supplies $4,215	2.4 B h Cost Referenced in 2.1 A (c) $0.00 2.1 B (I) RS 4127 1000-1999: Certificated Salaries, 3000-3999: Employee Benefits $81,901 2.4 b (I) Object 7XXX included RS 4127 4000-4999: Books And Supplies $6,052
2.5 a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families. c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, IEP meetings (SWD) open stakeholder meetings, board meetings, and on-line and paper surveys. Track number of parents attending parent conferences in November at elementary and middle schools.	2.5 A Cost referenced in 1.6 A (c) 2.5 B (b-d) No cost associated with this action $0.00	2.5 A Cost referenced in 1.6 A (c) $0.00 2.5 B (b-d) No cost associated with this action $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
d. Provide additional communication to families and community by increasing the number of school newsletters and social media postings as well as the use of other electronic communication tools. .		
2.6 a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc.)	No cost for 2.6 a & b 0.00	No cost for 2.6 a & b $0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of Goal 2 funds spent matched the budgeted items. Most over or under spending was due to COVID and the move to distance learning in the spring.
Over spent:
2.4 A(g) Universal Screening did not happen due to school closures
2.4 B(I) CARE Specialists at all sites at 1.0 over budget here and under in 1.5 A(f)

Underspent:
2.1 A(a)--COVID led to reduced transportation/ vehicle miles traveled. Costs normally associated with transportation were shifted to support food deliveries after COVID-19.
2.1 A(b)--Did not spend as much on contract with A2A
2.1 A(c) Open position part of the year
2.4 A (d) Over Budget for the position

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In 2019-2020 a Board Certified Behavior Analyst was hired to support students and staff to create plans to improve or change problematic behaviors. In addition, each elementary site was provided a CARE Specialist to support students and staff, both academically and behaviorally. The district also took action to improve attendance rates through providing a 1.0FTE Chronic Absenteeism Prevention Coordinator to address the district's high chronic absenteeism rates.
The COVID-19 pandemic was a major challenge during the 2019-2020 school year.In March, the District was forced to pivot into a Distance Learning format. Some of the actions/services were underspent due to the fact that students were not physically on campus. Many positions were "frosted" or "frozen" due to students not being on campus and difficulty in hiring due to stay at home orders. District staff made great efforts to stay connected with students and families. One success is the fact that District staff, students, and families were able to transition almost immediately to an entirely new platform beginning in March 2020.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The District will procure adequate Personal Protective Equipment (PPE) to ensure student and staff safety for in-person instructional offerings. Classroom safety supports shall include Plexiglas barriers/screens and modifications to HVAC filtration systems. These supports will first be in place for students who need intervention and support due to potential learning loss, i.e. students with disabilities, followed by English Learners and foster and homeless students then other students identified by classroom teachers as needing additional interventions in order to make adequate progress.	$250,000	$74,603	Yes
The District will provide additional facilities staff time to ensure PPE and safety modifications are completed in a timely fashion to accommodate in-person instruction	$75,000	$61,629	Yes
The District will procure cleaning and disinfectants to be used to minimize the spread of COVID-19.	$75,000	$41,935	Yes
The District will re-purpose custodial staff time to be used to support facility sanitization activities specific to minimizing the spread of COVID-19 during in-person instruction.	$174,000	$0	Yes
In order to ensure that classroom teachers, support staff and administrators are able to effectively communicate with one another for the purposes of instructional planning as well as connecting with families about learning needs, the District will provide adequate technology tools to include hardware such as updated phone systems, computers, computer accessories (including extra monitors and document cameras) and software (site licences for Google Suite tools).	See Distance Learning section		Yes
In order to encourage social distancing and minimize sharing of student supplies that may spread the virus, the District shall provide	$150,000	$153,684	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
additional budget allocation to schools to purchase additional student supplies and books.			
The District will purchase two (2) new buses to transport students to and from school while ensuring social distancing occurs.	$700,000	$0.00	Yes
Purchase additional materials and supplies that facilitate and maintain student access to school breakfast and lunch programs.	See Distance Learning Section		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Estimated actuals associated with PPE, sanitization and supplies are expected to be lower than the initial forecast--this is a result of delays in reopening, and because the volume/scale of need was less than expected. The purchase of two (2) school buses were not necessary to support In-Person offerings.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

One success is that the District was able to offer an in person summer school in August of 2020 to students in need of extra support and intervention. A challenge was that due to the pandemic, typical summer school was not offered for middle and high school.

In August of 2020 the school board gave direction for all sites, with the exception of special education and interventions, to begin the 2020-2021 school year in distance learning. All certificated staff were surveyed at this time and a large number of families submitted public comments. Multiple MOU"s with both the certificated and classified unions were agreed upon.

Preschool:
Preschool offered both in person and distance learning for the entire 2020-2021 school year. This program had to switch to distance learning only when mandated to quarantine following Thanksgiving and winter break.

Based on board decisions made in August of 2020, the school year started via distance learning for all students at the TK-5 level. The District provided five days of professional development around distance learning teaching. Beginning in September, Special Education programs and other interventions were able resume in person learning. One needed intervention provided was to students that had most difficulty being successful in distance learning. Hubs were created to provide a small, stable learning environment in which students could access their distance learning classrooms in person with the support of a monitor. The ASES program provided

distance learning after school options to all students during this period. PPE and safety modifications were of high priority, and staff was trained in actions to minimize the spread of Covid-19.

Elementary:
In October, the school board gave direction for TK-5th grade to return in a phased in, hybrid model. Parents and staff were surveyed. Parents were asked whether they would choose to remain in distance learning or return for in person instruction.This hybrid model consisted of classrooms split into two smaller cohorts (am/pm) for 2.5 hours per day in person, with the rest of the instructional minutes done asynchronously. TK-3 were able to return to school under this model, 4th and 5th grades were slated to begin following Thanksgiving break, but at this point all grades had to revert to distance learning due to board direction for all students to quarantine following Thanksgiving and winter break.

In January, the school board gave direction for interventions and special education to return in person beginning mid January. In February, the school board gave direction again for TK-5 to have the option of returning to in person instruction in a hybrid model. TK-3 offered the am/pm cohort model, while 4th and 5th grades had the option to return for 240 minutes, 5 days per week in a concurrent model where in person and distance learners received instruction at the same time. The district technology team worked tirelessly to ensure that classrooms were set up with the technology needed to move to this concurrent model. School sites worked with ASES to begin providing in person afterschool program to students. Families were surveyed by individual school sites and all were given the option to remain in distance learning or begin in person instruction on March 1st.

Middle School and High School:
Based on Board decisions made in August of 2020, the school year started via distance learning for all students at the secondary level, with the exception of special education life skills classes.   All certificated staff were surveyed at this time and a large number of families submitted public comments. The life skills classes started two weeks after the start of school on Sept. 8, 2020. Life skills students rotated on an A/B schedule for the first semester with the exception of November 30, 2020 to January 13, 2020, when all students were on distance learning due to high case counts and quarantines after holiday breaks.

In October, the board began a phased in model with elementary students returning, but not high school students. At that time high school students and families were surveyed to assess the number of students who wished to return to in person learning. At that time 52% of the students selected in person learning vs the current distance learning model. All certificated staff were also surveyed, with a majority wanting to remain on distance learning. After much deliberation and research, it was determined that the high schools might return in mid-January on a hybrid model with concurrent teaching of both in person and distance learning students. The rush to research technology and get it ordered then took priority.

At the October board meeting, high school students were allowed to return to campus for small group instruction in the afternoon for specific subgroups of students, hands on classes that are equipment dependent such as auto shop and pottery, athletic conditioning and club/extra curricular activities provided all public health guidelines were followed.

At a special board meeting in early January, the board determined all students would return following the ability of staff to receive both doses of the vaccine. This started a more defined timeline for the high schools to return by mid-March. Following a special board meeting in mid-February, it was decided that all students would start the week of March 5th. At Eureka High school an A/'B model based on a block schedule with two week rotations was put in place. Approximately 60% of students returned for in person learning and 40% remained on distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide five days of professional development prior to the start of the school year for all teachers and 4 hours for all classified staff specific to supporting students in distance learning and hybrid in-person instruction.	$257,201	$180,501	Yes
In order to ensure that classroom teachers, support staff and administrators are able to effectively communicate with one another for the purposes of instructional planning as well as connecting with families about learning needs, the District will provide adequate technology tools to include hardware such as updated phone systems, computers, computer accessories (including extra monitors and document cameras) and software (site licences for Google Suite tools).	$475,000	$487,438	Yes
Purchase licenses for online curriculum, online learning platforms, and other online tools. Purchases include - Google Suite, Google Classroom, Screencastify, Remind, Accelerated Reader/STAR Reader, Mystery Science, Seesaw, Math Space, Raz-Kids, Amplify Online and Cyber High).	$200,000	$239,910	Yes
Provide an Extended School Year Program for students needing intervention - including students with disabilities.	$175,000	$175,000	Yes
Increase IT staff capacity/time necessary to commission, deploy and support student focused technology solutions used to enable distance learning.	$146,894	$163,482	Yes
Provide Chromebooks, hotspots, and other connectivity devices/services to all students who need them for distance learning.	$1,000,000	$1,700,342	Yes
Purchase additional materials and supplies that facilitate and maintain student access to school breakfast and lunch programs.	$65,0000	$79,709	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Classified staff were provided professional development, however those costs were not covered by Learning Loss Mitigation dollars and are thus not reflected in estimated actual expenditures. In addition, technology costs were substantially higher than originally forecasted based on student need. Upgrades to the network to support distance and in person learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In August of 2020 the school board gave direction for all sites to begin the 2020-2021 school year in distance learning. The District provided five days of professional development around distance learning instruction. The District made it a priority to provide teachers with adequate technology tools to include hardware such as updated phone systems, computers, computer accessories, and software. In addition, increased IT staff was required to commission, deploy and support student focused technology solutions to enable distance learning. One challenge the District faced was supporting families in accessing and engaging in distance learning. The District prioritized providing Chromebooks, hotspots, and other connectivity devices/services to all students that need them in order to access distance learning. Several times during the school year families were surveyed regarding a return to in person learning. Each time, distance learning remained an option for all families.

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administrative support and guidance mitigating learning loss through safety, In Person and Distance learning models and transitions to mitigate learning loss.	$278,717	$820,693	Yes
Provide professional development opportunities for staff in the use of online assessment tools - including diagnostic and formative assessments.	$25,000	$25,000	Yes
Staff will use both PowerSchool SIS and SWIS to identify students who are not engaging in distance learning or are not making adequate academic progress.	$27,500	$27,500	Yes
Provide additional staff to support students who are not engaging in school and who are not making adequate academic progress. Staff will provide social-emotional support and mental health services, academic supports, family outreach and other re-engagement strategies.	$300,000	$129,853	Yes
Provide online after-school music instruction for 4th and 5th grade students to replace face-to-face music offerings.	$30,000	$11,625	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Administrative support and guidance costs are significantly higher than forecast. Time and effort has been focused on planning and implementing services in response to the districts efforts to support Distance and In-Person learning. The district has provided social-emotional support and mental health services commensurate with the forecasted LCP budget. The estimated actual expenditures do not capture these expenses as they are not being billed to Learning Loss Mitigation/CARES funding.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

During the 2020-2021 school year, a three tiered system was put into place to address learning loss and accelerate learning for students. ECS supported students who demonstrated learning loss by providing intervention teachers to support students in small groups. In addition, SPED, ELD, and other students struggling to engage with distance learning were encouraged to come back in

person to access instruction. At the beginning of the school year a system of assessments were selected to measure student learning. Staff also used Powerschool SIS and SWIS to identify students who were not engaging or not making adequate academic progress. Due to Covid-19 it was difficult to fill many positions that were flown with the intent to support students. Professional development opportunities were provided for staff in the use of online assessment tools- including diagnostic and formative assessments. Staff was supported in developing a timeline for delivering Interim assessments in preparation for the CAASPP assessment in the spring.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

In order to support the mental health and social-emotional well being of our students and staff, the 2020-2021 school year began with a trauma responsive training. This training was offered to all staff and included trauma responses for students, as well as self care and information around how trauma affects adults. Principals hosted check-in opportunities for staff and a professional development series was established with a focus on mental health, trauma, and self care. Through professional development staff have acquired and are developing trauma informed practices. All staff is trained in PBIS and have systems in place to support students in being safe, respectful, and responsible. Elementary teachers did bi-weekly reports to check-in with families regarding attendance, engagement, and academic progress. Secondary staff uses SIS and Google Classroom to stay connected with students and families. School Psychologists and BCBA's worked closely with staff and students to provide needed supports. Classified staff was also utilized to keep students connected and engaged. In addition, we provided support for families through the Marshall Family Resource Center. Our foster and homeless youth liaison supports families in obtaining needed supplies such as clothing, food, shelter, laundry services as well as mental health, and other health related services. MFRC is a hub for outreach in our community and staff are trained in referring families to Bridges to Success Mental Health Referral system and our Mental Health Demonstration grant services. Many home visits were conducted to determine barriers that students and families were facing.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Eureka City Schools prioritized ensuring students continued to receive rich educational experiences during the 2020-2021 schoolyear and the Covid-19 pandemic. Devices and hotspots were provided to students and staff used various methods of communication to keep students and families connected. Despite these engagement efforts, one challenge was engaging students in their distance learning. A three-tiered approach was developed to support engaging all students in learning.
Tier 1. a Universal Strategies
As part of the daily contact, relationship building, mindfulness, trauma informed practices, social-emotional or school connection activities were incorporated as much as practicable. PBIS Teams engaged in supporting positive attendance incentives and safe, respectful, and responsible behaviors. Engaging and innovative learning experiences were provided in a safe, caring learning environment with clear expectations and well communicated procedures.
Tier 1. b Personalized Outreach
The expectation was for staff to have contact with all students each instructional day. This was done through synchronous online instruction, in person instruction, telephone, or other communication methods where two-way communication could be had. Whenever possible, contact was made in the student's home language. A system was developed to notify administration if interpretive services were needed.
If students were absent from distance learning for more than 3 school days in a 5 day period, or 60% of the instructional days in a school week, the following procedures were followed:
Teacher attempted to contact guardian(s).

