



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eureka City Schools

CDS Code: 12-75515

School Year: 2024-25

LEA contact information:

Jennifer Johnson

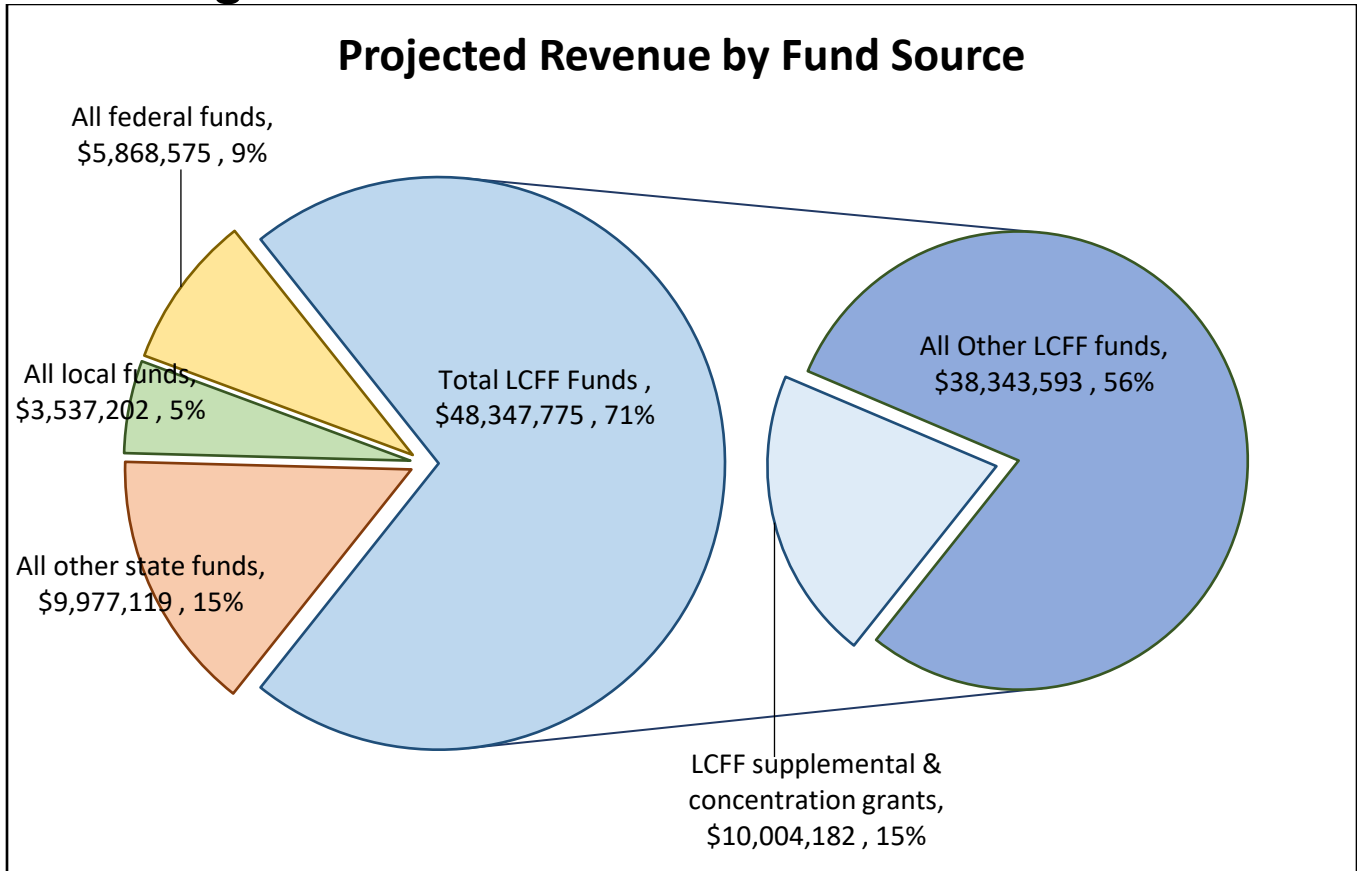
Assistant Superintendent

Educational Services

(707) 441-3364

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 2024-25 School Year

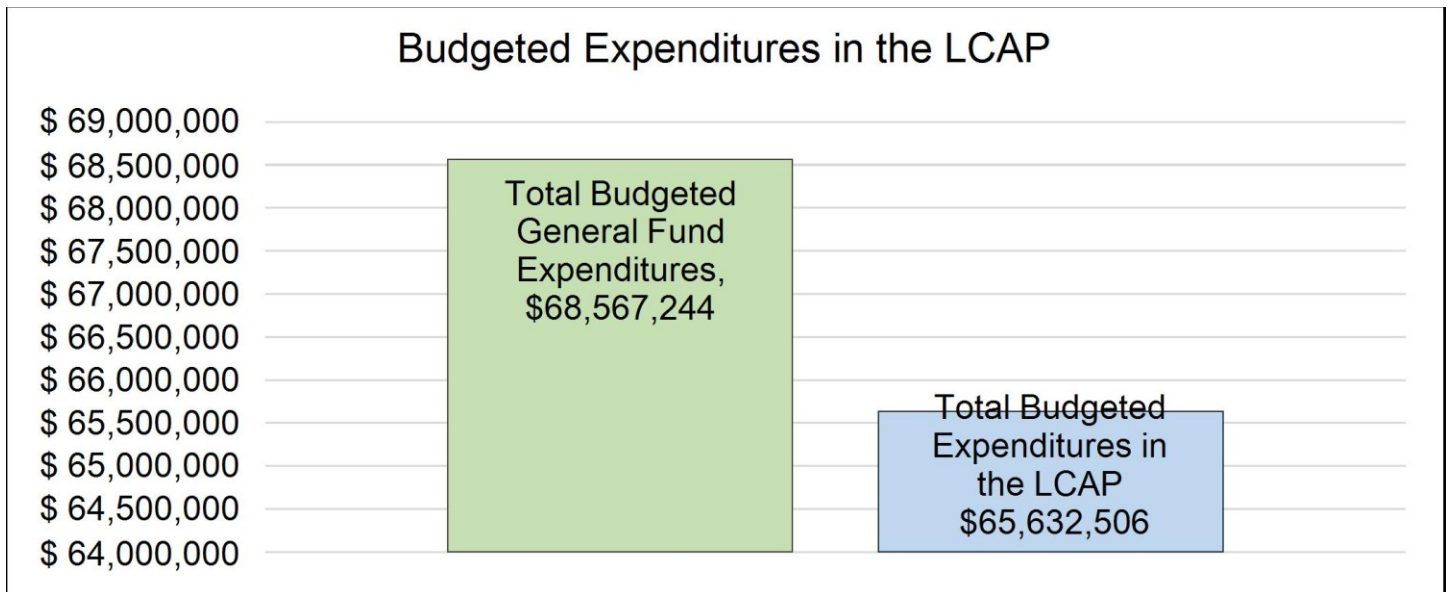


This chart shows the total general purpose revenue Eureka City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Eureka City Schools is \$67,730,671, of which \$48347775 is Local Control Funding Formula (LCFF), \$9977119 is other state funds, \$3537202 is local funds, and \$5868575 is federal funds. Of the \$48347775 in LCFF Funds, \$10004182 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Eureka City Schools plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Eureka City Schools plans to spend \$68567244 for the 2024-25 school year. Of that amount, \$65632506 is tied to actions/services in the LCAP and \$2,934,738 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