Teacher logged contact or attempted contact in PowerSchool in order to establish barrier(s) to attendance and make a plan for improvement.

Tier II. Early Intervention

When contact could not be made, or if attendance continued to be an issue, documentation of attempts were made through the School-Wide Information System (SWIS).

This documentation alerted staff to Utilize Tier II strategies for re-engagement. This process included scheduling Student Attendance Review Team (SART) , Student Study Team (SST) and IEP Amendment meetings to determine the barriers the family was experiencing and brainstorming strategies to engage the student in learning. One action that was found to be successful was to provide in person learning hubs to students in order for them to have a stable, connected, monitored environment in which to learn.

Tier III Intensive Intervention

Principal or designee provided with a list of students not engaging with school. If contact was unsuccessful, a notification letter was mailed to parents through A2A (Attendance Works).

Home visits were made by staff. If attendance and engagement continued to be of issue, the Truancy Response Program was engaged.

As the year progressed there were many transitions. Families and students were surveyed several times during the year and eventually offered the opportunity for in person learning. Parents always had the option to continue in distance learning as well. The district provided outreach and communication regarding student safety, scheduling, attendance, and educational programs through various modes throughout the school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Throughout the 2020-2021 schoolyear regardless of school being in person or distance students continued to be offered breakfast and lunch daily. These meals were provided in person in a "grab and go" manner, curbside, and even by delivery at different times throughout the year. Staff was trained in hand washing, basic food safety principles, face mask safety precautions, and social distancing guidelines. All food service staff became certified as Food Safety Managers. Rigorous sanitation processes were put in place and adhered to.

Since July 1, 2020, the Nutrition Services staff have served more than 315,000 meals to ECS students and community children. They have been operating 6 curbside meal distribution sites and have made home deliveries for forty children whose families could not reach our curbside locations. We do weekly food pick up appointments at our Central Kitchen. We have made sure Winship and Zoe Barnum students receive meals now that they are back to school. They have done considerable outreach to families that are in need of assistance. Our Nutrition Services team has been strong and dependable through this pandemic. Staff have changed their work schedules multiple times to accommodate the school schedule as students return to in-person learning. They have changed procedures dozens of times to comply with the often changing and confusing regulations from USDA and CDE. They have had to take on roles of other entities such as the Department of Environmental Health and do self inspections because they could only work from

home. The pandemic has made our Nutrition Services team even stronger and more reliant on each other. Our challenges have become our strengths.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no additional actions or plans for the LCP.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have learned much as a result of implementing in-person and distance learning programs in 2020-21, and these learnings have informed the development of goals and actions in the 2021–24 LCAP as follows:

To ensure that teachers are well poised to provide effective differentiated instruction, we will need to engage a comprehensive professional development program. Based on the number of families who are currently choosing distance learning for their students (30%-35%) we can expect that even in the fall, there will be a need for a distance learning option. We will need to staff accordingly.

Technology use (both software and hardware) increased significantly this year as students moved from in-person instruction to distance learning. We are now, essentially, a "1:1 District." Even with the majority of students moving to in-person instruction in the fall, we will continue to utilize online platforms and resources, and students will frequently be using their Chromebooks in the classroom. Therefore, we will need to anticipate allocating LCFF funds to support this continued use of technology - with costs being incurred for extra staffing as well as software, hardware, and licensing costs. We must be mindful of equity when looking at internet access. This past year we deployed hundreds of hotspots to students without reliable internet access and we will continue this practice into 2021-22 and beyond.

Chronic absenteeism has been a persistent concern at ECS - even before the pandemic. As specified in the LCP, we have reengagement strategies for students who do not attend school regularly. We will need to be mindful of committing resources to continued efforts to reengage absent students moving forward. This segues into the are of parent outreach and parent involvement. In many ways, the pandemic has brought our school communities closer as teachers and other staff have been making more frequent phone calls home to check on students, and parents have been reaching out to schools for needed supports. Parents have been

coming onto our campuses (albeit at a safe distance) to pick-up weekly materials and school lunches. Moving forward, we will need to continue our efforts to keep families engaged as active partners in the education of their child(ren).

Finally, we remain concerned about students' social and emotional well-being as the pandemic has kept students apart from each other and away from what is, for some, the most stable environment that they have - school! As students return to in-person instruction, we will need to be mindful of supporting their successful transition away from distance learning. As an universal intervention we will engage our SEL curriculum, Second Step, and possibly expand its use at the elementary level. We will also need to reengage our PBIS approach to supporting students behaviors and social interactions. For students who need more intensive behavioral and social and emotional supports we must consider how to increase our capacity to meet the needs, this may involve hiring additional staff and/or providing more professional development for existing staff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

It is clear, from looking at a wide variety of assessment data - e.g. curriculum-based assessments, CAASPP Interim Assessments, STAR Reading Assessments and report card grades, that academic pupil learning loss has occurred during the 2020-21 school year. We are concerned that some of our most at-risk students (SPED, EL, Homeless and Foster Youth) have suffered the most in terms of academic learning loss. We continue to monitor the outcomes for these students using both formative and summative assessments. For example, in 2020-21 we committed t administering the CAASPP Interim Assessments an summative assessments in ELA and math to students in grades 3-8 and grade 11. We will use the results of the spring administration of the CAASPP summative assessments to guide the targeting of additional interventions and supports in 2021-22 and beyond.

Our expectation, looking forward into the 2021-21 school year is that instruction will return to a more "normal" level, with the majority of students returning to in-person instruction. Due to the interrupted learning associated with the COVID-19 pandemic dating back to March 2020, we will need to implement a robust intervention program. This will launch with a robust summer school program for Pre-K through 12th grade. The summer school program will offer both academic and enrichment opportunities for students. For the 2021-22 school years and beyond we will need to consider both school day interventions in English language arts and math as well as opportunities for expanding learning beyond the regular school day for students identified for additional support due to academic deficits.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall, we were able to implement the the majority of the actions and services identified as contributing towards meeting the increased or improved services requirement. The purchase of two (2) school buses were not necessary to support In-Person offerings as the need for school bussing (based on surveys to parents and the guidance of public health regarding the extent to which in-person instruction could be offered due to COVID-19 concerns).

Classified staff were provided professional development, however those costs were not covered by Learning Loss Mitigation dollars and are thus not reflected in estimated actual expenditures. In addition, technology costs were substantially higher than originally forecasted based on student need. Increased costs were associated with upgrades to the network to support distance and in-person learning.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The last third of the 2019-2020 school year and the entire 2020-2021 school year presented significant challenges to educating the students of Eureka City Schools. Despite these challenges, we remained committed to our core values and beliefs and referenced our LCAP goals as well as our strategic plan priorities to help guide us in our actions to support students, staff and families.

In analyzing and reflecting upon student outcomes for the 2019-2020 LCAP, the following considerations come to the fore in informing the development of the 2021-2022 through 2023-2024 LCAP:
1. We must continue to improve student performance in core academic areas, especially English language arts and math. As we look to future years we will invest significantly in providing staff with ongoing professional development and coaching support in instructional best practices and implementation of standards-based curriculum. Our district has adopted new TK-8 English language arts curricula within the past 2 years and with much of the PD in 2020-21 is focused on meeting the immediate challenges of distance learning due to school closures, we must rededicate our commitment to supporting our teachers in the implementation of these adoptions. The realization of this commitment will also involve allowing time for teacher collaboration so that common assessments and scoring rubrics may be developed and utilized. Similarly, this commitment to robust PD will need to be made in mathematics. Our TK-5 teachers have had little PD in the implementation of the Everyday Mathematics curriculum, and with empirical evidence that math learning loss may exceed English language arts learning loss due to distance learning, we must be diligent in improving teacher capacity to instruct effectively in this area. Although we don't have a NGSS-aligned curriculum for science, we will need to consider going through the piloting and adoption process for this content area in the next year, so that students in grades 5, 8, and once in high school, can demonstrate success in the California Science Test (CST).

2. Analysis of student report card grades in 2020-21 as well as local curriculum-based assessments reveals that students have experienced learning loss. Anecdotally, students who were struggling academically prior to transitioning to distance learning continued to struggle. Our "bubble" students - those who were just below grade level dropped in performance while those who were previously at or above grade level seemed to maintain their skills. In consideration of these pieces of evidence, we must increase and/or improve our intervention programs in the core academic subjects so that students do not fall even further behind. We will need to be especially mindful and strategic in our approach to supporting our unduplicated students so that the already-present achievement gap doesn't widen still further. In summary, we must adopt an equity lens when looking at where to focus our student supports.

3. Engaging our students in the continuation high school program remains a challenge, and this is reflected in Zoe Barnum School being identified as a CSI site. The district has committed CSI funding to support a TOSA at Zoe Barnum School who will provide ongoing coaching support for teachers around best practices for reaching at-risk students. During the COVID-19 school closures, it became even more challenging to keep these students engaged and this was reflected in high rates of absenteeism. As we look to 2021-22 and beyond, we must build into the program at Zoe opportunities for students to engage in high interest and high impact activities that involve as much "practical" hands-on experiences as possible. A student-centered approach to instruction is critical in keeping this student population engaged in school and prepared for graduation and post-high-school college and/or career.

4. During the 2019-2020 school year we saw a continued drop in suspension rates, but we also saw a drop in student connectedness to school as noted in the CHKS. It is reasonable to assume that with students being socially isolated from their peers and their teachers during the COVID-19 pandemic, school connectedness would take an additional hit. Therefore, moving forward we must ensure that we take purposeful and decisive actions to re-engage students to their school community and provide explicit opportunities for social-emotional learning within a multi-tiered system of support. Providing students with a safe and supportive educational environment will involve the continued use of PBIS strategies and opportunities for participation in social-emotional learning such as Second Step.

In analyzing and reflecting upon student outcomes for the 2020-2021 LCP, the following considerations are noted for the development of the 2021-2022 through 2023-2024 LCAP:

Our expectation, looking forward into the 2020-21 school year is that instruction will return to a more "normal" level, with the majority of students returning to in-person instruction. Due to the interrupted learning associated with the COVID-19 pandemic dating back to March 2020, we will need to implement a robust intervention program. This will launch with a robust summer school program for Pre-K through 12th grade. The summer school program will offer both academic and enrichment opportunities for students. For the 2021-22 school years and beyond we will need to consider both school day interventions in English language arts and math as well as opportunities for expanding learning beyond the regular school day for students identified for additional support due to academic deficits. To ensure that teachers are well poised to provide effective differentiated instruction, we will need to engage a comprehensive professional development program. Based on the number of families who are currently choosing distance learning for their students (30%-35%) we can expect that even in the fall, there will be a need for a distance learning option. We will need to staff accordingly.

Technology use (both software and hardware) increased significantly this year as students moved from in-person instruction to distance learning. We are now, essentially, a "1:1 District." Even with the majority of students moving to in-person instruction in the fall, we will continue to utilize online platforms and resources, and students will frequently be using their Chromebooks in the classroom. Therefore, we will need to anticipate allocating LCFF funds to support this continued use of technology - with costs being incurred for extra staffing as well as software, hardware, and licensing costs. We must be mindful of equity when looking at internet access. This past year we deployed hundreds of hotspots to students without reliable internet access and we will continue this practice into 2021-22 and beyond.

Chronic absenteeism has been a persistent concern at ECS - even before the pandemic. As specified in the LCP, we have reengagement strategies for students who do not attend school regularly. We will need to be mindful of committing resources to continued efforts to reengage absent students moving forward. This segues into the are of parent outreach and parent involvement. In many ways, the pandemic has brought our school communities closer as teachers and other staff have been making more frequent phone calls home to check on students, and parents have been reaching out to schools for needed supports. Parents have been coming onto our campuses (albeit at a safe distance) to pick-up weekly materials and school lunches. Moving forward, we will need to continue our efforts to keep families engaged as active partners in the education of their child(ren).

Finally, we remain concerned about students' social and emotional well-being as the pandemic has kept students apart from each other and away from what is, for some, the most stable environment that they have - school! As students return to in-person instruction, we will need to be mindful of supporting their successful transition away from distance learning. As an universal intervention we will engage our SEL curriculum, Second Step, and possibly expand its use at the elementary level. We will also need to reengage our PBIS approach to supporting students behaviors and social interactions. For students who need more intensive behavioral and social and emotional supports we must consider how to increase our capacity to meet the needs, this may involve hiring additional staff and/or providing more professional development for existing staff.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan
Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	36,120,416.00	33,395,858.97
	482,278.00	1,788,735.71
5815 Creative Learning & Access	330,025.00	316,268.00
8150 Ongoing & Major Maint SB50	1,344,370.00	0.00
FD 01 LCFF	15,172,300.00	14,662,735.00
FD 01 RD 5640	58,358.00	50,115.00
FD 01 RS 0000	4,289,788.00	4,254,102.00
FD 01 RS 0001	5,943,787.00	8,414,685.00
FD 01 RS 3010 T-1	50,699.00	0.00
FD 01 RS 3150 T-I	1,945.00	68,588.31
FD 01 RS 3310	97,865.00	109,994.00
FD 01 RS 6500	7,670,075.00	3,120,294.00
FS 01 RS 6300	173,568.00	315,730.00
RS 6387	147,789.00	141,975.00
RS 6388	65,929.00	0.00
RS 7085	291,640.00	152,636.95

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	36,120,416.00	33,395,858.97
	420,887.00	335,520.00
1000-1999: Certificated Personnel Salaries	705,707.00	85,446.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	20,327,377.00	20,386,648.00
2000-2999: Classified Personnel Salaries	0.00	195,633.00
2000-2999: Classified Salaries, 3000-3999: Employee Benefits	8,246,307.00	6,914,859.71
4000-4999: Books And Supplies	1,128,454.00	869,482.31
5000-5999: Services And Other Operating Expenditures	2,646,639.00	2,330,792.95
6000-6999: Capital Outlay	187,805.00	156,948.00
7000-7439: Other Outgo	2,457,240.00	2,120,529.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	36,120,416.00	33,395,858.97
		0.00	0.00
	FD 01 RS 0001	420,887.00	335,520.00
1000-1999: Certificated Personnel Salaries	FD 01 RS 0001	607,842.00	85,446.00
1000-1999: Certificated Personnel Salaries	FD 01 RS 3310	97,865.00	0.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits		451,862.00	417,493.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	5815 Creative Learning & Access	213,195.00	140,991.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	FD 01 LCFF	12,666,264.00	12,536,567.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	FD 01 RD 5640	58,358.00	50,115.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	FD 01 RS 0001	3,454,938.00	6,929,249.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	FD 01 RS 3310	0.00	109,994.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	FD 01 RS 6500	3,229,337.00	0.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	RS 6387	147,789.00	102,003.00
1000-1999: Certificated Salaries, 3000-3999: Employee Benefits	RS 7085	105,634.00	100,236.00
2000-2999: Classified Personnel Salaries	FD 01 RS 0001	0.00	195,633.00
2000-2999: Classified Salaries, 3000-3999: Employee Benefits		0.00	872,247.71
2000-2999: Classified Salaries, 3000-3999: Employee Benefits	8150 Ongoing & Major Maint SB50	955,437.00	0.00
2000-2999: Classified Salaries, 3000-3999: Employee Benefits	FD 01 LCFF	1,405,748.00	1,126,898.00
2000-2999: Classified Salaries, 3000-3999: Employee Benefits	FD 01 RS 0000	4,108,538.00	4,108,538.00
2000-2999: Classified Salaries, 3000-3999: Employee Benefits	FD 01 RS 0001	729,328.00	361,959.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
2000-2999: Classified Salaries, 3000-3999: Employee Benefits	FD 01 RS 6500	986,220.00	401,913.00
2000-2999: Classified Salaries, 3000-3999: Employee Benefits	RS 7085	61,036.00	43,304.00
4000-4999: Books And Supplies		28,964.00	173,328.00
4000-4999: Books And Supplies	5815 Creative Learning & Access	43,638.00	3,139.00
4000-4999: Books And Supplies	8150 Ongoing & Major Maint SB50	205,368.00	0.00
4000-4999: Books And Supplies	FD 01 RS 0000	179,250.00	145,564.00
4000-4999: Books And Supplies	FD 01 RS 0001	421,474.00	119,708.00
4000-4999: Books And Supplies	FD 01 RS 3150 T-I	1,945.00	68,588.31
4000-4999: Books And Supplies	FS 01 RS 6300	173,568.00	315,730.00
4000-4999: Books And Supplies	RS 6387	0.00	39,972.00
4000-4999: Books And Supplies	RS 6388	65,929.00	0.00
4000-4999: Books And Supplies	RS 7085	8,318.00	3,453.00
5000-5999: Services And Other Operating Expenditures		1,452.00	187,573.00
5000-5999: Services And Other Operating Expenditures	5815 Creative Learning & Access	48,804.00	157,078.00
5000-5999: Services And Other Operating Expenditures	8150 Ongoing & Major Maint SB50	92,696.00	0.00
5000-5999: Services And Other Operating Expenditures	FD 01 LCFF	1,003,352.00	980,416.00
5000-5999: Services And Other Operating Expenditures	FD 01 RS 0000	2,000.00	0.00
5000-5999: Services And Other Operating Expenditures	FD 01 RS 0001	309,318.00	387,170.00
5000-5999: Services And Other Operating Expenditures	FD 01 RS 3010 T-1	50,699.00	0.00
5000-5999: Services And Other Operating Expenditures	FD 01 RS 6500	1,021,666.00	612,912.00
5000-5999: Services And Other Operating Expenditures	RS 7085	116,652.00	5,643.95
6000-6999: Capital Outlay		0.00	138,094.00
6000-6999: Capital Outlay	8150 Ongoing & Major Maint SB50	90,869.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
6000-6999: Capital Outlay	FD 01 LCFF	96,936.00	18,854.00
7000-7439: Other Outgo	5815 Creative Learning & Access	24,388.00	15,060.00
7000-7439: Other Outgo	FD 01 RS 6500	2,432,852.00	2,105,469.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	34,285,214.00	31,751,945.02
Goal 2	1,835,202.00	1,643,913.95

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,424,000.00	$331,851.00
Distance Learning Program	$2,904,095.00	$3,026,382.00
Pupil Learning Loss	$661,217.00	$1,014,671.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$4,989,312.00	$4,372,904.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,424,000.00	$331,851.00
Distance Learning Program	$2,904,095.00	$3,026,382.00
Pupil Learning Loss	$661,217.00	$1,014,671.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$4,989,312.00	$4,372,904.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eureka City Schools	Michael Davies-Hughes Assistant Superintendent of Educational Services	davieshughesm@eurekacityschools.org (707) 441-3363

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Eureka City Schools (ECS) serves students in grades Pre-K through twelve. The District has nine schools; one preschool, four elementary schools, two middle schools, one comprehensive high school and one continuation high school. Our district also provides an adult school in partnership with the College of the Redwoods. ECS is the largest of the thirty-one school districts in Humboldt County with a student enrollment of approximately 3,600. The District covers a wide geographic area with students matriculating into our secondary schools from five "feeder districts;" South Bay, Cutten-Ridgewood, Kneeland, Garfield and Freshwater.

The demographics of our student body are as follows (2020-21 data): English Learners = 16.5%, Foster Youth = 2%, Homeless Youth = 3.7%, Students with Disabilities = 16.2%, and Socioeconomically Disadvantaged = 69.4%. We have the most culturally and ethnically diverse student body in Humboldt County. Ethnically (2020-21 data) our students are 1.9% African American, 5.6% native American, 11.7% Asian, 0.5% Filipino, 24.2% Hispanic or Latino, 1.4% Pacific Islander, 44.2% White, and 10.4% two or more races. There are more than twenty (20) different languages spoken by our district families.

We are known throughout the region for our innovative and award-winning programs. Eureka High School is an AVID (Advancement Via Individual Determination) Site of Distinction while both middle schools and one elementary are "AVID schoolwide." EHS boasts the most comprehensive Career and Technical Education offerings in the region. STEAM programs are available to students at the middle levels. Several of our schools have been awarded the CA Gold Ribbon. We understand that for student outcomes to improve, our we must provide our staff with ongoing professional learning opportunities. For the 2021-22 school year, teachers will have an opportunity to engage in 6 days of professional development in addition to optional after-school teacher academies. As a district, we have made a commitment to investing in a CARE (Comprehensive Approaches to Responsive Environments) team to provide much of this ongoing professional development.

To serve our very diverse student population, ECS has many initiatives in place and takes advantage of several State and Federally funded grants, including TK-5 Arts Integration, Mental Health Demonstration, End Hate, Bridges to Success Mental Health, TUPE, Learning

Communities for School Success, Strong Workforce Program and Wild Rivers Indian Education. Eureka High is also working within the CTEIG grant which helps pay CTE teacher salaries. All these grants support the District's vision, mission, strategic plan priorities and the LCAP Goals.

ECS also receives Title I funding that we use to support our socioeconomically disadvantaged students. These funds are disbursed to the school sites where school site councils determine how the monies are used. Additionally, the District receives Title III funds to serve our EL and Immigrant population, Title IV to support the academic achievement of our American Indian students, and operates an after-school program at our elementary and middle school sites through the After School Education and Safety Program (ASES).

Vision Statement:

Inspiring academic Excellence, Creativity, and the confidence to Succeed - ECS

Mission Statement:

Eureka City Schools, in partnership with families and communities, promotes academic success and career readiness for every student. We are committed to:
- Ensuring rigorous and innovative programs through high standards of teaching and learning Providing a safe and supportive learning environment Embracing our diversity as a strength Promoting creative expression, critical thinking and digital literacy Offering relevant learning opportunities to help guarantee a sustainable future Developing responsible, productive, and ethical citizens for our communities and the world.

Reflections: Successes

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

California Dashboard - Due to lack of CAASPP testing and several other metrics not being reported on the Dashboard for the 2020-21 school year, much of our data remains the same from the 2018-2019 LCAP.

District Successes Academic Performance: *Improved student performance in English Language Arts for students who are American Indian, African American, and two or more races. *Improved students performance in Math for students who are Asian and Two or More races. *Improved student performance in College and Career Readiness for Hispanic, low socio-economic, and EL students. *61% increase in CTE pathway completion. *Increased percentages of students enrolled in AP and Honors classes at EHS. *High graduation rate School Climate: *Students who are homeless decreased chronic absenteeism rates. *Decreased suspension rate for students who are EL, Hispanic, Asian, and Pacific Islander.

The District will continue to provide the actions and services from the 2018-19 school year that positively influenced the outcome data for these two goals. Currently, ECS English Learners are outperforming students statewide in the first year of ELPAC. For the past two years additional resources have been dedicated to EL students, along with PD and materials for Systematic ELD instruction. ELD dedicated

intervention sections are available at the secondary level. Each site has an EL coordinator and the district DELAC committee is active and meets on a regular basis. The district will provide additional EL intervention support for the 2021-2022 school year.

The LCAP provided an increase in lit tech time, along with intervention teachers. The LCAP supports site and district level climate teams, ongoing PBIS training at all sites, Restorative Practices at the secondary and some 5th grade classrooms with a focus on community building circles. The LCAP supported CARE specialists at the elementary school level and middle school levels, along with counselors at the middle and high school levels. The GRIP coordinator continued his efforts on preventative measures and restorative practices at the secondary level. Graduation Rate also increased by 2.8% to 92.7%. All groups maintained or increased, while five subgroups increased significantly. Use of counseling staff, GRIP coordinator and school psychologists to ensure correct placement and attendance helped support struggling students make progress to graduation. EHS and Zoe Barnum Continuation School staff focused on improving school climate, with specific PD and focus on building relationships with students. The LCAP also provides for zero period classes at the secondary level and summer school for the high school. Image 2: Graduation Rate Referring to the California School Dashboard, identify any state indicator or local performance.

In August of 2020 the school board gave direction for all sites to begin the 2020-2021 school year in distance learning. The District provided five days of professional development around distance learning instruction. The District made it a priority to provide teachers with adequate technology tools to include hardware such as updated phone systems, computers, computer accessories, and software. In addition, increased IT staff was required to commission, deploy and support student focused technology solutions to enable distance learning. A major success is that Eureka City Schools now has a one to one student to computer ratio. ECS prioritized ensuring students continued to receive rich educational experiences during the 2020-2021 schoolyear and the Covid-19 pandemic. Devices and hotspots were provided to students and staff used various methods of communication to keep students and families connected.

During the 2020-2021 school year, a three tiered system was put into place to address learning loss and accelerate learning for students. ECS supported students who demonstrated learning loss by providing intervention teachers to support students in small groups. In addition, SPED, ELD, and other students struggling to engage with distance learning were encouraged to come back in person to access instruction. At the beginning of the school year a system of assessments were selected to measure student learning. Staff also used PowerSchool SIS and SWIS to identify students who were not engaging or not making adequate academic progress. Due to Covid-19 it was difficult to fill many positions that were flown with the intent to support students. Professional development opportunities were provided for staff in the use of online assessment tools- including diagnostic and formative assessments. Staff was supported in developing a timeline for delivering Interim assessments in preparation for the CAASPP assessment in the spring.

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.

California Dashboard - Due to the lack of CAASPP testing and several other metrics not being reported on the Dashboard for the 2020-21 school year, many of our areas of concern and greatest needs remain the same. Most of the data discussed below, along with colors on the dashboard are from the 2019-20 dashboard. Due to COVID and anticipated learning loss and the need for social-emotional and mental health supports, we have also identified an increased need for services and support. Although not all additional supports are reflected in the

LCAP, they are being put in place utilizing Expanded Learning Opportunities (ELO), In Person Instruction (IPI), and Elementary and Secondary School Emergency Relief (ESSR) funds

District Areas of Concern: In analyzing the CA Dashboard for Eureka City Schools there are several significant "needs" that are illustrated by "red" and "orange" student performance outcomes. Specifically, the following areas of need exist:

Suspension Rate: decreased by 1.6% to 6.5%
"Red" - none which is an improvement from 2018-19
"Orange" - Foster Youth, African American, English Learners, Hispanic
"Yellow" - All, Socio-Economic, Students with Disabilities, Homeless, American Indian, Two or More Races
This overall rate is high compared to the state rate of 3.4% and it is recognized as significantly above the desired rate. The District continues to focus on school climate and has strengthened this area across sites by providing a behavior coach, restorative practice coordinator and staff training, family outreach programs, and the addition of a "culturally responsive" curriculum and teaching strategies to improve climate outcomes for these identified groups. During 2019-2020, school year suspension data was not reported on the dashboard. Furthermore, during the 2019-2020 school year the District did have a PBIS coordinator to oversee the continued implementation of PBIS and restorative Practices. See Goal 2 Actions and Services for further information

English Language Arts Assessment (3-8): the district maintained at 41 points below standard, while the state was 2.5 points below.
"Red" - Homeless, English Learners, American Indian
"Orange" - All Students, Students with Disabilities, English Learners, Foster Youth, and White
"Yellow"- Asian, Socioeconomically Disadvantaged, and Hispanic
Each elementary site continues to have dedicated reading intervention services from both teachers and lit techs and ELD services. The district continues to work with a Constructing Meaning trainer in 3rd through high school. A schedule for CAASPP interim assessments was followed at each grade (3-8, 11) to directly support this area of need. Most finished interim testing prior to the COVID shutdown. See Goal 1 Actions and Services for further information

Math Assessment (3-8): the district increased by 4.5 points but is still 66.6 points below standard compared to the state which is 33.5 points below standard.
"Red"- African American and Pacific Islander
"Orange" - English Learners, Students with Disabilities, Foster Youth, American Indian, and Homeless
"Yellow"- All Students, Socio-Economic, Hispanic, and White

We predicted that the use of CAASPP math interim assessments would lead to improvements in overall performance outcomes, but we did not test in the spring of 2020. See Goal 1 Actions and Services for further information.