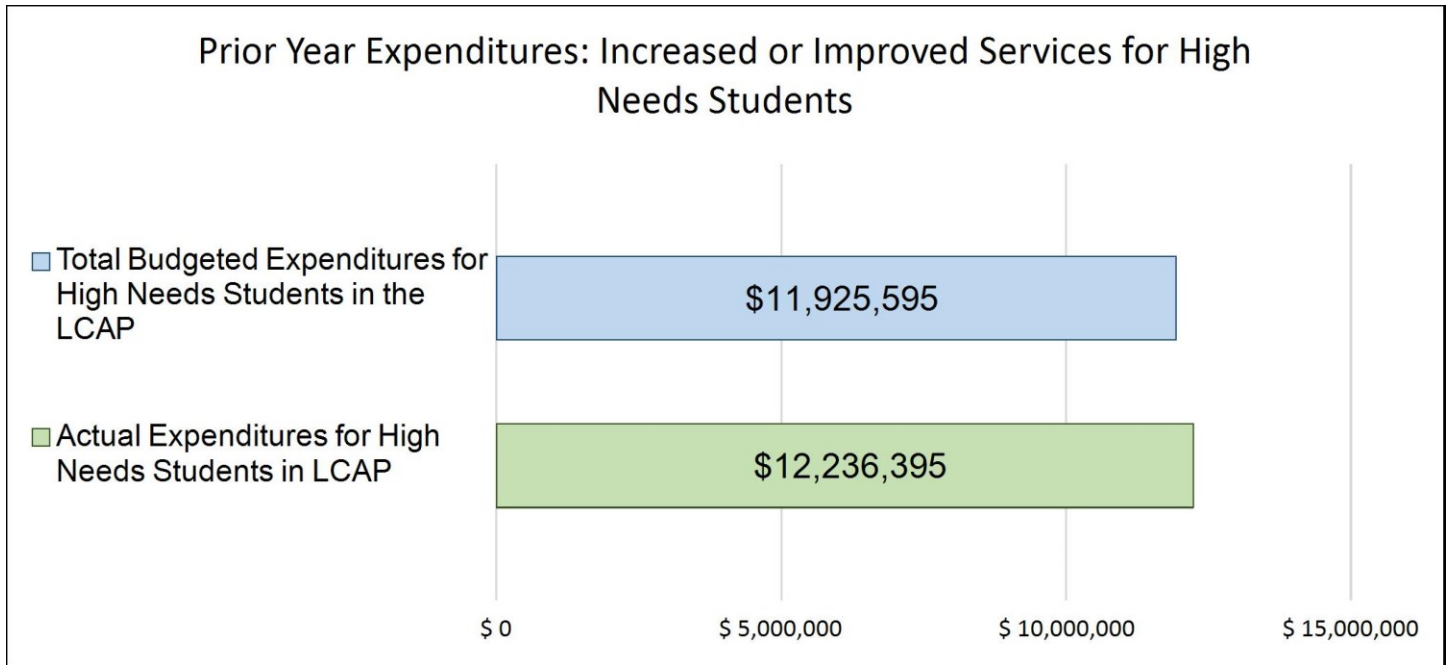
Additional Federal and state funding was not included in the LCAP as it specific to the funding sources and not a part of the goals outline in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Eureka City Schools is projecting it will receive \$10004182 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 \$10381863 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 2023-24



This chart compares what Eureka City Schools budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2023-24, Eureka City Schools's LCAP budgeted \$11,925,595 for planned actions to increase or improve services for high needs students. Eureka City Schools actually spent \$12,236,395 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eureka City Schools	Jennifer Johnson Assistant Superintendent	johnsonj@eurekacityschools.org (707) 441-3364

Goals and Actions

Goal

Goal #	Description
1	<p>All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.</p> <p>Focus Goal 1.1: Ensure all students have access to CCSS-aligned instructional materials and student supplies.</p> <p>Focus Goal 1.2: Increase the delivery of high-quality instruction through ongoing professional development.</p> <p>Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high-quality staff.</p> <p>Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.</p> <p>Focus Goal 1.5: Increase the number of students who graduate college and career ready.</p> <p>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.</p> <p>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.</p>