Chronic Absenteeism (TK-8): overall rate for the district was 16.3% which was a decline of .9% compared to the state rate of 10.1%
" Red"- Pacific Islander and African American
"Orange"- All, Students with Disabilities, English Learner, Two or More Races
"Yellow"- Foster Youth, American Indian, Socio-Economic, White, Hispanic, and Asian

Chronic Absenteeism has been a focus of Leadership and Executive meetings for the 2019-20 school year. An in-depth look at data using the dashboard, 5x5 grids, and A2A data allowed school teams to focus on students and set goals. For 2019-2020 the District will be hired a full-time Chronic Absenteeism Prevention coordinator, although consistent staffing in the position has been an issue. See Goal #2 actions and services for more information.

While the data on the 2019 dashboard was an improvement in most areas from 2018, the district still has many subgroups in the red and orange categories. Growth was minimal or flat for both English Language Arts and Chronic Absenteeism. Math and Suspension rates showed greater improvement and more subgroups moving up a color and sometimes two. Implementation and use of a district-wide integrated data system began in 2018-19 with the use of Unified Classroom from PowerSchool. The program did not function as expected and the district is exploring other options at this time.

Through a focus on two goals, ECS will take action and provide services that will improve student outcomes in the areas noted above. These goals are #1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools. #2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged. Outcomes will be improved through the strategic allocation of personnel resources, additional programs (such as EL at all sites) and, the continued adoption of (and professional development in) CCSS aligned instructional materials and practices. In the area of school climate (represented by "Suspension Rate") the District will focus on providing staff with professional development on alternatives to suspension as well as providing personnel resources to support students exhibiting "Tier II" and "Tier III" behaviors.

LCAP Highlights

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

Goals that we aspire to achieve are as follows:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Based on stakeholder input and a review of Dashboard data we will increase the services for English Learners to close the achievement gap. Additionally, we will maintain our AVID offerings to include Eureka High School, both middle schools, and one of our elementary schools. Professional development remains a focus as we onboard new staff and work to provide our veteran staff with additional supports in new areas of need (e.g. use of technology tools), and to this end we will maintain our successful "Teacher Academy" workshops that include a special education, elementary, and social-emotional learning strands. Learning loss due to COVID-19 is a significant concern for our district and we are focusing our supports on mitigating this learning loss in both the academic and social-emotional/mental health areas.

Our professional development for staff will continue to include best practices for supporting at-risk students through training on trauma-informed practices, and throughout the District and within each school site we are "data digging" to identify areas for improvement; implementing interim assessments; providing additional support for current initiatives, including the new TK-5 ELA adoption, new 6-8 ELA adoption, Constructing Meaning (CM), and AVID, and identifying and assigning appropriate CAASPP designated supports and

accommodations for identified student populations (SWD, EL). Within a MTSS academic framework, we are bringing to each of our elementary and middle schools (as well as Zoe Barnum High School) a CARE (Comprehensive Approach to Responsive Environments) Specialist - a teacher of special assignment who will support teachers with implementation of teaching best practices.

Goal 2: All students will learn in a safe, supportive, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Improving school climate continues to be a key need identified by our stakeholders. This need is also evidenced by our suspension data. For 2021-22, the District is continuing to improve services for students in the area of school climate through the services of a District-wide Positive Behavior Interventions and Supports (PBIS) Specialist who will assist staff in improving the school climate outcomes for students in the absence of a federal school climate transformation grant that expired at the end of the 2018-2019 school year. The District is also adding mental health and behavioral support staff who will provide direct support to students as well as strategies and interventions to be used by district staff in improving behavioral outcomes for students displaying "Tier 3" behaviors. . We have identified improved attendance as an area of need. Therefore, we will maintain our A2A system and improve our efforts to reach out and partner with our families where attendance remains a challenge. We will utilize our School Attendance Review Board as a problem-solving body to work with truant students and their families. ECS has focused efforts on improving attendance, again by digging into the data to identify students in need of greater supports and by partnering with community support agencies to provide services. To further address our District's high chronic absenteeism rate, we will continue supporting a Chronic Absenteeism Prevention Coordinator through funds secured in a Learning Communities for School Success Program (LCSSP) grant. According to the CA Dashboard, our students need additional behavioral interventions. Therefore, we will focus some of our professional development on alternative disciplinary practices through our PBIS and Restorative Practices processes.

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.

Zoe Barnum High School

Support for Identified Schools

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

As described on the application for funding, Zoe Barnum High School's WASC Action Plan is being used as the site's CSI plan.

As part of its WASC mid-cycle check, the LEA supported Zoe Barnum High School as the team reviewed previous progress and prepared the CSI/WASC plan similarly to how we conducted the self-study, as a "committee of the whole," using methods of collaboration only possible at a small school like ours. Administration, teachers, and non-certificated staff gave input in a series of meetings. Student input was also achieved through focus groups who met with administration to provide input into the school. Parent and student input was collected via two

google forms. Administration conducted a random survey of 39% of our students who were able to give a student perspective to the progress the school is making. Parents were asked to respond via the school's Facebook page and at our Open House Night. Items reviewed included state assessment data. Scores were reviewed by staff members using MMARS, a district consulting firm that disaggregates our data and creates usable reports to determine trends of achievement for our students. This data informs our teachers and enables them to tailor their instruction to what their students specifically need. The LEA provides time during scheduled professional development to review this information. This input was included in each element of this mid-visit/CSI report.

Looking at the results of the feedback, the LEA and school team disaggregated five major issues that Zoe Barnum is experiencing. They are: supporting pathways to careers, maintaining a positive school culture, student motivation, feeling safe at school, and communication of student support services. We found that these issues were the root cause of our low graduation rate of 66.7%.

The LEA had success using the "Student Services Coordinator" positions (which were classified positions) in terms of mitigating behavioral and social-emotional issues. However, in reviewing these positions, the LEA determined that a teacher/certificated employee could expand this position to include supporting teachers in providing more engaging and effective lessons in support of academic achievement. The CARE Specialist positions were rolled out first in the elementary schools. The CARE Specialists provided student support as well as professional development and coaching cycles to teaching staff. In reviewing the efficacy of this practice, the LEA looked at school attendance, staff retention, school climate (CHKS), and CAASPP interim assessments. Principals reported that the CARE Specialists were an integral part of supporting the social-emotional and academic growth of students. Due to its small size, the LEA was unable to provide funding for this position at Zoe Barnum High School.

In April of 2020, we were made aware that Zoe Barnum was eligible for CSI (Comprehensive Support and Improvement) funds that enabled us to use evidence-based practices to confront this challenge. Eureka City Schools District administration, in collaboration with the Zoe Barnum team, made the decision to hire a "CARE (Comprehensive Approach to Responsive Environments) Specialist." At Zoe Barnum High School, the CARE Specialist will work with teachers on evidence-based pedagogy and engagement strategies, improving attendance, leading to an improved graduation rate. Professional Development sessions will be presented during bi-weekly staff meetings, with coaching cycles implemented for teachers as requested or determined by administration. The CARE Specialist will work with the attendance team in reaching out to families to support students in increasing their participation in online learning. In discussions between the principal and the LEA, two class sections of AVID (Advancement Via Individual Determination) will be added to Zoe Barnum's master schedule and taught by the CARE Specialist. AVID is a College & Career Readiness system that "provides educators with proven, real-world strategies to accelerate the performance of underrepresented students so that these students and all students across the entire campus succeed in college, career, and life." (AVID California snapshot).

Monitoring and Evaluating Effectiveness

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

The LEA will monitor implementation of the CSI plan by collecting evidence regarding the effectiveness of the interventions to improve student outcomes. Quarterly meetings between the CSI Team (site administrator, the CARE Specialist and the LEA (Assistant Superintendent for Educational Services) will be held to review this information to consider if changes are needed as other interventions may

be implemented based on this feedback. If the CSI Team feels changes or additional actions are needed, surveys will be sent to stakeholders (students & teachers), to gain updated info regarding needs.

The following data will be shared in the quarterly meetings (in person or electronically as needed) with the LEA and with the site administrator every two weeks:
Weekly Attendance reports will be tracked and compared.
Agendas from staff meetings/training will be reviewed.
Feedback from teachers participating in trainings and coaching cycles will be collected via Google Forms.
In addition, a weekly call/home visit log will be maintained and available for review.
Student progress (credit earning comparison with previous weeks prior to enrollment in AVID) will be reviewed and reported every two weeks with site administration and also shared with the LEA at our quarterly meetings. We will track students not in AVID as well, and then compare the data.
If CAASPP Interim Assessment data is available, the CARE specialist will compile and share these outcomes at the Quarterly meetings with the CSI Team.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During the LCAP development process input was sought in the following ways:

In-person meetings:
Parent advisory committee meetings:
We utilized the site councils at each of our schools for this purpose. The writing team met with school site councils at all elementary schools and both middle schools as follows:
04/07/21 @ Washington (3:15 PM)
04/07/21 @ Alice Birney (5:30 PM)
04/08/21 @ Zane (4:00 PM)
04/12/21 @ Winship (5:30 PM)
04/15/21 @ Grant (3:30 PM)
04/15/21 @ Lafayette (5:30 PM)

District-Wide Input Meetings
04/27/21 DELAC (6:00 PM)
04/28/21 District-wide Stakeholders (6:00 PM)
05/04/21 District Indian Education Parent Advisory Committee (PAC)

At these meetings members of the LCAP writing team conducted a presentation that included a summary of outcome data for each goal (as per the Annual Update). Following the presentation, individuals present were involved in a process to review current and proposed actions and services. Although these meetings were technically School Site Council meetings, staff and parents were encouraged to attend that were not members. Parents that were members of PTA, PTSA and ELAC were encouraged and attended several of the meetings. Autodailers and postings in school newsletters and on marquees where also done to notify all parents of the meeting dates and times. Principals reached out to EL and SED parents to encourage their attendance and input at the meetings.

Additionally, we conducted four (4) online surveys (certificated staff, classified staff, students, parents/guardians - a separate survey in Spanish and English) with a total response from 747 individuals. As required we also conducted a consultation meeting with each of our bargaining groups (certificated and classified).

Board Meetings: The Board was provided with regular updates on the 2021-21 LCAP development during meetings on 02/04/21, 03/11/211, 04/29/21, 05/13/21, and 06/03/21. During these meetings the Board and the public were provided with an overview of the progress for LCAP development. All stakeholder input was provided to the Board and proposed
actions and services were discussed for 2021-22. The public hearing for the LCAP was held on 06/24/21 and the Board's action for approval of the LCAP occurred on 06/29/2021

Cabinet Review: The 5-member District Cabinet was regularly updated on the progress of the LCAP throughout the 2020-21 school year. .

A summary of the feedback provided by specific stakeholder groups.

Goal #1 Improving Academics (referencing support for actions and services currently in place). Top 3 from online surveys:
#1
Certificated: Competitive salaries
Classified: Competitive salaries
Parents (Eng): Competitive salaries
Parents (Span): Expanded Learning Opportunities & World Languages
Students: Extra help in specific subjects

#2
Certificated: Smaller class sizes
Classified: Academic Intervention Programs
Parents (Eng and Span): Arts Education opportunities for all
Students: Language Opportunities

#3
Certificated: Academic Intervention Programs
Classified: Smaller class sizes and expanded learning programs
Parents (Eng): Expanded learning opportunities
Parents (Span): Competitive salaries & provide additional resources
Students: Arts Education Opportunities

Additional Student Ideas for Goal #1:
More time on assignments & more breaks
Clubs & Extracurriculars
Preferred environments
Tutoring & staff support

Goal #1 Improving Academics (top comment for each subject area):
ELA
Certificated: Intervention & staff support like teacher's aides or collaboration
Classified: Classroom aides & intervention programs
Parents (Eng): Additional supports for struggling students/small groups/small class size
Parents (Span): Train staff and extensive reading resources

Math
Certificated: Intervention & change in curriculum
Classified: Classroom aides & intervention programs
Parents (Eng): Advanced math courses, additional supports for struggling students/small groups/small class size
Parents (Span): More time & explicit teaching; contests/competition

Science:
Certificated: Updated Curriculum & resources restocked consistently
Classified: Classroom Aides, Hands-On, Project Based, STEAM
Parents (Eng): Updated curriculum
Parents (Span): More experiments & explicit teaching

History/Social Studies:
Certificated: Updated curriculum & resources including field trip opportunities
Classified: Classroom Aides, Curriculum choices/changes
Parents (Eng): Curriculum choices/changes
Parents (Span): More time to explain and show with pictures to make it easier to remember

Goal #2 Improving School Climate and Student Engagement (referencing support for actions and services currently in place). Top 3 from online surveys:

#1
Certificated: Social-Emotional and/or Mental Health Supports
Classified: Social-Emotional and/or Mental Health Supports
Parents (Eng): Social-Emotional and/or Mental Health Supports
Parents (Span): Social-Emotional and/or Mental Health Supports
Students: Awards and Prizes

#2
Certificated: Before and After School programs
Classified: Before and After School programs
Parents (Eng): Staff Training
Parents (Span): Health and Wellness
Students: Support when starting a new school

#3
Certificated: Health & Wellness
Classified: Health & Wellness

Parents (Eng): Health & Wellness
Parents (Span): Before and After School programs
Students: Extracurricular activities at lunch and/or after school

Additional Comments from Students:
Prompt: "An adult at my school cares about me"
Response: 86% of student respondents in grades 4-12 responded "yes" to this prompt
Prompt: "Ideas to help me feel comfortable and ready to learn"
Response: Breaks/Brain Breaks
Focus/Calming Tools
More physical activity/PE
More time to work
Groups/Friendship Groups
Additional Student Ideas: Extra help/Tutoring/ Intervention, Art/After School Programs

Goal #2 Improving School Climate and Student Engagement (Top Comments)
School Climate:
Certificated: Additional support staff (counselors, classroom aides)
Classified: Social-Emotional Education and staff training
Parents (Eng): Social-Emotional Education and Staff Training, additional support staff (counselors, behaviorists), communication and outreach
Parents (Span): Staff trained to solve problems and make the best decision for the student

Student Engagement:
Certificated: Additional support staff (CARE specialist, classroom aides, social works/counselors) & elective classes/clubs
Classified: Additional support staff
Parents (Eng): Student voice in decision making, enrichment activities rallies, clubs, field trips
Parents (Span): Topics of interest to students

Additional Comments (all stakeholder groups):
Additional support staff including classroom aides, ELA/Math Techs)
Improved School/Home Connection

In-Person Stakeholder Input Summary for Goal 1: Improving Academics:
#1: Support persons (classroom aides, intervention techs; ELD/Math/Literacy, interpreters, tutors)
#2: Intervention (ELD, Writing, Reading, Math)
#3: Project Based Learning and Integration
Additional Ideas:
Writing intervention

PLCs/Staff Collaboration Cycles
Outreach (community & parent)

In-Person Stakeholder Input Summary for Goal 2: Improving School Climate & Student Engagement:
#1: Staff Training (Capturing Kids Hearts, Cultural awareness & sensitivity, equity)
#2: Support persons at every site (counselors, CARE, Social Worker, Psychs, Behavior Interventionists, aides in the classrooms)
#3: Social Emotional Programs/Supports (friendship groups, trauma informed care, meditation/yoga, restorative practices & justice support person, restorative room, integrated circles)
Additional Ideas:
Student run programs (mentor/tutoring)
Project based learning
Cultural Responsiveness

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The feedback that we received from our stakeholders were reviewed and action plans were developed. Input was considered to help determine changes for the annual plan. As part of this process, consideration was taken from the most recent budget projections and the potential cost of the actions in the context of the need it addressed. This helped determine the net impact of the proposed actions and services and included those actions that provided the greatest impact. The goal in the process was to distill the information down to a realistic number of priorities in order to ensure that our goals are achievable. Valuable feedback was received to help us modify existing services to improve the impact that these services had on students. Of note: Other funding sources outside LCFF/Sup and Con (e.g. ESSER I, II, III, ELO, and IPI were used for many services actions and services requested by stakeholders in the LCAP process and these actions and services are not necessarily reflected in subsequent sections. Examples of such services that will be increased in 2021-22 include the following:

Goal 1 new supports:
Additional Math, reading, and EL intervention teachers and EL Coach (TOSA)
Additional CARE Specialists
Additional classroom paraprofessionals, EL techs, math techs and literacy techs
Additional math tutors
Enhancement of after-school program
Comprehensive summer school program

Goal 2 new supports:
Hiring of a school social worker
Additional mental health counselor
Additional Board Certified Behavior Analyst
Additional site-based behavior support aides

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools. Focus Goal 1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies. Focus Goal 1.2: Increase the delivery of high quality instruction through ongoing professional development. Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff. Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology. Focus Goal 1.5: Increase the number of students who graduate college and career ready. Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates. Focus Goal 1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

An explanation of why the LEA has developed this goal.

We continue in our commitment to providing grade-level content and instructional rigor. We will prioritize what content is taught in order to ensure depth of knowledge over pacing. This will be evident in our grade level collaborations and common pacing/content delivery guides. We will differentiate for all learners so they can access learning targets. We will assess students in order to identify gaps in learning and provide appropriate interventions to address those gaps.

Based on stakeholder input and a review of Dashboard data we will maintain the services for English Learners in order to continue to close the achievement gap. To this end, we will increase intervention services at all sites to support low performing students. Additionally, we will maintain our AVID offerings to include Eureka High School, both middle schools, and one of our elementary schools. Professional Development remains a focus, and to this end we will expand our successful Teacher Academies to include special education, elementary, secondary, technology, and social-emotional. According to the CA Dashboard, our students who are homeless need additional academic support. To this end we are focusing our professional development for staff in supporting at-risk students through training on trauma-informed practices, and throughout the District and within each school site we are "data digging" to identify areas for improvement; implementing interim assessments; providing additional support for current initiatives, including the new ELA adoptions in TK-5 and Middle School, CM, and AVID; identifying and assigning appropriate CAASPP designated supports and accommodations for identified student populations (SWD, EL). Within a MTSS academic framework, we are providing each of our sites with a CARE (Comprehensive Approach to Responsive Environments) Specialist - a teacher on special assignment who will support teachers with implementation of teaching best practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 a. District Williams Report, Annual Board Resolution on Sufficiency of Instructional Materials, Curriculum/ materials inventory including ELA-ELD materials	100% of students have access to their own copy of standards-aligned Instructional materials for use at school and at home for 2019-20				Maintain 100% access to instructional materials per Williams Act
1.1 b. Implementation of State Standards - # of content areas where CCSS aligned curriculum is being utilized	For 2019-20 TK-5 CCSS aligned curriculum adopted; Fountas and Pinnell and Everyday Math. 100% use of EL Achieve materials for students grades TK-5 (for English learners) Math is CCSS aligned TK-Alg 2 Social Studies follows State Framework and current texts have been adopted 6th through 12th NGSS implementation is in the initial implementation				All Districtwide Core Curriculum will be CA Standards/CA Framework aligned
1.2 District enrollment reports (CBEDS)	CBEDS enrollment for 2019-20 is 3673 students and was 3643 for 2018-19				Increase enrollment by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	which is an increase of .82%				
1.3 a. Certificated: Analysis of percentage of teachers in probationary and temporary status as compared to all teachers	2018-19 (191 teachers) Probationary 29.8% Temporary 8.4% 2019-20 (201 teachers) Probationary 26.8% Temporary 8.5% 2020-21 (187 teachers) Probationary 19.3% Temporary 5.3%				18% or less of all teachers will be probationary teachers and 5% or less or all teachers will be temporary teachers
1.3 a. Classified: Percentage of new employees who obtain permanency.	2019 - 2020 school year: 40 classified staff became permanent that year 20 classified staff quit or were terminated that year before becoming permanent 50% 2020 - 2021 school year: 28 classified staff became permanent (we had a hiring freeze, so fewer people were hired)				40% or less of classified staff will quit or be terminated by the 2023-24 school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	17 classified staff quit or were terminated before becoming permanent 60.7%				
1.3 b. CALPADS credential report	100% of teachers appropriately credentialed in 2019-20				Maintain 100% of teachers appropriately credentialed
1.4 a. Technology inventory. Yearly calculation of student to computer ratio	District ratio is 1:2 computers to students for 2019-20				Maintain district ratio 1:1 computers to students
1.4 b. Facility Inspection Tool (FIT) of clean and safe facilities "Good"	In spring of 2020 ECS had 7 out of 9 schools rate as "good".				9 out of 9 schools rate as "good".
1.5 a. CA School Dashboard English Language Arts Indicator	2019 Dashboard 41 points Below Standard ALL student color ORANGE Student group color gauges: Blue: None Green: None Yellow:				1 point below standard ALL student color GREEN year one 10 point increase year two 15 point increase year three 15 point increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian, Hispanic, Homeless, SED Orange: Two or More Races, Students with Disabilities, White Red: African American, American Indian, English Learners, Foster Youth				Color Gauge for student groups: GREEN: Asian, Hispanic, Homeless, SED YELLOW: Two or More Races, Students with Disabilities, White ORANGE: African American, American Indian, English Learners, Foster Youth
1.5 b. CA School Dashboard Mathematics Indicator	2019 Dashboard 66.6 points below standard ALL student color YELLOW Student group color gauges: Blue: None Green: None Yellow: Asian, Hispanic, SED, White				22 points below standard ALL student color GREEN year one 15 point increase year two 15 point increase year three 15 point increase Color Gauge for student groups:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Orange: American Indian, English Learners, Foster Youth, Homeless, Two or More Races, Students with Disabilities Red: African American, Pacific Islander				GREEN: Asian, Hispanic, SED, White YELLOW: American Indian, English Learners, Foster Youth, Homeless, Two or More Races, Students with Disabilities ORANGE: African American, Pacific Islander
1.5 d. Graduation Rate	EHS at blue on the dashboard. at 96.3% Zoe Barnum 87.1% red. The overall for the district 91.4% green in 2019				Increase district graduation rate to 93%
1.5 f. CSU/UC Required Courses A-G completion rate	A-G rate 30% for the class of 2020				Increase A-G completion by 2% per year to reach 365 for the class of 2023
1.5 g. Student's individualized 4+ year plans including CTE, VAPA and AP courses	97.7% of Freshmen enroll in a Freshman Seminar type course. Students who opt-out of the Freshman seminar will complete				99% of Freshmen will complete a 4+ year plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	a plan in 10th grade in 2019-20				
1.5 h. EAP-Early Assessment Program	2019-20 CAASPP data Ready EHS ELA 23% Math 8% Zoe Ready LA 0% Math 0% District ELA 20% Math 7% Conditionally ready EHS ELA 42% Math 19% Zoe ELA 0% Math 0% District ELA 37% Math 17%				Increase district % of students ready to 24% in ELA and 10% in Math
1.5 i. AP Courses Enrollment Rate and Pass Rate	19.5% of students at EHS enroll in one or more AP classes.				Increase % of students enrolled in one or more AP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	51.3% of students passed with a three or higher in 2019-20 AP Comp is dual enrollment and students can choose to not take the AP test.				classes to 20% and increase the percentage of students passing with a 3 or higher to 60%
% of students enrolled in one or more AP classes and the percentage of students passing with a 3 or higher.	CCI from dashboard 2020 39.7% prepared up from 31.3%				Increase % of students enrolled in one or more AP classes to 20% and increase the percentage of students passing with a 3 or higher to 60%
1.6 a. CA School Dashboard English Learner Progress Indicator	2019 CA Dashboard 49.2% making progress towards English Language Proficiency Current State Progress Level: Medium State Progress Levels: Very High = 65% or higher High = 55% to less than 65% Medium = 45% to less than 55% Low = 35% to less than 45%				55% making progress towards English Language Proficiency State Progress Level: High

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Very Low = Less than 35%				
1.6 b. Reclassification Rate	For 2020-2021 the reclassification rate for ECS EL students was 11.8% (77 students).				Reclassification Rate of at least 10%
1.6 c. Number of sections (middle and high) and FTE for teachers (elementary) for Designated ELD for EL students at ELPAC levels 1, 2, and 3	EL students receive services at the elementary level based on their EL level, Zane has 3 sections of ELD, Winship has 2 sections of ELD, and the High School has 1 section of ELD for mainly 1's and 2's. The high school offers 3-4 EL loop classes depending on the needs of EL students for support of EL students in English classes and offers ELD core support.				Maintain minimum level of LCAP funded EL sections at secondary level- 8 sections, increase sections if EL district % reaches 20%
1.6 d. In the Special Education Plan (SEP), students with IEP's need to be in the least restrictive	In the 2021-22 SEP 50.52% of IEP students were in the least restrictive				52% of students with IEPs will be in the least restrictive environment for more than 80% of their day.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
environment appropriate for the student based on their IEP.	environment 80% or more of their day.				
1.7 a. GATE Universal Screening tool	100% of 4th-grade students assessed for GATE eligibility. (All 4th and 5th grade students will be assessed for GATE eligibility during the 2021-2022 schoolyear as GATE testing did not occur in 2020-2021 due to the COVID-19 pandemic.				Maintain 100% of 4th grade students assessed for GATE
1.7 c. Teacher inventory of district musical instruments.	90% of district owned instruments are maintained in good repair				95% of district owned instruments will be maintained in good repair.
1.7 d. VAPA course enrollment	Winship 540 enrollments 183 individual students out of 365 50% Zane 786 enrollments 281 individual students out of 546 51%				Increase percentage of students enrolled in one or more VAPA course by 10% over baseline data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EHS 1019 enrollments 530 individual students out of 1237 43%				
1.7 e. number of students completing both A-G and CTE pathway	13 of 39 CTE completers were also A-G 33% of CTE completers for class of 2020. Overall class was 35% A-G				Increase percentage of seniors who are both A-G and CTE completers to match the A-G rate for the class.
1.7 f. Career Technical Education Enrollment	635 Enrollments 474 students of 1170 40.5%. 66 CTE completers for class of 2020, a 57% increase from previous year.				Maintain CTE enrollment of 40% and increase completers by 2.5% per year
1.7 g. Bi-Literacy Seal	66 CTE completers, 40 seniors of which 13 were A-G. 32.5% of Class of 2020 CTE pathway completers were also A-G				Number of CTE completers that are A-G eligible should match the overall A-G%