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	100% of students have access to their own copy of standards-aligned instructional materials for use at school and at home for 2020-2021.	100% of students have access to their own copy of standards-aligned instructional materials for use at school and at home for 2021-2022.	100% of students have access to their own copy of standards-aligned instructional materials for use at school and at home 2022-2023.	Maintain 100% access to instructional materials per Williams Act
1.1 b. Implementation of State Standards - # of content areas where CCSS aligned	For 2019-20 TK-5 CCSS aligned curriculum adopted;	For 2020-21 TK-5 CCSS aligned curriculum adopted;	For 2021-22 TK-5 CCSS aligned curriculum adopted;	For 2021-22 TK-5 CCSS aligned curriculum adopted; Fountas and Pinnell and Everyday Math.	1.1 b. All Districtwide Core Curriculum will be CA Standards/CA Framework aligned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>curriculum is being utilized</p> <p>1.1 c. EL access to CA Standards including ELD standards - use of ELD supports to ensure ELs make progress in core academic subjects.</p>	<p>Fountas and Pinnell and Everyday Math.</p> <p>100% use of EL Achieve materials for students grades TK-5 (for English learners)</p> <p>Math is CCSS aligned TK-Alg 2</p> <p>Social Studies follows State Framework and current texts have been adopted 6th through 12th</p> <p>NGSS implementation is in the initial implementation</p> <p>Inconsistent use of evidence-based ELD approaches to instruction (systematic ELD in elementary and Constructing Meaning in secondary). Some teachers trained in Systematic ELD and Constructing Meaning.</p>	<p>Fountas and Pinnell and Everyday Math.</p> <p>100% use of EL Achieve materials for students grades TK-5 (for English learners)</p> <p>Math is CCSS aligned TK-Alg 2</p> <p>Social Studies follows State Framework and current texts have been adopted K-12 from Teacher Curriculum Institute (TCI) district-wide</p> <p>NGSS implementation 6-8 Amplify Science, K-5 has NGSS model lessons, 9-12 has aligned Biology, Chemistry</p> <p>Inconsistent use of evidence-based ELD approaches to instruction (systematic ELD in elementary and Constructing Meaning in secondary). Some teachers trained in</p>	<p>Fountas and Pinnell and Everyday Math.</p> <p>100% use of EL Achieve materials for students grades TK-5 (for English learners)</p> <p>Math is CCSS aligned TK-Alg 2</p> <p>Social Studies follows State Framework and current texts have been adopted K-12 from Teacher Curriculum Institute (TCI) district-wide</p> <p>NGSS implementation 6-8 Amplify Science, K-5 has NGSS model lessons, 9-12 has aligned Biology, Chemistry</p> <p>Inconsistent use of evidence-based ELD approaches to instruction (systematic ELD in elementary and Constructing Meaning in secondary). Some teachers trained in</p>	<p>100% use of EL Achieve materials for students grades TK-5 (for English learners)</p> <p>Math is CCSS aligned TK-Alg 2</p> <p>Social Studies follows State Framework and current texts have been adopted K-12 from Teacher Curriculum Institute (TCI) district-wide.</p> <p>NGSS implementation 6-8 Amplify Science, K-5 has NGSS model lessons, 9-12 has aligned Biology, Chemistry S</p> <p>Systematic ELD districtwide</p>	<p>1.1 c. All EL students have access (and instruction in) systematic ELD for elementary and Constructing Meaning for secondary. All teachers trained in systematic ELD and Constructing Meaning (depending on grade level taught)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Systematic ELD and Constructing Meaning.	Systematic ELD and Constructing Meaning.		
1.2 District enrollment reports (Census Day)	Census Day enrollment for 2019-20 is 3673 students and was 3643 for 2018-19 which is an increase of .82%	Census Day enrollment for 2020-21 is 3540 students and was 3673 for 2019-20 which is a decrease of 3.62%	Census Day enrollment for 2021-22 is 3619 students and was 3540 for 2020-21 which is an increase of 2%	Census Day enrollment for 2022-23 is 3580 students and was 3619 for 2021-22 which is a decrease of 1.07% Census Day enrollment for 2023-24 is 3538 students and was 3580 for 2022-23 which is a decrease of 1.17%	Increase enrollment by 1% Actual is a decrease of 2.53% Fall 2019-Fall 2023 4.1% decrease
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%	2021-22 (205 teachers) Probationary 20% Temporary 9.8%	2022-2023 (213 teachers) Probationary 29% Temporary 1%	2023-2024 (210 teachers) Probationary 27 % (57) Temporary 10 % (20)	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	2019 - 2020 school year:	2021 - 2022 school year:	2022 - 2023 school year:	2023-2024 school year:	40% or less of classified staff will quit or be terminated by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
permanency. CSEA employees.	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) 17 classified staff quit or were terminated before becoming permanent 60.7%	87 classified staff became permanent 9 classified staff resigned or were terminated before becoming permanent 10%	52 classified staff became permanent 12 classified staff resigned or were terminated before becoming permanent 23%	## classified staff became permanent, ## classified staff resigned or were terminated before becoming permanent ##%- unable to report at this time due to lack of staffing in personnel	the 2023-24 school year
1.3 b. CALSAAS report	4 misassignments and 1 vacancy for 2020-21	2 mis-assignments for 2021-22	2 mis-assignments for 2022-23 (unofficial- no CalSAAS report at this time)	2 mis-assignments for 2023-24(unofficial- no CalSAAS report at this time)	100% of teachers appropriately credentialed and assigned
1.4 a. Technology inventory. Yearly calculation of student to computer ratio	District ratio is 1:2 computers to students for 2019-20	We have the numbers for 1:1 - we just haven't completed/decided on full 1:1 yet...	We have the numbers for 1:1 - we just haven't completed/decided on full 1:1 yet...	We have the numbers for 1:1 and have become fully 1:1.	Maintain district ratio 1:1 computers to students
1.4 b. Facility Inspection Tool (FIT) of clean and safe facilities	In spring of 2020 ECS had 7 out of 9 schools rate as "good".	In spring of 2021 ECS had 7 out of 9 schools rate as "good".	In spring of 2022 ECS had 7 out of 9 schools rate as "good".	In spring of 2023 ECS had 7 out of 9 schools rate as "good".	9 out of 9 schools rate as "good".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"Good"					
1.5 a. CA School Dashboard English Language Arts Indicator	<p>2019 Dashboard 41 points Below Standard ALL student color ORANGE</p> <p>Student group color gauges: Blue: None Green: None Yellow: Asian, Hispanic, Homeless, SED Orange: Two or More Races, Students with Disabilities, White Red: African American, American Indian, English Learners, Foster Youth</p>	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>CAASPP Data shows 29.33% Met or Exceeded standard for ELA in 2020-2021.</p> <p>SWD: Decline SED: Decline ELD: Decline American Indian: Decline Asian: Decline Black or African American: Increase Hispanic: Decline White: Decline Two or More Races: Decline Homeless: Decline</p>	<p>2022 Dashboard. 42.6 points Below Standard. Dashboard Colors not Reported due to COVID-19.</p> <p>CAASPP Data shows 34.54% Met or Exceeded standard for ELA in 2021-2022.</p> <p>SWD: 8% - increase SED: 28% - increase ELD: 9% - increase American Indian: 18% - increase Asian: 40% - increase Black or African American: 28% - increase Hispanic: 25% - increase White: 43% - increase Two or More Races: 28% - increase Homeless: 17% - decrease</p>	<p>2023 Dashboard. 45.1 points Below Standard ALL student color ORANGE</p> <p>CAASPP Data shows 34.31% Met or Exceeded standard for ELA in 2022-2023.</p> <p>SWD: 10% - decrease SED: 28.03% - no change ELD: 8.91% - no change American Indian: 16.25% - decrease Asian: 35.09% - decrease African American: 40.63% - increase Hispanic: 23.48% - decrease White: 42.95% - no change 2 or more races: 32.82% - increase Homeless: 0% - decrease</p>	<p>1 point below standard</p> <p>ALL student color GREEN</p> <p>year one 10 point increase year two 15 point increase year three 15 point increase</p> <p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.5 b. CA School Dashboard Mathematics Indicator	2019 Dashboard 66.6 points below standard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	2022 Dashboard. 83 points Below Standard. Dashboard Colors not Reported due to COVID-19.	1.5b: 2023 Dashboard 81.6 points Below Standard CAASPP Data shows 22.52% Met or Exceeded standard for Math in 2022-2023	1.5 b. 22 points below standard
1.5 c. Statewide Assessments for Science - results from Data Quest and/or CA Dashboard (future years): % who met or exceeded standard in science	ALL student color YELLOW Student group color gauges: Blue: None Green: None Yellow: Asian, Hispanic, SED, White Orange: American Indian, English Learners, Foster Youth, Homeless, Two or More Races, Students with Disabilities Red: African American, Pacific Islander 1.5 c: District wide met or exceeded standard: 21.27%	CAASPP Data shows 19.52% Met or Exceeded standard for Math in 2020- 2021. Individual Subgroups: Met or Exceeded standards for Math 2019/2021 comparison (Increase or Decline) SWD: Decline SED: Decline ELD: Decline American Indian: Decline Asian: Decline Black or African American: Decline Hispanic: Decline White: Decline Two or More Races: Decline Homeless: Decline	CAASPP Data shows 22.36% Met or Exceeded standard for Math in 2021- 2022. Individual Subgroups: Met or Exceeded standards for Math 2021/2022 comparison (Increase or Decline) SWD- 9% - increase SED: 18% - increase ELD: 7% - no change American Indian: 8% - decrease Asian: 25% - increase Black or African American: 14% - decrease Hispanic: 17% - increase White: 28% - increase Two or More Races: 19% - increase	Individual Subgroups: Met or Exceeded standards for Math 2019/2021 comparison (Increase or Decline) SWD: 5.95% - decrease SED: 17.77% - no change ELD: 5.22% - decrease American Indian: 6.58% - decrease Asian: 19.88% - decrease African American: 21.88% - increase Hispanic: 14.79% - decline White: 30.04% - increase 2 or more races: 21.35%- increase	ALL student color GREEN year one 15 point increase year two 15 point increase year three 15 point increase Color Gauge for student groups: 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 c:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 15.8% English Learners: 0% Homeless: 8.2%	CAST not tested in 2020-21	Homeless: 12% - decrease 1.5c: CAST District-wide met or exceeded standard: 23.04% Socioeconomically Disadvantaged: 19.10%- increase English Learners: 2.41%- increase Homeless: 11.9%- increase	Homeless: 0%- decrease 1.5c: CAST District-Wide: 26.68% Met or Exceeded standard for CAST in 2022-2023. Socioeconomically Disadvantaged: 21.66% Met or Exceeded standard in 2022-2023. English Learner: 4.39% Met or Exceeded standard in 2022-2023. Homeless: Not publicly reported	By 2023-2024, results from the CAST shall be as follows: District wide met or exceeded standard: 35% Socioeconomically Disadvantaged: 25% English Learners: 20% Homeless: 25%
1.5 d. Graduation Rate	EHS at blue on the dashboard. at 96.6% Zoe Barnum 66.7% red. The overall for the district 92.8% green in 2019	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Dataquest reports include: Class of 2020 5-year cohort rate:	2022 Dashboard. Dataquest reports include: Class of 2021 5-year cohort rate: EHS: 94.4% Zoe Barnum: 71.7% ECS: 91.2%	2022 Dashboard reports include: Graduation rate: EHS: 95.9% • 4-year 95.5% • 5-year 0.4% Zoe Barnum: 93.3% ECS: 95.8%	Increase district graduation rate to 94% for 5 year cohort rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>EHS 96.8% Zoe Barnum: 71.7% ECS: 92.3%</p> <p>Class of 2021 4-year cohort rate: EHS: 94.4% Zoe Barnum: 71.7% ECS: 91.2%</p>	<p>Class of 2022 4-year cohort rate: EHS: 95.9% Zoe Barnum: 93.3% ECS: 95.5%</p>	<ul style="list-style-type: none"> • 4-year 95.5% • 5-year 0.3% <p>2023 Dashboard reports include: EHS: 94.4%</p> <ul style="list-style-type: none"> • 4-year: 93.7% • 5-year: 0.7% <p>Zoe: 58.2%</p> <ul style="list-style-type: none"> • 4-year: 56.4% • 5-year: 1.8% <p>ECS: 87.5%</p> <ul style="list-style-type: none"> • 4-year: 86.6% • 5-year: 0.9% 	
1.5 f. CSU/UC Required Courses A-G completion rate	District A-G rate 24% for the class of 2020 EHS Class of 2020 35.9% Zoe class of 2020 0%	A-G rate 25.9% for the district EHS class of 2021 36.1% Zoe class of 2021 0%	A-G rate 29.4% for the district EHS class of 2022 34.7% Zoe class of 2022 0%	A-G rate 33.7% for the district 35.1% of EHS class of 2023 students met A-G requirements. 0% of Zoe Barnum class of 2023 students met A-G requirements.	Increase A-G completion by 2% per year to reach 30% 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	98.8% of Freshmen enrolled in a Freshman Seminar type course. 4	98% of Freshmen enrolled in a Freshman Seminar type course. 0	Out of 309 enrolled Freshmen, 97.4% were enrolled in a Freshman Seminar	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