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1-1.7 A. Additional Actions and Services at school sites	Each site's School Plan for Student Achievement (SPSA) denotes actions and services that further support LCAP Goal 1.	$1,507,848.00	Yes
2	1.1 a. School supplies	Ensure targeted subgroups have access to school supplies	$440,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	1.1 b. Provide a district librarian	District librarian whose work is principally directed to supporting unduplicated students	$122,975.00	Yes
4	1.1 c. Library techs	Provide library tech hours for all sites based on enrollment	$159,288.46	Yes
5	1.1 d. Appropriate Curriculum for all students	Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups.	$165,892.00	No
6	1.1 f. Independent reading materials-reading and math assessment tools	Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for 4-8; Accelerated Math for 6-8)	$50,699.00	No
7	1.2 a. Provide collaboration time for teachers	Provide collaboration time for teachers.	$300,908.00	Yes
8	1.2 b. NGSS implementation (Costs captured in goal 1 action 16)	Maintain a leadership team to facilitate teacher proficiency for NGSS implementation.		No
9	1.2 c. NGSS teacher training (Costs captured in goal 1 action 16)	The instructional Coach will facilitate a training for all elementary teachers in NGSS.		No

Action #	Title	Description	Total Funds	Contributing
10	1.2 d. CARE Specialists	Provide CARE Specialists, TK-12 as needed for academic supports.	$605,806.00	Yes
11	1.2 f. Additional PD day for all teachers	All teachers will participate in one additional District day of professional development (over 2018-19) for the purpose of CCSS implementation training. Training costs captured in general staffing actions.	$346,796.00	Yes
12	1.2 g. Fidelity to district initiatives	Provide additional day of teacher professional development (over 2018-2019) for the purpose of aligning and implementing with fidelity district initiatives with improved student outcomes.	$85,446.00	Yes
13	1.2 h. Professional Development and collaboration	Provide additional day of teacher professional development (over 2018-2019) for the purpose of aligning and implementing with fidelity district initiatives with improved student outcomes such as AVID, Construction Meaning, PBIS and restorative practices.	$33,994.00	Yes
14	1.2 i. Intervention services	Teachers may provide additional intervention services for struggling students especially targeting homeless and foster youth.	$101,983.00	Yes
15	1.3 a. The hiring and retaining of highly qualified staff	The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population (with emphasis on all student groups in the "red" category as per CA Dashboard) are met. To do so, while simultaneously increasing teachers' instructional preparation, provide an additional Professional Development day within the school calendar (above 2018-2019 number) for all certificated staff	$476,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	1.3 b. Provide staffing to implement LCAP goals	Ensure staffing is at the appropriate levels to successfully implement the LCAP while aligning to ECS's Strategic Plan Priority item number three.	$22,652,154.86	No
17	1.4 a. Technology	Provide support for technology use for student learning	$193,808.07	No
18	1.4 b. Maintain the technology plan (Costs captured in goal 1 action 16)	Maintain the technology committee to oversee the plan for technology purchases, professional use by staff, and appropriate student use to promote learning with an emphasis on access to and incorporation of technology at school by socio-economically disadvantaged, English Learners and foster youth		Yes
19	1.4 c. Computer and technology purchases	Maintain 1:1 district student/computer ratio. This action is primarily directed towards meeting the needs of our unduplicated students.	$816,000.00	Yes
20	1.4 d. Maintain facilities and grounds	Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.	$1,783,138.00	No
21	1.5 a. Class size	Maintain average below contracted class size numbers for grades 4-12	$1,014,844.00	Yes
22	1.5 b. Combination classes	Combination classes are permissible at the elementary schools in order to account for fluctuations in grade level enrollment and to ensure that we stay within GSA limits	$84,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
23	1.5 c. Summer school	Provide summer school instruction for all students K-12 with an emphasis on credit recovery 9-12 and significant sub groups who need intervention at all grades	$33,228.00	Yes
24	1.5 d. Classroom based assessments (Costs captured in goal 1 action 16)	Select assessments and implement consistent classroom based formative and summative assessment at each grade level and train all staff with an emphasis on unduplicated student sub groups		Yes
25	1.5 e. Staff collaboration and release time (Costs captured in goal 1 action 16)	Provide release time and/or paid outside of contract time for staff collaboration to provide intervention and supervision with an emphasis on unduplicated students.		Yes
26	1.5 g. ELA and math PD (Costs captured in goal 1 action 16)	Provide opportunities for English Language Arts and Math integration through professional development and collaboration.		No
27	1.5 h. Student literacy and math skills across the curriculum (Costs captured in goal 1 action 16)	Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages		No
28	1.5 i. Data tracking system	Provide a data tracking system for credentialed staff to monitor student performance and include training for its use to better monitor progress of unduplicated students	$41,318.00	Yes
29	1.5 j. Middle and High School Counselors	Maintain post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January. At the high school level	$172,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
		there will be counseling technician support specifically targeted towards successful progress for our Homeless Youth.		
30	1.5 k. Language Courses	Provide Yurok Language courses	$33,994.00	Yes
31	1.5 l. Broad course offering for College preparedness	Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment). Investigate increase in sections including zero periods with an emphasis on unduplicated students	$84,986.00	Yes
32	1.5 m. College and Career skills (Costs captured in goal 1 action 16)	Provide instruction and materials in academic research and other college and career skills per CCSS		No
33	1.5 n. Wild Rivers Indian Education Grant	Utilizing funding from Wild Rivers Indian Education grant to support students in grades 6-12 to ensure that they are on track for graduation and future college and career readiness.	$139,906.00	Yes
34	1.6 a. Intervention Teachers	Provide intervention teachers to support low performing students. This action is primarily directed towards unduplicated students.	$383,837.00	Yes
35	1.6 b. Provide Literacy, Math, and EL technicians	Provide Literacy, Math, and EL technicians	$187,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
36	1.6 c. Support for significant sub groups (Costs captured and split across goal 1 action 6, 14, 15,16, 29, 34 and 35)	Provide staffing to support students who are Homeless Youth, English Learners and/or Socio-economic Disadvantaged. Maintain sections of EL support at secondary level.		Yes
37	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13.)	Provide appropriate technology infrastructure (including teacher access to copiers, printers, computers)	$54,593.00	No
38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth		Yes
39	1.6 f. PD for foster youth and trauma informed practices (Costs captured and split across Goal 1 actions 11, 12, and 13)	Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified staff		Yes
40	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Provide professional development in working with homeless students to all credentialed staff and classified staff		Yes
41	1.6 i. Special education services	Provide students with disabilities with appropriate supports and services.	$8,934,357.00	No
42	1.7 a. AVID district wide	Maintain student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies schoolwide at Winship and EHS. Send an additional elementary team to AVID	$118,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Summer Institute- Alice Birney or Washington*with a focus on recruiting students from the unduplicated count.		
43	1.7 b. Elementary music	Provide student access to elementary music programs.	$195,338.00	No
44	1.7 c. Instrument repair	Ensure funding to maintain musical instruments in good working order.	$15,000.00	No
45	1.7 d. Art supplies	Maintain available visual arts supplies and materials for students to ensure access to students in unduplicated count	$25,000.00	No
46	1.7 e. Replace art materials and equipment	Replace damaged or worn visual arts supplies, equipment and materials	$15,000.00	No
47	1.7 g. GATE identification (Cost captured in goal 1 action 16)	Continue to communicate a protocol for identifying potential GATE students, especially targeting students new to the District after 4th grade.		No
48	1.7.h. Create Grant and other VAPA	Elementary teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction	$125,256.00	No
49	1.7.h. Project based learning/competitions (Costs captured in goal 1 action 5, 11 and 48)	Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.		No

Action #	Title	Description	Total Funds	Contributing
50	1.7 i. Career Technical Education	Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these fields with an emphasis on students in unduplicated count. This will be partially accomplished through the use of CTEIG, Perkins and School Workforce Program (SWP) funds.	$399,983.00	Yes
51	1.7 k. Middle School CTE (Cost captured in goal 1 action 16)	Ensure that CTE pathways are available to students beginning in middle school with an emphasis on students in unduplicated count		Yes
52	1.7 l. World Language offerings (Cost captured in goal 1 action 16, 26, 27, 30)	Sustain pathways to achieve Bi-Literacy.		No
53	1.1-1.7 B. Additional Actions and Services	Further actions and services that support LCAP Goal 1 are captured in the ELO Plan or specified in allocations for ESSER II and IPI.	$4,524,573.00	Yes

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will learn in a safe, supportive, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged. Focus Goal 2.1: Increase student attendance with an emphasis on improving attendance for targeted groups. Focus Goal 2.2: Increase promotion and graduation rates for all students. Focus Goal 2.3: Decrease suspension and expulsion rates for all students. Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports. Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools. Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions

An explanation of why the LEA has developed this goal.

Eureka City Schools is committed to providing safe, supportive, equitable, and culturally responsive learning environments where students, families and community are valued. We prioritize support for students to maximize students' ability to access the quality education provided on our school campuses.

Based on stakeholder input and data review we will maintain and increase student support services and parent engagement activities. We will focus activities to increase student attendance and graduation rates, support foster and homeless youth and involve stakeholders in district decision making and participation. By providing alternatives to suspensions and restorative practice supports we will increase student safety and engagement. Utilizing a multi-tiered system of supports students will perceive their school as a safe environment that provides support for physical, mental and social/emotional health. In order to increase parent engagement in our schools, we will increase availability of translation services for onsite events and communication materials for families at all school sites. Partnerships with community agencies, businesses and institutions are an important part of our district program. By tracking partnerships across school sites we will bridge the services and partnerships across all school sites to support students and families. These efforts will be evident in our increased graduation and attendance rates, lower suspension rates and increased stakeholder input and participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 a. Student attendance as tracked by monthly	2.1 a. 2019 P2 Data: 93.91% Attendance rate				2.1 a. Overall District Attendance rate 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
attendance rates spreadsheets. Through the use of PowerSchool and Attention to Attendance data systems, ECS, assist families, problem-solves barriers, and actively promotes daily school attendance. 2.1 b. Using Dashboard Data determine chronic absenteeism rate	2.1 b. 2019: 16.3% Chronic Absenteeism rate				2.1 b. Overall District Chronic Absenteeism rate 13%
2.1 c. % of Foster Youth who remain enrolled at one school all year long	2020-21= 92.7%				2.1 c. Increase % of Foster Youth who remain enrolled at one school all year long to 97%
2.2 a. Graduation rates as tracked by the California Department of Education's Dashboard website. ECS has a variety of interventions and	2.2 a. 2018-2019 cohort- 92.9% EL-88% SES-90.4% FY-not reported, based on low student numbers				2.2 a. Graduation rates: Cohort- 95% EL- 94% SES- 92% FY- *If subgroup data is available - the desired outcome is to exceed the Humboldt County 5-year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
supports for all students, foster youth (FY), socioeconomically disadvantaged (SES), and English learners (EL) to ensure graduation for our students.	2019-2020 cohort - 91.4% EL - 91.7% SES - 87.8% FY - not reported, based on low student numbers				graduation rate (currently 84.8%).
2.2 b. High school dropout rates per CALPADS. ECS secondary counselors and administrators work closely with students to develop and monitor successful graduation plans.	2.2 b. 2018-2019 Eureka High School .1% Zoe Barnum High School 12.3% Eureka City Schools .8% 2019-2020 Eureka High School .2% Zoe Barnum High School 28.6% Eureka City Schools 0%				2.2 b. Eureka High School dropout rate less than .1% Zoe Barnum High School dropout rate less than 10%
2.2 c. Middle School dropout rates per CalPads. ECS middle	2.2 c. 2018-2019				2.2 c. Middle School dropout rate 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school counselors and administrators work closely with students to develop and monitor successful promotion to high school pathways.	Zane .2% Winship 0% 2019-2020 Zane 0% Winship 0%				
2.2 d. Annual report to the board regarding math placement for ninth grade students	2.2 d. For the 19-20 school year of the 332 incoming ninth-graders in a gen ed math class; 55% were placed in Algebra 1 or Math 9				2.2 d. Attain a placement rate of 60% of all students in gen ed math classes of Alg 1 or Math 9
2.3 a. Suspension Rates for students based on Dashboard (2018-2019 figures) and Data Quest Data for 2019-2020 *PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20	2.3 a. & b. Suspension Rates based on the CA Dashboard (2018-2019): All students-6.5% EL-3.1% SWD-11.3% FY-14.5% SED-7.6% Homeless-10.2% 2.3 a. & b. Suspension Rates based on Data Quest for 2019-2020: All Students 5.3%				2.3 a. & b. For all students and all subgroups attain a suspension rate of less than 5% and a dis-proportionality percentage between subgroups of less than 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year. 2.3 b. CA Dashboard % disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless)	EL-1.9% SWD-9.9% FY-11.7% SED-5.9% Homeless-9.4%				
2.3 c. Expulsion rate in 2018-2019 and 2019-2020 *PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic,	2.3 c. Expulsion rate for 2018-2019: All students: .05% 2.3 c. Expulsion rate for 2019-2020: All students: .03%				2.3 c. Expulsion rate maintain below .05%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the 2019–20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year.					
2.4 a. Using the CHKS determine the % of students who feel connected to at least one caring adult at their school *PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the	2.4 a. 2018-2019 Healthy Kids Survey Results Connectedness Elementary: 63% Secondary: Grade 7: 58% Grade 9: 57% Grade 11: 55% NT: 54% (NT=Non Traditional) 2.4 a. 2019-2020 LCAP Student Survey Result:				2.4 a. Students who feel connected to at least one caring adult at their school: 2.4 b. LCAP 4th-12th grade students survey- 90% From CHKS: Elementary- 70% Secondary: Grade 7 - 70% Grade 9 - 70% Grade 11 - 70% NT- 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
COVID-19 pandemic, the 2019–20 Healthy Kids Survey was not administered. 2.4 b. Using the District Annual LCAP Student Survey of students in grades 4-12 determine the % of students who answer Yes to the following statement: Someone (a teacher, principal, secretary, monitor, custodian, and/or other adult) at my school cares about me.	All Students 86.9% (373 out of 429)				
2.4 c. Using CHKS determine the % of students who perceive their school as a safe environment. *PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic,	2.4 c. 2018-2019 Perceived Safety: Elementary: 66% Secondary: Grade 7: 62% Grade 9: 53% Grade 11: 60% NT: 65% (NT=Non Traditional)				2.4 c. Students who perceive their school as a safe environment: Elementary- 75% Secondary: Grade 7 - 70% Grade 9 - 70% Grade 11 - 70% NT- 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the 2019–20 Healthy Kids Survey was not administered.					
2.4 d. The California Department of Education's Physical Fitness Test (PFT) measures six areas of fitness. The baseline % are students who passed 5 of 6 components of the PFT. *PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 Physical Fitness Test was not administered.	2.4 d. 2018-2019 Based on the PFT Summary of Results of students passing 5 out of 6 or 6 out of 6 standards met: 5th: 32.6% (goal not met) 7th: 53.3% (goal not met) 9th: 59.2% (goal not met)				2.4 d. Students who pass at least 5 out of 6 components of the PFT will increase by 10%.
2.5 a. Percentage of FTE assigned for interpreter services.	2.5 a. 2019-2020 Vacant Position				2.5 a. Translation services provided for all schools as needed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Posting for various hours at various sites				
2.5 b. Stakeholder Survey gives ECS information regarding input into our LCAP plan. 2.5 c. Parent participation in IEP meetings for students with disabilities	2.5 b. 163 completed parent surveys out of 3,530 student enrollment. 2.6 c. All parents/guardians of students with disabilities (SWD) are invited to attend IEP meetings. Outreach done through letters and follow-up phone calls, and (when needed) home visits.				2.5 b. Maintain: All parents/guardians of students with disabilities (SWD) invited to attend IEP meetings. Outreach done through letters, and when needed, with follow-up phone calls. 2.5 c. 100% required IEP team attendance at IEP meetings.
2.6 a. Analyze the number of partnering agencies with ECS schools and the District.	2.6 a. Site Administrators report partnerships with the following agencies: HSU, HCOE, Supporting Inclusive Practices Grant Program, CAPTAIN , HDN SELPA, RCRC, Head Start, First Five Humboldt, Early				2.6 a. Increase partnerships across all school sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Literacy Partners, Redwood Coast Action Agency, Humboldt Sponsors, Boys and Girls Club, County Mental Health DHHS, Cal Soap, City of Eureka Recreation Department, Coast Guard				

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 a. Transportation	Maintain transportation for students living outside of a mile to attend school	$843,719.00	Yes
2	2.1 b. Attendance Tracking	Continue to monitor PowerSchool for attendance and A2A for non-attendance tracking and reporting	$29,600.00	No
3	2.1 c. Chronic Absenteeism	Address the high chronic absenteeism in the district utilizing the 3-yr (ending in June 30, 2022) Learning Communities for School Success Program (LCSSP) grant.	$225,115.00	Yes
4	2.2 a. High School Readiness (Cost captured in Goal 1 action 42)	Provide Freshman seminar or AVID 9 to all 9th graders		No
5	2.2 d. High School Readiness (Cost	Provide appropriate math intervention to ensure students entering ninth grade math are successful in algebra		Yes

Action #	Title	Description	Total Funds	Contributing
	captured in goal 1 action 14, 16 and 34.)			
6	2.3 a. School Climate (Cost captured in goal 1 action 1 and 16.)	Implement strategies specified in school safety plans and SPSAs		No
7	2.3 b. Alternatives to Suspension (Cost captured in goal 1 action 16.)	2.3 Assign staff to provide alternatives to suspension		No
8	2.3 c. PBIS (Cost captured in goal 1 and goal 16.)	Maintain positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation		No
9	2.3 d. Universal Screening	Conduct "Universal Screening" in order to determine appropriate services for students	$2,500.00	No
10	2.4 a. Health and Physical Education (Cost captured in goal 1 action 12 and 16.)	Provide training for staff to impliment health and physical education programs		No
11	2.4 b. Extracurricular Activities (Cost captured in goal 1 action 16).	Ensure that students have a wide variety of opportunities to participate in extra curricular activities.		No
12	2.4 c. School based Health Professionals	School Based Health Professionals provide services to our unduplicated population.	$298,471.00	Yes
13	2.4 d. Restorative Practices	Students shall receive appropriate support to engage in restorative practices.	$83,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	2.4 e. Tier III Support	Provide adequate staffing to meet the needs of students requiring intensive interventions for socio-emotional well being and mental health.	$127,676.00	Yes
15	2.4 f. Prevention/Deescalation Techniques and Training	Provide CPI Training/De-escalation techniques and training for staff	$300.00	No
16	2.4 g. CARE Specialist (Costs captured in Goal 1 action 10 and 53).	Provide CARE specialists for TK-12 as needed for socio-emotional/behavioral support.		Yes
17	2.4 h. Supervision of Students (Costs captured in Goal 1 action 16).	Ensure adequate levels of supervision of students to maintain a safe and supportive school enviroenment.		No
18	2.4 i. Student Mental Health	Implement mental health services for students and families.	$462,647.00	
19	2.4 e Provide mental health support	Implement mental health services for students and families through Humboldt Bridges Mental Health grant.	$290,342.00	Yes
20	2.4 k. Counselors (Cost captured in goal 1 action 29)	Provide counseling services to students in grades 6-12.		Yes
21	2.5 a. Family Outreach (Costs captured in goal 1	Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically		Yes

Action #	Title	Description	Total Funds	Contributing
	action 1, 14, 16 and 36)	disadvantaged students which highlight opportunities to participate in school events and decision making forums		
22	2.5 b. Community Outreach (Cost captured in goal 1 action 16)	Create opportunities for community involvement. Promote the district for prospective students.		No
23	2.5 c. Stakeholder Input (Costs captured throughout goal 1)	Provide opportunities for input to all families, including unduplicated students and students with disabilities, through School Site Council meetings, IEP meetings (SWD) open stakeholder meetings, board meetings, and online and paper surveys.		No
24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	Provide communication to families and community through the use of newsletters, social media postings and other electronic communication tools. Translations will be provided as required for English Learner families.		Yes
25	2.6 a. Community Outreach (Cost captured in goal 1 action 16)	Outreach to community organizations, businesses and other agencies to support enrichment and project based learning.		No
26	2.6 b. Community Partners (Cost captured in goal 1 action 16)	Partner with community resources/agencies to promote student well-being.		No
27	2.1-2.6 A. Additional Actions and Services at school sites (Costs captured in goal 1 action 1)	Each site's School Plan for Student Achievement (SPSA) denotes actions and services that further support LCAP Goal 2		Yes
28	2.1-2.6 B. Additional Actions and Services	Further actions and services that support LCAP Goal 2 are captured in the ELO Plan or specified in allocations for ESSER II and IPI.		Yes

Action #	Title	Description	Total Funds	Contributing
	(Costs captured in goal 1 action 53)			

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.30%	$6,779,846

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

We considered two primary questions to consider when determining what actions and services to include in the 2021-22 LCAP: 1. What current actions and services have proven to be effective in meeting the needs of our unduplicated students effective (based on action/service implementation data and student outcome data as noted in the 2019-20 LCAP/LCP annual updates)? 2. What additional evidence-based actions and services should be engaged to further support all our students but especially our unduplicated students as a result of expected and actual learning loss as a result of school closures and distance learning? the following actions and services, included in the 2021-22 LCAP have either proven to be effective (as evidenced by improved student outcomes noted in the annual updates) or are anticipated to be effective based on empirical evidence and research:

Goal 1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.
Focus Goal 1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies.
Focus Goal 1.2: Increase the delivery of high quality instruction through ongoing professional development.
Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff.
Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.
Focus Goal 1.5: Increase the number of students who graduate college and career ready.
Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.
Focus Goal 1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

Actions and Services primarily directed towards unduplicated pupils:

Each site's School Plan for Student Achievement (SPSA) denotes actions and services that further support LCAP Goal 1.
School supplies Ensure targeted subgroups have access to school supplies.
Provide a District librarian whose work is principally directed to supporting unduplicated students.
Provide library tech hours for all sites based on enrollment.
Provide collaboration time for teachers
Provide CARE Specialists, TK-12 as needed for academic supports.
All teachers will participate in one additional District day of professional development (over 2018-19) for the purpose of CCSS implementation training.
Fidelity to district initiatives.
Provide additional day of teacher professional development (over 2018-2019) for the purpose of aligning and implementing with fidelity district initiatives with improved student outcomes.

Provide additional day of teacher professional development (over 2018-2019) for the purpose of aligning and implementing with fidelity district initiatives with improved student outcomes such as AVID, Construction Meaning, PBIS and restorative practices.

Teachers may provide additional intervention services for struggling students especially targeting homeless and foster youth.

The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population (with emphasis on all student groups in the "red" category as per CA Dashboard) are met. To do so, while simultaneously increasing teachers' instructional preparation, provide an additional Professional Development day within the school calendar (above 2018-2019 number) for all certificated staff.

Maintain the technology committee to oversee the plan for technology purchases, professional use by staff, and appropriate student use to promote learning with an emphasis on access to and incorporation of technology at school by socio-economically disadvantaged, English Learners and foster youth.

Maintain 1:1 district student/computer ratio. This action is primarily directed towards meeting the needs of our unduplicated students.

Maintain average below contracted class size numbers for grades.

Combination classes are permissible at the elementary schools in order to account for fluctuations in grade level enrollment and to ensure that we stay within GSA limits.

Summer school Provide summer school instruction for all students K-12 with an emphasis on credit recovery 9-12 and significant sub groups who need intervention at all grades.

Select assessments and implement consistent classroom based formative and summative assessment at each grade level and train all staff with an emphasis on unduplicated student sub groups.

Provide release time and/or paid outside of contract time for staff collaboration to provide intervention and supervision with an emphasis on unduplicated students.

Provide a data tracking system for credentialed staff to monitor student performance and include training for its use to better monitor progress of unduplicated students.

Maintain post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior

to 9th grade balloting in January. At the high school level there will be counseling technician support specifically targeted towards successful progress for our Homeless Youth.

Provide Yurok Language courses.

Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment). Investigate increase in sections including zero periods with an emphasis on unduplicated students.

Utilizing funding from Wild Rivers Indian Education grant to support students in grades 6-12 to ensure that they are on track for graduation and future college and career readiness.

Provide intervention teachers to support low performing students. This action is primarily directed towards unduplicated students.

Provide Literacy, Math, and EL technicians.

Provide staffing tosupport students who are Homeless Youth, English Learners and/or Socio- economic Disadvantaged. Maintain sections of EL support at secondary level.

Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.

Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified staff.

PD for working with homeless students Provide professional development in working with homeless students to all credentialed staff and classified staff.

Maintain student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies.

schoolwide at Winship and EHS. Send an additional elementary team to AVID Summer Institute- Alice Birney or Washington*with a focus on recruiting students from the unduplicated count.

Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these fields with an emphasis on students in unduplicated count. This will be partially accomplished through the use of CTEIG, Perkins and School Workforce Program (SWP) funds.

Goal 2: All students will learn in a safe, supportive, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Focus Goal 2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.

Focus Goal 2.2: Increase promotion and graduation rates for all students.

Focus Goal 2.3: Decrease suspension and expulsion rates for all students.

Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.

Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.

Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions

Actions and Services primarily directed towards unduplicated pupils:

Maintain transportation for students living outside of a mile to attend school.
Address the high chronic absenteeism in the district utilizing the 3-yr (ending in June 30, 2022) Learning Communities for School Success Program (LCSSP) grant.
School Based Health Professionals provide services to our unduplicated population.
Students shall receive appropriate support to engage in restorative practices.
Provide adequate staffing to meet the needs of students requiring intensive interventions for socio-emotional well being and mental health.
CARE Specialist Provide CARE specialists for TK-12 as needed for socio-emotional/behavioral support.
Implement mental health services for students and families.
Provide mental health support Implement mental health services for students and families through Humboldt Bridges Mental Health grant.
Provide counseling services to students in grades 6-12.
Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums.
Provide communication to families and community through the use of newsletters, social media postings and other electronic communication tools. Translations will be provided as required for English Learner families.
Each site's School Plan for Student Achievement (SPSA) denotes actions and services that further support LCAP Goal 2.
Further actions and services that support LCAP Goal 2 are captured in the ELO Plan or specified in allocations for ESSER II and IPI.