	of the Freshman seminar will complete a plan in 10th grade in 2019-20	students opted-out of the Freshman seminar and 4 were in Life Skills classes They will complete a plan in 10th grade.	students opted-out of the Freshman seminar and 6 were in Life Skills classes. They will complete a plan in 10th grade.	type class. 6 opted out of the Freshman Seminar class. 2 students are in Life Skills. They will complete a plan in 10th grade.	
1.5 h. EAP-Early Assessment Program	<p>2019 CAASPP data Ready EHS ELA 23% Math 8%</p> <p>Zoe Ready LA 0% Math 0%</p> <p>District ELA 10% Math 9%</p> <p>Conditionally ready EHS ELA 42% Math 19%</p> <p>Zoe ELA 0% Math 0%</p> <p>District ELA 24% Math 16%</p>	<p>2021 CAASPP data Ready EHS ELA 21% Math 9%</p> <p>Zoe Ready LA 8% Math 0%</p> <p>District not reported on the dashboard</p> <p>Conditionally ready EHS ELA 29% Math 16%</p> <p>Zoe ELA 15% Math 0%</p> <p>District not reported on the dashboard</p>	<p>2022 CAASPP data Ready EHS ELA 22% Math 5%</p> <p>Zoe Ready ELA 4% Math 4%</p> <p>District not reported on the dashboard</p> <p>Conditionally ready EHS ELA 35% Math 16%</p> <p>Zoe ELA 11% Math 0%</p> <p>District not reported on the dashboard</p>	<p>2023 Dashboard data: EHS- ELA: 22.18% Ready 30.55% Conditionally ready</p> <p>Math: 7.22% Ready 14.44% Conditionally ready</p> <p>Zoe- ELA: 0% Ready 11.54% Conditionally Ready</p> <p>Math: 0% Ready 0% Conditionally Ready</p> <p>District- ELA: 11.24% Ready 23.07% Conditionally Ready Math:</p>	Increase district % of students ready to 20% in ELA and 15% in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				7.92% Ready 14.6% Conditionally Ready	
1.5 i. AP Courses Enrollment Rate and Pass Rate	19.5% of students at EHS enroll in one or more AP classes. 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.	15% of students at EHS enrolled in one or more AP classes. 37% of students passed with a three or higher in 2020-21. AP Comp is dual enrollment and students can choose to not take the AP test. 15.1% scored 3 or higher on at least two AP tests (different testing formats due to COVID)	15.75% of students at EHS enrolled in one or more AP classes. 47% of students passed one test with a three or higher in 2021-22. AP Comp is dual enrollment and students can choose to not take the AP test. 11.2% scored 3 or higher on at least two AP tests	30% scored 3 or higher on at least two AP tests	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%
1.5 j. % of students per year that qualify as "prepared" for the College and Career Indicator on the CA Dashboard.	CCI from 2020 Dashboard =39.7% prepared ECS 52.5% prepared EHS, 6.5% prepared Zoe Barnum	Overall % prepared was not reported for 2021, but some individual categories for the class of 2021 at EHS include: AP exams 2 tests 3 or higher- 2020 15.8% 2021 15.1%	Overall % prepared was not reported for 2022, but some individual categories for the class of 2022 at EHS include: AP exams 2 tests 3 or higher- 2021 15.1% 2022 19.5%	According to 2023 Dashboard: ECS: 38.1% of students placed in the "Prepared" level of the College/Career Indicator. 22% of students placed at	Increase % of students that qualify as "prepared" for the College and Career Indicator on the CA Dashboard to 50%. ECS, 60% EHS and 8% Zoe Barnum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Completed CTE pathway- 2020 23.7% 2021 23.2% College credit one course- 2020 25.4% 2021 23.2%	Completed CTE pathway- 2021 23.2% 2022 13.11% College credit one course- 2021 23.2% 2022 21.7%	“Approaching Prepared”. 39.9% of students placed at “Not Prepared”. 341 students tested.	
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% Very Low = Less than 35%	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. 2018-19 ELPAC Data shows 20.59% of students tested Proficient on the Summative ELPAC Assessment. 2020-2021 ELPAC Data shows 15.96% of students tested Proficient on the Summative ELPAC Assessment.	2022 CA Dashboard. 52.5% 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% Very Low = Less than 35% 2021-2022 ELPAC Data shows 19% of	2023 Dashboard: 53.9% 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% Very Low = Less than 35%	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
			students tested Proficient on the Summative ELPAC Assessment.		
1.6 b. Reclassification Rate	For 2020-2021 the reclassification rate for ECS EL students was 11.8% (77 students).	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Thus far for 2021-2022 the reclassification rate for ECS EL is 5% (29 students)	For 2022-2023 the reclassification rate for ECS EL is 5.9% (37 students)	For 2023-2024 the reclassification rate for ECS EL is 8.3% (49 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	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. 1 section of EL Core Support The high school offers 4 EL	EL students receive services at the elementary level based on their EL level, Zane has 4 sections of ELD, Winship has 2 sections of ELD, and the High School has 2 sections of ELD for mainly 1's and 2's. 1 section of EL Core Support The high school offers 4 EL	EL students receive services at the elementary level based on their EL level, Zane has 5 sections of ELD, Winship has 4 sections of ELD, and the High School has 3 sections of ELD designated and 4 EL loop classes, one for each grade level, which are college	Maintain minimum level of LCAP funded EL sections at secondary level- 8 sections, increase sections if EL district % reaches 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needs of EL students for support of EL students in English classes and offers ELD core support.	loop classes which are college prep.	loop classes which are college prep.	prep. The high school also offers one section of ELD core support.	
1.6 d. In the Special Education Plan (SEP), students with IEP's need to be in the least restrictive environment appropriate for the student based on their IEP.	In the 2020-2021 SEP 50.52% of IEP students were in the least restrictive environment 80% or more of their day.	In the 2021-2022 SEP 62.77% of IEP students were in the least restrictive environment 80% or more of their day.	In the 2022-2023 SEP 68.77% of IEP students were in the least restrictive environment 80% or more of their day.	In the 2023-2024 SEP 80.3% of students with IEPs are in General education 80% or more of the school day	52% of students with IEPs will be in the least restrictive environment for more than 80% 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.	100% of 4th and 5th grade students assessed for GATE eligibility. * All 4th and 5th grade students assessed for GATE eligibility during the 2021-2022 schoolyear as GATE testing did not occur in 2020-2021 due to the COVID-19 pandemic.	100% of 4th grade students assessed for GATE eligibility.	100% of 4th grade students assessed for GATE eligibility.	Maintain 100% of 4th grade students assessed for GATE
1.7 c. Teacher inventory of district musical instruments.	90% of district owned instruments are	65% of district owned instruments are	63% of district owned instruments are	80% of district owned instruments are	95% of district owned instruments will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maintained in good repair	maintained in good repair	maintained in good repair	maintained in good repair	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% EHS 1019 enrollments 530 individual students out of 1237 43%	Winship 241 enrollments 228 individual students out of 417 54.7% Zane 283 enrollments 247 individual students out of 52.9% EHS 618 enrollments 530 individual students out of 1281 41.4%	Winship 237 enrollments 225 individual students out of 384 58.59% Zane 378 enrollments 230 individual students out of 434 52.99% EHS 750 enrollments 578 individual students out of 1243 46.5%	EHS: 632 students Zoe Barnum: 28 students Winship: 207 students Zane: 254 studentes	Increase percentage of students enrolled in one or more VAPA course by 10% over baseline data.
1.7 e. Number of students completing both A-G and CTE pathway	According to 2020 CCI Indicator Report for EHS: CTE Pathway Completion Rate: 23.7%, A-G completion Rate:35.9% (not reported in Data Quest or Dashboard due to COVID)	According to 2021 CCI Indicator Report for EHS: CTE Pathway Completion Rate: 23.2%, A-G completion Rate:36.1% 5.2% of students completed both a CTE pathway and A-G requirements.	According to 2022 CCI Indicator Report for EHS: CTE Pathway Completion Rate: 16.9%, A-G completion Rate: 34.7% 3.7% of students completed both a CTE pathway and A-G requirements.	According to 2023 CA Dashboard and CA Department of ED.: 33.7% of students met UC/CSU requirements. 13.7% of students completed at least one CTE pathway. 4.1% of students completed both a CTE pathway and UC/CSU requirements.	Increase percentage of seniors who are both A-G and CTE completers to match the A-G rate for the class.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.7 f. Career Technical Education Enrollment	635 Enrollments 474 students of 1170 40.5%.	664 Enrollments 514 students of 1172 43.8%.	736 Enrollments 534 students of 1295 41.2%.	609 Enrollments 479 out of 1180 40.5%	Maintain CTE enrollment of 40% and increase completers by 2.5% per year
1.7 g. Bi-Literacy Seal	35 students attained Seal of Bi-literacy	48 students at EHS attained the Seal of Bi-literacy. 22% of senior class.	29 students at EHS attained the Seal of Bi-literacy. 12% of senior class.	37 students earned a Seal of Biliteracy at Eureka High School. 13% of the graduating class.	Increase % of students who attain seal of biliteracy by 5% each year
1.7 h. Ensure Access to a Broad Course of Study: In grades 7-12 ensure access for all pupils to the following courses (English, social sciences, world languages, physical education, math, visual and performing arts, applied arts, Freshman Seminar, and CTE classes as noted in course offerings in Master Schedules and enrollment of students in these courses.	All required courses are offered in grades 7-12 at the middle and high school levels to a sufficient extent as to allow all students access.	All required courses offered at middle and high school levels to a sufficient extent as to allow all students access.	All required courses offered at middle and high school levels to a sufficient extent as to allow all students access.	All required courses offered at middle and high school levels to a sufficient extent as to allow all students access.	1.7. h. Maintain the sections (grades 7-12) for required courses offered to a sufficient extent as to allow all students access., and expand course offerings if possible.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.7 i. Programs & Services developed and provided to unduplicated students	District provides classes offered in grades 7-12 to specifically target students who are underrepresented in college and/or who would be first-time college track students in their families.	EHS 100/149 or 67% of AVID students are unduplicated. Winship- no dedicated AVID period- AVID strategies schoolwide Zane- all 6th in AVID wheel, 7th and 8th AVID strategies schoolwide	EHS 126/157 or 80.25% of AVID students are unduplicated. Winship- no dedicated AVID period- AVID strategies schoolwide Zane- all 6th in AVID wheel, 7th and 8th AVID strategies schoolwide	EHS (insert number) of AVID students are unduplicated. Winship- no dedicated AVID period- AVID strategies schoolwide Zane- all 6th in AVID wheel, 7th and 8th AVID strategies schoolwide	1.7 i. Increase the enrollment of unduplicated students in AVID classes offered in grades 7-12 to specifically target students who are underrepresented in college and/or who would be first-time college track students in their families.
1.7 j. Programs & Services developed and provided to individuals with exceptional needs	District provides "siloeed" special education services e.g. students attend self contained SDC classes or participate in pull-out/or puch in resource specialist services. Professional development for meeting the needs of exceptional learners are mostly limited to special education teachers.	EHS co taught classes for all 9th grade level former RSP courses Essentials of Alg, Alg 1A and Alg1B have co-taught sections, Geo Science CP and Biology CP have co taught sections, along with World History CP	EHS co taught classes for all 9th and 10th grade level former RSP courses Freshman and Sophomore CP English have co-taught sections. Essentials of Alg, Alg 1A and Alg1B have co-taught sections, Geo Science CP and Biology CP have co taught sections, along with World History CP	EHS co taught classes include: Freshman, Sophomore and Junior CP English have co-taught sections. Essentials of Alg, Alg 1A and Alg 1B have co-taught sections, Geo Science CP and Biology CP have co taught sections, along with Freshman Seminar, World History, US History and Government/Economics CP.	1.7 j. Over the course of three years, the District will change it's delivery of services for students with exceptional needs to a continuum model where students receive the services they need to be successful in the general education setting. SDC classes will be eliminated and mainstreaming/nevers treaming (no pull-out) shall be the predominant model in the District. All general education teachers and intervention teachers shall be trained in best

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					practices/strategies for meeting the needs of students with exceptional needs.
1.7 k. Access to a broad course of study	<p>All TK-6 students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, physical education, and visual and performing arts.</p> <p>7-12 students have access to all required courses and electives at the 9-12 level, there is a broad selection of CTE, art, language, and electives. ECS is also an AVID district, with grade-level classes 9-12.</p>	<p>All TK-6 students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, physical education, and visual and performing arts.</p> <p>7-12 students have access to all required courses and electives at the 9-12 level, there is a broad selection of CTE, art, language, and electives. ECS is also an AVID district, with grade-level classes 9-12</p>	<p>All TK-6 students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, physical education, and visual and performing arts.</p> <p>7-12 students have access to all required courses and electives at the 9-12 level, there is a broad selection of CTE, art, language, and electives. ECS is also an AVID district, with grade-level classes 9-12</p>	<p>All TK-6 students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, physical education, and visual and performing arts.</p> <p>7-12 students have access to all required courses and electives at the 9-12 level, there is a broad selection of CTE, art, language, and electives. ECS is also an AVID district, with grade-level classes 9-12.</p>	1.7 k. All TK-6 students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, physical education, and visual and performing arts.

Goal Analysis

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

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

All actions were implemented as planned.

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

Action 1: There was an increase in carryover in Title I funds from the previous fiscal year, which allowed to provide additional materials and supplies for our students. We also brought in additional temporary support with these funds. Action 2: Decrease is due to a \$1M budgeted curriculum adoption expense that ended up being recognized in the previous fiscal year. Action 4: Increase was due to an allocation increase in library techs, along with sites allocating additional funds for library techs in the current year. Action 5: Curriculum adoption expense was recognized in the previous fiscal year. Action 10: Additional CARES specialist added in response to additional Title I carryover funds from the previous year. Action 16: Increase due to additional state mental health funding received after budget adoption. Increase due to a second Chromebook purchase to replace additional loss not originally planned. Action 20: The increase is due to additional general fund spending requiring additional Routine maintenance requirements. Action 28: Alternative funding used for the cost of the data tracking software. Action 29: Additional FTE added to respond to middle and high school needs. Action 34: Providing additional intervention teachers in response to identified needs in the district. Action 35: Decrease due to outstanding vacancies that went unfilled throughout the year. Action 41: Decrease in SPED spending due to revolving vacancies in multiple positions. Action 50: Increase in spending due to additional CTEIG state funding carryover from prior year. Increase due to accelerated using of the remaining COVID funds in the current year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions taken have successfully met the established goals in the past year. A first example of the effectiveness of particular actions in achieving the goal is the increase in A-G requirement completion by 2% annually for the class of 2023 to reach 30%. This goal was accomplished as the annual increase of 2% was exceeded in years two and three, with 33.7% of the class of 2023 fulfilling A-G requirements. A second three-year goal that was accomplished was having 52% of students with IEPs be in the least restrictive environment for 80% or more of their day. This goal was achieved as the percentage increased annually from year two to year three, exceeding the percentage goal by just over 28% in 2023. The percentage of instruments being repaired in good condition increased in year three, with 17% more instruments within the district becoming in good condition in year three. Becoming a 1:1 district regarding access to technology was also a success. In year two, the district officially became a 1:1 district and was able to provide at-home devices to students in year three. Goals in which the specific actions yielded ineffective data include graduation rate within the district. The goal was reached in year two with a district-wide graduation rate of 95.5%.

However, the district-wide graduation rate in year three lowered to 87.5%. The drop is likely due to the decrease in the graduation rate at Zoe Barnum and issues with CALPADS reporting. CTE completion rates dropped from 16.9% to 13.7% from year two to year three.

Throughout the three-year LCAP cycle, funding to remedy learning loss due to the COVID-19 pandemic provided additional staffing in specific areas to reach the established goals. Positions created include CARE Specialists who provided instructional coaching in specific learning areas to staff, math and literacy technicians at the elementary and middle school levels, and additional intervention support provided at the elementary level. Additionally, part-time aides were provided in elementary classrooms. Two additional guidance tech positions were created at the high school level using ESSR funding. In ELA, the goal of reaching a 15-point increase from baseline by year three in ELA CAASPP achievement was not accomplished, moving from 41 points below standard at the baseline year to 45.1 points in year three. This includes an overall percentage increase for all subgroups from the baseline year to year three, with the exception of the homeless student

population. Math CAASPP scores increased overall from the baseline year to year three, increasing in percentage each year of the cycle. Overall Math CAASPP achievement decreased from 66.6 points below standard in 2019 to 81.6 points below standard in 2023. Our English Language Learners continued to progress toward English Language Proficiency over the three years, increasing by 4.7 points from baseline to year three. ELD instruction, curriculum, and professional development remain focus areas, as well as the overall reclassification rates. To address this issue, an EL Achieve consultant did site visits to give input on best practices. In addition, additional ELD sections have been added at middle and high schools to target specific English language learners' needs better. With English Language Arts scores as an area of emphasis for the district, our new ELA curriculum, Amplify CKLA, was adopted and fully implemented in the district's elementary classrooms during the 2023-2024 school year.

The district remains committed to ensuring students have access to technology, with a shift towards a 1:1 model and the distribution of Chromebooks to students seeking home access. Additionally, prioritizing professional development remains key, with ongoing collaboration with Corwin to implement Visible Learning strategies over the next five years. There's a continued emphasis on enhancing Teacher Clarity aligned with Visible Learning, with plans for implementing a Professional Learning Community (PLC+) on the horizon.

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.

Changes made in actions include adopting a new elementary Language Arts curriculum, Amplify CKLA, to support students' overall reading proficiency and Language Arts CAASPP achievement. The curriculum was changed due to extensive Science of Reading research and professional development. Secondly, Reading Intervention teachers' schedules were adjusted to provide intervention support during the after-school program to support students' ELA and Math CAASPP achievement. Additionally, ELD sections were added at the two middle and high schools to help English language proficiency, reclassification, and ELPAC achievement. Third, the high school placed additional students in college prep algebra 1 and a revamped algebra lab class for support. Finally, online assessment tools such as mCLASS through Amplify and IXL are being used across the grade levels to assess student baseline at the beginning and progress at the middle and end of the year. This change was made to allow more clarity in the progress being made at each grade level across the district. Ongoing progress monitoring will enable sites to determine which students require additional support throughout the year. In addition, trends can be identified through district-wide ELA and Math assessment data. No other changes were made to the planned goals, metrics, desired outcomes, or actions.