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

The services for foster youth, English learners, and low-income students are being increased or improved by the percentage required as follows:

Based on student outcome data as reported on the CA Dashboard, Data Quest, and in the 2019-2020 LCAP Annual Update and 2020 LCP Annual Update, it is evident that many of our unduplicated students are experiencing an "opportunity gap" that is resulting in an "achievement gap." As a district, we have an unduplicated count of approximately 70%. Therefore, the majority of our students benefit from actions and services that implemented Districtwide or at any given school site. The following actions and services are either new or represent an increase in current actions and services, and they are primarily directed towards our foster youth, English learners, and low income students:

Goal 1 new supports:
Additional Math, reading, and EL intervention teachers and EL Coach (TOSA)
Additional CARE Specialists
Additional classroom paraprofessionals, EL techs, math techs and literacy techs
Additional math tutors
Enhancement of after-school program
Comprehensive summer school program

Goal 2 new supports:
Hiring of a school social worker

Additional mental health counselor
Additional Board Certified Behavior Analyst
Additional site-based behavior support aides

We expect that the aforementioned actions and services will close the "opportunity gap" between our unduplicated students and all students resulting in improved students outcomes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$36,022,535.39	$5,457,673.00	$2,166,742.00	$5,146,363.00	$48,793,313.39

Totals:	Total Personnel	Total Non-personnel
Totals:	$40,088,814.22	$8,704,499.17

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	1.1-1.7 A. Additional Actions and Services at school sites				$1,507,848.00	$1,507,848.00
1	2	English Foster Youth Low Income	1.1 a. School supplies	$440,999.00				$440,999.00
1	3	English Foster Youth Low Income	1.1 b. Provide a district librarian	$122,975.00				$122,975.00
1	4	English Foster Youth Low Income	1.1 c. Library techs	$159,288.46				$159,288.46
1	5	All	1.1 d. Appropriate Curriculum for all students		$165,892.00			$165,892.00
1	6	All	1.1 f. Independent reading materials-reading and math assessment tools	$50,699.00				$50,699.00
1	7	English Foster Youth Low Income	1.2 a. Provide collaboration time for teachers	$300,908.00				$300,908.00
1	8	All	1.2 b. NGSS implementation (Costs captured in goal 1 action 16)					
1	9	All	1.2 c. NGSS teacher training (Costs captured in goal 1 action 16)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Foster Youth Low Income	1.2 d. CARE Specialists	$605,806.00				$605,806.00
1	11	English Foster Youth Low Income	1.2 f. Additional PD day for all teachers	$346,796.00				$346,796.00
1	12	English Foster Youth Low Income	1.2 g. Fidelity to district initiatives	$85,446.00				$85,446.00
1	13	English Foster Youth Low Income	1.2 h. Professional Development and collaboration	$33,994.00				$33,994.00
1	14	English Foster Youth Low Income	1.2 i. Intervention services	$101,983.00				$101,983.00
1	15	English Foster Youth Low Income	1.3 a. The hiring and retaining of highly qualified staff	$476,547.00				$476,547.00
1	16	All	1.3 b. Provide staffing to implement LCAP goals	$20,056,994.86	$2,107,317.00		$487,843.00	$22,652,154.86
1	17	All	1.4 a. Technology	$193,808.07				$193,808.07
1	18	English Foster Youth Low Income	1.4 b. Maintain the technology plan (Costs captured in goal 1 action 16)					
1	19	English Foster Youth Low Income	1.4 c. Computer and technology purchases	$816,000.00				$816,000.00
1	20	All	1.4 d. Maintain facilities and grounds	$1,783,138.00				$1,783,138.00
1	21	English Foster Youth Low Income	1.5 a. Class size	$1,014,844.00				$1,014,844.00
1	22	English Foster Youth Low Income	1.5 b. Combination classes	$84,986.00				$84,986.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	23	English Foster Youth Low Income	1.5 c. Summer school	$33,228.00				$33,228.00
1	24	English Foster Youth Low Income	1.5 d. Classroom based assessments (Costs captured in goal 1 action 16)					
1	25	English Foster Youth Low Income	1.5 e. Staff collaboration and release time (Costs captured in goal 1 action 16)					
1	26	All	1.5 g. ELA and math PD (Costs captured in goal 1 action 16)					
1	27	All	1.5 h. Student literacy and math skills across the curriculum (Costs captured in goal 1 action 16)					
1	28	English Foster Youth Low Income	1.5 i. Data tracking system	$41,318.00				$41,318.00
1	29	English Foster Youth Low Income	1.5 j. Middle and High School Counselors	$172,752.00				$172,752.00
1	30	English Foster Youth Low Income	1.5 k. Language Courses	$33,994.00				$33,994.00
1	31	English Foster Youth Low Income	1.5 l. Broad course offering for College preparedness	$84,986.00				$84,986.00
1	32	All	1.5 m. College and Career skills (Costs captured in goal 1 action 16)					
1	33	Foster Youth Low Income	1.5 n. Wild Rivers Indian Education Grant			$139,906.00		$139,906.00
1	34	English Foster Youth Low Income	1.6 a. Intervention Teachers	$383,837.00				$383,837.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	35	English Foster Youth Low Income	1.6 b. Provide Literacy, Math, and EL technicians	$187,097.00				$187,097.00
1	36	English Foster Youth Low Income	1.6 c. Support for significant sub groups (Costs captured and split across goal 1 action 6, 14, 15,16, 29, 34 and 35)					
1	37	All	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13.)	$54,593.00				$54,593.00
1	38	English Foster Youth Low Income	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)					
1	39	Foster Youth	1.6 f. PD for foster youth and trauma informed practices (Costs captured and split across Goal 1 actions 11, 12, and 13)					
1	40	English Foster Youth Low Income	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)					
1	41	Students with Disabilities	1.6 i. Special education services	$6,551,456.00		$1,667,276.00	$715,625.00	$8,934,357.00
1	42	English Foster Youth Low Income	1.7 a. AVID district wide	$118,981.00				$118,981.00
1	43	All	1.7 b. Elementary music	$195,338.00				$195,338.00
1	44	All	1.7 c. Instrument repair	$15,000.00				$15,000.00
1	45	All	1.7 d. Art supplies	$25,000.00				$25,000.00
1	46	All	1.7 e. Replace art materials and equipment	$15,000.00				$15,000.00
1	47	GATE	1.7 g. GATE identification (Cost captured in goal 1 action 16)					
1	48	All	1.7.h. Create Grant and other VAPA				$125,256.00	$125,256.00
1	49	All	1.7.h. Project based learning/competitions (Costs captured in goal 1 action 5, 11 and 48)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	50	English Foster Youth Low Income	1.7 i. Career Technical Education	$118,063.00	$224,268.00		$57,652.00	$399,983.00
1	51	English Foster Youth Low Income	1.7 k. Middle School CTE (Cost captured in goal 1 action 16)					
1	52	All	1.7 l. World Language offerings (Cost captured in goal 1 action 16, 26, 27, 30)					
1	53	English Foster Youth Low Income	1.1-1.7 B. Additional Actions and Services		$2,735,081.00		$1,789,492.00	$4,524,573.00
2	1	English Foster Youth Low Income	2.1 a. Transportation	$774,501.00		$69,218.00		$843,719.00
2	2	All	2.1 b. Attendance Tracking	$29,600.00				$29,600.00
2	3	English Foster Youth Low Income	2.1 c. Chronic Absenteeism		$225,115.00			$225,115.00
2	4	All	2.2 a. High School Readiness (Cost captured in Goal 1 action 42)					
2	5	English Foster Youth Low Income	2.2 d. High School Readiness (Cost captured in goal 1 action 14, 16 and 34.)					
2	6	All	2.3 a. School Climate (Cost captured in goal 1 action 1 and 16.)					
2	7	All	2.3 b. Alternatives to Suspension (Cost captured in goal 1 action 16.)					
2	8	All	2.3 c. PBIS (Cost captured in goal 1 and goal 16.)					
2	9	All	2.3 d. Universal Screening	$2,500.00				$2,500.00
2	10	All	2.4 a. Health and Physical Education (Cost captured in goal 1 action 12 and 16.)					
2	11	All	2.4 b. Extracurricular Activities (Cost captured in goal 1 action 16).					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Foster Youth Low Income	2.4 c. School based Health Professionals	$298,471.00				$298,471.00
2	13	English Foster Youth Low Income	2.4 d. Restorative Practices	$83,632.00				$83,632.00
2	14	English Foster Youth Low Income	2.4 e. Tier III Support	$127,676.00				$127,676.00
2	15	All	2.4 f. Prevention/Deescalation Techniques and Training	$300.00				$300.00
2	16	English Foster Youth Low Income	2.4 g. CARE Specialist (Costs captured in Goal 1 action 10 and 53).					
2	17	All	2.4 h. Supervision of Students (Costs captured in Goal 1 action 16).					
2	18	English Foster Youth Low Income	2.4 i. Student Mental Health				$462,647.00	$462,647.00
2	19	English Foster Youth Low Income	2.4 e Provide mental health support			$290,342.00		$290,342.00
2	20	English Foster Youth Low Income	2.4 k. Counselors (Cost captured in goal 1 action 29)					
2	21	English Foster Youth Low Income	2.5 a. Family Outreach (Costs captured in goal 1 action 1, 14, 16 and 36)					
2	22	All	2.5 b. Community Outreach (Cost captured in goal 1 action 16)					
2	23	All	2.5 c. Stakeholder Input (Costs captured throughout goal 1)					
2	24	English	2.5 d. Community Communication (Cost Captured in goal 1 action 16)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	25	All	2.6 a. Community Outreach (Cost captured in goal 1 action 16)					
2	26	All	2.6 b. Community Partners (Cost captured in goal 1 action 16)					
2	27	English Foster Youth Low Income	2.1-2.6 A. Additional Actions and Services at school sites (Costs captured in goal 1 action 1)					
2	28	English Foster Youth Low Income	2.1-2.6 B. Additional Actions and Services (Costs captured in goal 1 action 53)					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$7,049,108.46	$14,088,030.46
LEA-wide Total:	$6,896,900.46	$12,427,974.46
Limited Total:	$707,789.00	$707,789.00
Schoolwide Total:	$859,997.00	$2,367,845.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.1-1.7 A. Additional Actions and Services at school sites	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alice Birney, Grant, Washington, Lafayette, Winship, Zane, Zoe		$1,507,848.00
1	2	1.1 a. School supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$440,999.00	$440,999.00
1	3	1.1 b. Provide a district librarian	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,975.00	$122,975.00
1	4	1.1 c. Library techs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,288.46	$159,288.46
1	7	1.2 a. Provide collaboration time for teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,908.00	$300,908.00
1	10	1.2 d. CARE Specialists	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$605,806.00	$605,806.00
1	11	1.2 f. Additional PD day for all teachers	LEA-wide	English Learners Foster Youth	All Schools	$346,796.00	$346,796.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	12	1.2 g. Fidelity to district initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,446.00	$85,446.00
1	13	1.2 h. Professional Development and collaboration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,994.00	$33,994.00
1	14	1.2 i. Intervention services	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$101,983.00	$101,983.00
1	15	1.3 a. The hiring and retaining of highly qualified staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$476,547.00	$476,547.00
1	18	1.4 b. Maintain the technology plan (Costs captured in goal 1 action 16)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	19	1.4 c. Computer and technology purchases	LEA-wide	English Learners Foster Youth Low Income	All Schools	$816,000.00	$816,000.00
1	21	1.5 a. Class size	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,014,844.00	$1,014,844.00
1	22	1.5 b. Combination classes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alice Birney, Grant, Washington, Lafayette	$84,986.00	$84,986.00
1	23	1.5 c. Summer school	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EHS and Zoe 9-12	$33,228.00	$33,228.00
1	24	1.5 d. Classroom based assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		(Costs captured in goal 1 action 16)					
1	25	1.5 e. Staff collaboration and release time (Costs captured in goal 1 action 16)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	28	1.5 i. Data tracking system	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,318.00	$41,318.00
1	29	1.5 j. Middle and High School Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,752.00	$172,752.00
1	30	1.5 k. Language Courses	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Eureka High School 9-12	$33,994.00	$33,994.00
1	31	1.5 l. Broad course offering for College preparedness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,986.00	$84,986.00
1	33	1.5 n. Wild Rivers Indian Education Grant	LEA-wide	Foster Youth Low Income	Specific Schools: Zane, Winship, Eureka High School and Zoe Barnum 6-12		$139,906.00
1	34	1.6 a. Intervention Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$383,837.00	$383,837.00
1	35	1.6 b. Provide Literacy, Math, and EL technicians	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,097.00	$187,097.00
1	36	1.6 c. Support for significant sub groups (Costs captured and split across goal 1 action 6, 14, 15,16, 29, 34 and 35)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	39	1.6 f. PD for foster youth and trauma informed practices (Costs captured and split across Goal 1 actions 11, 12, and 13)	LEA-wide	Foster Youth	All Schools		
1	40	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	42	1.7 a. AVID district wide	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,981.00	$118,981.00
1	50	1.7 i. Career Technical Education	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Zane, Winship, EHS, Zoe Barnum High School 6-12	$118,063.00	$399,983.00
1	51	1.7 k. Middle School CTE (Cost captured in goal 1 action 16)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Zane, Winship, EHS, Zoe Barnum High School 6-12		
1	53	1.1-1.7 B. Additional Actions and Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,524,573.00
2	1	2.1 a. Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$774,501.00	$843,719.00
2	3	2.1 c. Chronic Absenteeism	LEA-wide	English Learners Foster Youth	All Schools		$225,115.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	5	2.2 d. High School Readiness (Cost captured in goal 1 action 14, 16 and 34.)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	12	2.4 c. School based Health Professionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	$298,471.00	$298,471.00
2	13	2.4 d. Restorative Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,632.00	$83,632.00
2	14	2.4 e. Tier III Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,676.00	$127,676.00
2	16	2.4 g. CARE Specialist (Costs captured in Goal 1 action 10 and 53).	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	18	2.4 i. Student Mental Health		English Learners Foster Youth Low Income	All Schools		$462,647.00
2	19	2.4 e Provide mental health support	LEA-wide	English Learners Foster Youth Low Income	All Schools		$290,342.00
2	20	2.4 k. Counselors (Cost captured in goal 1 action 29)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Zane, Winship, EHS, Zoe Barnum High School 6-12		
2	21	2.5 a. Family Outreach (Costs captured in goal 1 action 1, 14, 16 and 36)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	LEA-wide	English Learners	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	27	2.1-2.6 A. Additional Actions and Services at school sites (Costs captured in goal 1 action 1)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-8 plus Zoe		
2	28	2.1-2.6 B. Additional Actions and Services (Costs captured in goal 1 action 53)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

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

Requirements and Instructions
General Information – Briefly describe the students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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:

    o **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.

    o **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.

    o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

    o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.