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

Goals and Actions

Goal

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

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 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.	<p>2.1 a. 2019 P2 Data: 93.91% Attendance rate</p> <p>2.1 b. 2019: 16.3% Chronic Absenteeism rate</p>	<p>2.1 a 2021 P2 Data: 88.74%</p> <p>2.1 b. 2021 Chronic Absenteeism rate 14.9%</p>	<p>2.1 a 2022 P2 Data: 94.38</p> <p>2.1 b. 2022 Chronic Absenteeism rate: 34.3% EL- 28.7% SES- 38.4% FY- 46.3%</p>	<p>2.1 a 2023 P2 Data: 90.58</p> <p>2.1 b. 2023 Chronic Absenteeism rate 34.1% EL- 22.6% SES- 38% FY54.7%</p>	<p>2.1 a. Overall District Attendance rate 96%</p> <p>2.1 b. Overall District Chronic Absenteeism rate 13%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 b. Using Dashboard Data determine chronic absenteeism rate					
2.1 c. % of Foster Youth who remain enrolled at one school all year long	2019-2020 = 76.8%	2020-2021 = 71.9%	2021-2022 = 68.4%	2022-2023 = 56%	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 supports for all students, foster youth (FY), socioeconomically disadvantaged (SES), and English learners (EL) to ensure graduation for our students.	2.2 a. 2018-2019 cohort- 92.9% EL-88% SES-90.4% FY-not reported, based on low student numbers 2019-2020 cohort - 91.4% EL - 91.7% SES - 87.8% FY - not reported, based on low student numbers	2.2 a. 2020-2021 cohort- 90.9% EL-86.7% SES-88.3% FY-73.3%	2.2 a. 2021-2022 cohort- 95.8% EL- 95.6% SES- 95.6% FY- No performance level was indicated.	2.2 a. 2022-2023 cohort- 87.5% EL- 91.4%% SES- 85.8% FY- No performance level was indicated.	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 graduation rate (currently 84.8%).
2.2 b. High school 4-year adjusted cohorts dropout	2.2 b. 2019-2020 4-year adjusted cohorts	2.2 b. 2020-2021 4-year adjusted cohorts	2.2 b. 2021-2022 4-year adjusted cohorts	2.2 b. 2022-2023 4-year adjusted cohorts	2.2 b.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rates per Data Quest. ECS secondary counselors, registrar and administrators work closely with students to develop and monitor successful graduation plans.	Eureka High School 3 students out of 217=1.4% Zoe Barnum High School 10 students out of 38=26.3% Overall District Rate 18 students out of 294=6.1%	Eureka High School 5 students out of 232= 2.2% Zoe Barnum High School 12 students out of 46 =26.1% Overall District Rate 19 students out of 318= 6% (CIS was separated in 21)	Eureka High School 0 students of 241 = 0% Zoe Barnum High School 2 Students of 45 =4.4% Overall District Rate 2 students of 286 = 0.7 %	Eureka High School 6 students of 286 = 2.1% Zoe Barnum High School 12 Students of 54 =22.22% Overall District Rate 18 students of 340 = 5.29 %	Eureka High School dropout rate less than 1% Zoe Barnum High School dropout rate less than 15% Eureka City Schools District overall dropout rate of 5%
2.2 c. Middle School dropout rates per CalPads. ECS middle school counselors and administrators work closely with students to develop and monitor successful promotion to high school pathways.	2.2 c. 2018-2019 District (Middle Schools grades 7-8): 0.14%	2.2c 2020-2021 District (Middle Schools grades 7-8): 0.92%	2.2c 2021-2022 District (Middle Schools grades 7-8): 0%	2.2c 2022-2023 District (Middle Schools grades 7-8) 0% for 2023	2.2 c. Achieve a Middle School dropout rate 0%
2.2 d. Annual report to the board regarding math	2.2 d. For the 19-20 school year of the 332 incoming ninth-graders in a gen ed	2.2 d For the 20-21 school year of the 307 incoming ninth-graders in a gen ed	2.2 d For the 21-22 school year of the 338 incoming ninth-graders in a gen ed	2.2 d For the 22-23 school year of the 310 incoming ninth-graders in a gen math;	2.2 d. Attain a placement rate of 60% of all students in gen

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
placement for ninth grade students	math class; 55% were placed in Algebra 1 or Math 9	math class; 57% were placed in Algebra 1 or Math 9	math class; 47% (116 for Alg 1 and 44 for math 9) were placed in Algebra 1 or Math 9	54% (110 for Alg 1 and 59 for math 9) were placed in Algebra 1 or Math 9).	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 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 a. 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 the CA Dashboard (2020-2021): Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	2.3 a. Suspension Rates based on the CA Dashboard (2021-2022): All Students -.6.9% EL-5% SWD-10.7% FY-21.7% SED-7.8% Homeless-11.8%	2.3 a. Suspension Rates based on the CA Dashboard (2022-2023): All Students -.8.2% EL-4.6% SWD-12.8% FY-18.7% SED-9.4% Homeless-11.2%	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%
2.3 b. CA Dashboard	2.3 a. Suspension Rates based on Data Quest for 2019-2020: All Students 5.3% EL-1.9% SWD-9.9% FY-11.7% SED-5.9% Homeless-9.4% 2.3 b. CA Dashboard 2018-19 (no data 2020) % disproportionality gap in suspension rates between all subgroups EL- -3.4% SWD- 8%	2.3 a. & b. Suspension Rates based on Data Quest for 2020-2021: All Students -.7% EL-.3% SWD-.9% FY-1% SED-.7% Homeless-1.5% 2.3 b. Due to the COVID-19 pandemic, state law has suspended the reporting of state	2.3 a. Suspension Rates based on Data Quest (2021-2022): All Students -.6.9% EL-5% SWD-10.7% FY-21.7% SED-7.8% Homeless-11.8% Homeless-11.9% 2.3 b. CA Dashboard % disproportionality gap (difference from all to subgroup) in suspension rates	2.3 a. Suspension Rates based on Data Quest (2022-2023): All Students -.8% EL-4.6% SWD-13.8% FY-18.7% SED-9.6% Homeless-11.8% 2.3 b. CA Dashboard % disproportionality gap (difference from all to subgroup) in suspension rates between all subgroups EL- -3.6%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless)	FY- 4.8% SED- 1.1% Homeless- 3.7%	indicators on the 2021 Dashboard.	between all subgroups EL- -1.9% SWD- 3.8% FY- 14.8% SED- .9% Homeless- 4.9%	SWD- 4.6% FY- 10.5% SED- 1.2% Homeless- 3%	
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, 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.	2.3 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 for 2020-2021: All students: 0%	2.3 c. Expulsion rate for 2021-2022: All students: 0.05%	2.3 c. Expulsion rate for 2022-2023: All students: 0.25%	2.3 c. Expulsion rate maintain below .05%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2.4 a. Using the CHKS determine the % of students who feel connected to at least one caring adult at their school</p> <p>*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 Healthy Kids Survey was not administered.</p> <p>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,</p>	<p>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)</p> <p>2.4 b. 2019-2020 LCAP Student Survey Result: All Students 86.9% (373 out of 429)</p> <p>2.4 c. 2019-2020 CHKS Parents - Strongly agree = 37% (all), 55% (elementary) and 29% (middle)</p> <p>2.4 d. 2019-2020 CHKS Districtwide all staff - Strongly agree = 60%</p>	<p>2.4 a. 2020-2021 Healthy Kids Survey Results Connectedness Elementary: 69% Secondary: Grade 7: 59% Grade 9: 62% Grade 11: 56% NT: (NT=Non Traditional)</p> <p>2.4 b. 2020-2021 LCAP Student Survey Result: All Students 88% (539 out of 616) *parent survey sent 2/17</p> <p>2.4 c. 2020-2021 CHKS Parents - Not Available</p> <p>2.4 d. 2020-2021 CHKS Districtwide all staff - Strongly agree = 63%</p>	<p>2.4 a. 2021-2022 Healthy Kids Survey Results Connectedness Elementary: 67% Secondary: Grade 7: 52% Grade 9: 51% Grade 11: 62% NT: 66% (NT=Non Traditional)</p> <p>2.4 b. 2021-2022 LCAP Student Survey Result: All Students 88.1% (979 out of 1,111)</p> <p>2.4 c. 2021-2022 CHKS Parents - Strongly agree = 32% (all), 56% (elementary), 6% (middle), 26% (high)</p> <p>2.4 d. 2021-2022 CHKS Districtwide all staff- Strongly agree = 53%</p>	<p>2.4 a. 2022-2023 Healthy Kids Survey Results Connectedness Elementary: 66% Secondary: Grade 7: 67% Grade 9: 50% Grade 11: 47% NT: 69%</p> <p>2.4 b. 2022-2023 LCAP Student Survey Result: question was not asked</p> <p>2.4 c. 2022-2023 CHKS Parents - Strongly agree = 55% (all), 55% (elementary), 6% (middle), 26% (high)</p> <p>2.4 d. 2022-2023 CHKS Districtwide all staff- Strongly agree = 60%</p>	<p>2.4 a. Students who feel connected to at least one caring adult at their school: Increase each baseline measure 5% by the end of the 2023-24 school year.</p> <p>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%</p> <p>2.4 C. All parents: 50% Elementary 70% Middle 45%</p> <p>2.4 d. Staff Strongly agree (Districtwide): 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>custodian, and/or other adult) at my school cares about me.</p> <p>2.4 c. For parents - using CHKS determine % of parents who strongly agree that school has adults who really care about students</p> <p>2.4 d. For staff - using CHKS determine % of staff districtwide who strongly agree that adults at school have caring relationships with students</p>					
<p>2.4 e. Using CHKS determine the % of students who perceive their school as a safe environment.</p> <p>*PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the</p>	<p>2.4 e. 2018-2019 Perceived Safety: Elementary: 66% Secondary: Grade 7: 62% Grade 9: 53% Grade 11: 60% NT: 65% (NT=Non Traditional)</p> <p>2.4 f. using CHKS determine % of parents who strongly</p>	<p>2.4e. 2020-2021 Perceived Safety: Elementary: 43% Secondary: Grade 7: 15% Grade 9: 18% Grade 11: 16% NT: N/A (NT=Non Traditional)</p> <p>2.4f. Not Available</p>	<p>2.4e. 2021-2022 Perceived Safety: Elementary: 71% Secondary: Grade 7: 58% Grade 9: 67% Grade 11: 59% NT: N/A (NT=Non Traditional)</p> <p>2.4f. using CHKS determine % of parents who strongly</p>	<p>2.4e. 2022-2023 Perceived Safety: Elementary: 66% Secondary: Grade 7: 39% Grade 9: 51% Grade 11: 46% NT: 73% (NT=Non Traditional)</p> <p>2.4f. using CHKS determine % of parents who strongly</p>	<p>2.4 e. Students who perceive their school as a safe environment: Elementary- 75% Secondary: Grade 7 - 70% Grade 9 - 70% Grade 11 - 70% NT- 70%</p> <p>2.4 f.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>COVID-19 pandemic, the 2019–20 Healthy Kids Survey was not administered.</p> <p>2.4 f. For parents - using CHKS determine % of parents who strongly agree that school is a safe place for my child</p> <p>2.4 g. For staff - using CHKS determine % of staff districtwide who strongly agree that school is a safe place for students</p>	<p>agree that school is a safe place for my child All parents: 38% Elementary 58% Middle:27%</p> <p>2.4 g. using CHKS determine % of staff districtwide who strongly agree that school is a safe place for students Districtwide all staff: 53%</p>	<p>2.4g. Districtwide all staff: 53%</p>	<p>agree that school is a safe place for my child All parents: 28% Elementary 59% Middle:6% High: 16%</p> <p>2.4g. Districtwide all staff: 33%</p>	<p>agree that school is a safe place for my child All parents: 58% Elementary 59% Middle: 27% High: no data</p> <p>2.4 g. using CHKS determine % of staff districtwide who strongly agree that school is a safe place for students Districtwide all staff: 25.6%</p>	<p>All parents: 45% Elementary 65% Middle:35%</p> <p>2.4 g. Staff strongly agree (Districtwide): 60%</p>
<p>2.4 h. 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.</p> <p>*PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred</p>	<p>2.4 h. 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)</p>	<p>2.4h. Due to the COVID-19 pandemic, the 2020–21 Physical Fitness Test was not administered.</p> <p>2021-2022 Physical Fitness Test was administered in Spring of 2022.</p>	<p>2.4h. 2021-2022 Physical Fitness Test was administered in Spring of 2022.</p> <p>Based on the PFT Summary of Results of students passing 4 of 5 or 5 of 5 (BMI was not included for 2022) out of 6 standards met: 5th: 92% (goal met) 7th: 77% (goal met) 9th: 75% (goal met)</p>	<p>2.4h. 2022-2023 Physical Fitness Test was administered in Spring of 2023.</p> <p>Based on the PFT Summary of Results of students passing 4 of 5 or 5 of 5 (BMI was not included for 2022) out of 6 standards met: 5th: 55.7% 7th: 74% 9th: 65%</p>	<p>2.4 h. Students who pass at least 5 out of 6 components of the PFT will increase 10% by 2023-2024.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in February/March 2020 due to the COVID-19 pandemic, the 2019–20 Physical Fitness Test was not administered.					
2.5 a. Percentage of FTE assigned for interpreter services.	2.5 a. 2019-2020 Vacant Position Posting for various hours at various sites	2.5a. 2020-2021 Language Line services utilized.	2.5a. 2021-2022 Language Line services utilized.	2.5a. 2022-2023 Language Line services utilized.	2.5 a. Translation services provided for all schools as needed.
2.5 b. Stakeholder Survey gives ECS information regarding input into our LCAP plan. 2.5 c. Log/documentation of IEP invitations sent to parents/guardians 2.5 d. Parent participation in IEP meetings for students with disabilities	2.5 b. 163 completed parent surveys out of 3,530 student enrollment. 2.5 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.	2.5b. 163 completed parent surveys out of 3579 student enrollment. 2.5c. 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.	2.5b. 164 completed parent surveys out of 3761 student enrollment. 2.5c. 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.	2.5b. 315 completed parent surveys out of 3580 student enrollment. 2.5c. 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. Attain at least 25% District return rate for surveys and/or other stakeholder input outreach. 2.5 c: 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.5 e. Meaningful participation of parents in programs for unduplicated students, attendance at ELAC and DELAC meetings, school site council meetings, Back to School Nights, Open Houses and parent-teacher conferences.	<p>2.5 d. <100% attendance of required members at each IEP (% vary by site)</p> <p>2.5 e. ELACs and DELACs poorly attended with quorums frequently not obtained. Parents of unduplicated pupils regularly attend school site council meetings, but attendance numbers are low. <50% of students' parents attend Back to School events and Open House. Parent-teacher conference attendance is 75%-80% as measured by sign-in sheets</p>	<p>2.5d. <100% attendance of required members at each IEP (% vary by site)</p> <p>2.5e. ELACs and DELACs poorly attended with quorums frequently not obtained. Parents of unduplicated pupils regularly attend school site council meetings, but attendance numbers are low. Due to COVID mandates at the time, Back to School Night did not occur and Open House was postponed until May 2022. Parent-teacher conference attendance is 85% as measured by sign-in sheets</p>	<p>2.5d. <100% attendance of required members at each IEP (% vary by site).</p> <p>2.5e. ELACs and DELACs poorly attended with quorums frequently not obtained. Parents of unduplicated pupils regularly attend school site council meetings, Sites report greater than 50% attendance at school functions. Parent-teacher conference attendance rate 82-95% based on site reports as measured by sign-in sheets.</p>	<p>2.5d. <100% attendance of required members at each IEP.</p> <p>2.5e. ELACs and DELACs poorly attended with quorums frequently not obtained. Parents of unduplicated pupils regularly attend school site council meetings, Sites report greater than 50% attendance at school functions. Parent-teacher conference attendance rate 82-95% based on site reports as measured by sign-in sheets.</p>	<p>2.5 d. 100% required IEP team attendance at IEP meetings.</p> <p>2.5 e. Quorum consistently present for all site-based and District-level committees. >50% participation of parents in schoolwide events that support unduplicated pupils. Attendance at parent-teacher conferences shall reach >90% by 2023-2024.</p>
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 ,	HSU, HCOE, Supporting Inclusive Practices Grant Program, CAPTAIN , HDN SELPA, RCRC, Head Start, First Five Humboldt, Early Literacy Partners,	Cal Poly Humboldt, HCOE, Supporting Inclusive Practices Grant Program, CAPTAIN , HDN SELPA, RCRC, Head Start, First Five Humboldt, Early	Cal Poly Humboldt, 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
	HDN SELPA, RCRC, Head Start, First Five Humboldt, Early 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	Redwood Coast Action Agency, Humboldt Sponsors, Boys and Girls Club, County Mental Health DHHS, Cal Soap, City of Eureka Recreation Department, Coast Guard, Changing Tides Family Services, YSB-RCAA, Yurok Tribe, Eureka Police Department, College of the Redwoods, Two Feathers, Humboldt Area Foundation, Blue Lake Rancheria, Soroptomist Club, Maples Plumbing, CTE committee, North California Indian Development Council/NCIDC, City of Eureka, Safe Routes to Schools, NAACP Eureka Chapter, Humboldt Area Foundation, Friends of the Dunes.	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, Changing Tides Family Services, YSB-RCAA, Yurok Tribe, Eureka Police Department, College of the Redwoods, Two Feathers, Humboldt Area Foundation, Blue Lake Rancheria, Soroptomist Club, Maples Plumbing, CTE committee, North California Indian Development Council/NCIDC, City of Eureka, Safe Routes to Schools, NAACP Eureka Chapter, Humboldt Area Foundation, Friends of the Dunes, Bear River Rancheria, Wiyot Tribe, UIHS.	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, Changing Tides Family Services, YSB-RCAA, Yurok Tribe, Eureka Police Department, College of the Redwoods, Two Feathers	

Goal Analysis

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

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

All actions were implemented as planned.

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

Action 12: Increase due to additional cost associated mental health services to match state and federal programs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In the past three years, the goal has been somewhat successful in meeting the established goals. Actions towards metric number 2.1a and 2.1b were not effective; this is a possible result of student and family perception of attendance policies and ineffective SART and SARB processes. Overall, attendance was stagnant over the last three years, however there were improvements for subgroups, such as SES and FY.

Actions towards metric number 2.1c were not effective; this is a possible result of environmental factors outside of the district or site level control. However, with the increased supports provided at the district level with the Marshall Family Resource Center and the intervention by the Foster McKinney-Vento Foster Youth Educational Liaison, and the implementation of site-level Wellness Centers the foster youth stability rate has not positively adjusted.

Actions towards metric number 2.2a was not effective; this is a possible result of the students enrolled in alternative education not graduating. With the implementation of Community Schools at the alternative education setting, we are hoping to see more students completing graduation requirements.

Actions towards metric number 2.2b was not effective; this is a possible result of student attitude towards education as also related to chronic absenteeism.

Actions towards metric number 2.2c were effective based on various supports at the middle school setting.

Actions towards metric number 2.2d were not effective, but was close to being met. This is a possible result of not having the needed supports to address the math levels. IXL and Visible Learning are actions that the district has implemented to support students and staff with support needed.

Actions towards metric number 2.3a-b were not effective for suspension rates; this is a possible result of returning to in-person learning following COVID-19. Actions towards metric number 2.3c were not effective; this is a possible result of returning to in-person learning following COVID-19. The district has implemented Restorative Practice Support Specialist, Behavior Support Aides, and Wellness Centers to support students social-emotional needs.

Actions towards metric number 2.4a-d were not met, but the goal was close to being met and metric number 2.4e-g were not met; this is a possible result of students reconnecting with their school community following COVID-19. As further emergence from the pandemic develops more stability in students' everyday lives, coupled with the heightened staffing in mental health (wellness, social workers, school psychologists) , students report feeling connected in school. Of areas that made improvement, there is a perceived connection to mental health stability and services that have been brought on recently. Continued support from crisis counselors and additional Behavior Support Aides and Board Certified Behavioral Analyst have been seen as possible reasons for the success.

Actions towards metric 2.4h were met; this is a possible result of having adding 2.0FTE Physical Education Teachers at the elementary level.

Actions towards metric 2.5a were met as a result of district adoption of Language Line supports.

Actions towards metric 2.5b-d were not met; this is possibly a result of communication platforms not being effective. The implements of Remind, Facebook, and PowerSchool Messenger levels of communication to families has increased. Actions towards metric 2.5e were effective; this is possible due to creating a welcoming environment around school-based events.

Actions toward metric 2.6a were effective due to increasing partnerships.

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.

Actions towards metric number 2.1a and 2.1b were changed for to address ineffectiveness. Each site established an MTSS team to prevent chronic absenteeism. Additional FTE were added, such as School Social Workers and Community School Liaisons to support students and their families with attendance barriers.

Actions towards metric number 2.1c were changed to address ineffectiveness. Each site now has a Wellness Center that the School Social Worker and Community Schools Liaison support identified students and families.

Actions towards metric number 2.2a were changed to address ineffectiveness. Each site now has a Wellness Center that the School Social Worker and Community Schools Liaison support identified students and families.

Actions towards metric number 2.2b were changed to address ineffectiveness. Students are monitored and supported through the Marshall Family Resource Center and increased school to home communication, monitored through PowerSchool.

Actions towards metric number 2.2d were changed to address the ineffectiveness, IXL was implemented and staff is receiving professional development with the implementation of Visible Learning. Also, the establishment of the MTSS Team at the high school allows for students to be more closely monitored and supported.

Actions towards metric number 2.3a-c were changed to address ineffectiveness.

The district has implemented Restorative Practice Support Specialist, Behavior Support Aides, and Wellness Centers to support students' social-emotional needs. There has also been an increase in School Psychologist and School Social Worker FTE, as well as hiring Community Schools Liaisons, and each site has a Board Certified Behavior Analyst support to provide wrap-around services to students.

Actions towards metric number 2.4a-h were changed to address ineffectiveness. Each site now has a Wellness Center, School Social Worker, and Community Schools Liaison support identified students and families. The elementary middle schools have also added FTE for Restorative Practice Support Specialists. There has also been an increase in school to home communication through the implementation of Remind, Facebook, and PowerSchool Messenger.

Actions towards metric 2.4h changed by adding 2.0FTE Physical Education Teachers at the elementary level.

Actions towards metric 2.5b-d were not met; changed due to ineffectiveness. The implementation of Remind, Facebook, and PowerSchool Messenger has increased levels of communication to families.

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

Goals and Actions

Goal

Goal #	Description
3	Eureka City Schools student subgroup - homeless/McKinney-Vento students - will experience growth in each California Dashboard identified performance area - specifically Chronic Absenteeism and College and Career Readiness equal to that of other ECS groups of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 CA Dashboard College and Career Preparedness (Homeless)	2019 CA Dashboard 8.3%	2021: College/Career Indicator (CCI) Report: HOMELESS STUDENTS = 41 students, 12.3% prepared	2022: College/Career Indicator (CCI) Report: no report for this year due to reset of the Dashboard	2023 CA Dashboard 14.3%	50% of homeless students will be identified as College and Career prepared
3.2 a Data Quest Chronic Absenteeism all Students (Homeless) 3.2 b CA Dashboard Chronic Absenteeism grades K-8th (Homeless)	Data Quest 2019-20 Chronic Absenteeism Rate, Total HOMELESS STUDENTS = Chronically absent= HOMELESS STUDENTS (no data due to COVID) Dashboard 2019-20 (no data due to COVID)	Data Quest: 2020-21 Chronic Absenteeism Rate, Total HOMELESS STUDENTS = 192 students, Chronically absent=85 HOMELESS STUDENTS 43.6% Dashboard 2020-21 (no data due to COVID)	Data Quest: 2021-22 Chronic Absenteeism Rate, Total HOMELESS STUDENTS = 259 students, Chronically absent=143 HOMELESS STUDENTS 55.2% Dashboard 2021-22 51.3%	Data Quest: 2022-23 Chronic Absenteeism Rate, Total HOMELESS STUDENTS = 281 students, Chronically absent= 149 HOMELESS STUDENTS 53% Dashboard 2022-23 51.8%	13% of homeless students will be identified as Chronically Absent
3.3 Data Quest Graduation Rate	2020 Graduation Rate: # of Homeless	2021 Graduation Rate: # of Homeless	2022 Graduation Rate: # of Homeless students in cohort= 38	2023 Graduation Rate: # of Homeless students in cohort= 37	Graduation rate of 85% or higher for Homeless students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students in cohort= 29 # Homeless students graduated= 23 % Homeless students graduated 79.3%	students in cohort= 46 # Homeless students graduated= 33 % Homeless students graduated 71.7%	# Homeless students graduated= 33 % Homeless students graduated 86.8%	# Homeless students graduated= 26 % Homeless students graduated 70.3%	

Goal Analysis

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.

The CCI indicator showed positive growth over the three years but did not achieve the desired outcome. Actions implemented to increase this measure include completion of CTE pathways, an increase in A-G completion, and access to dual enrollment. Counselors worked with students to ensure they were aware of opportunities and on track to complete one of the three options. The number of homeless students considered prepared increased from 8.3% to 14.3%. Chronic absenteeism for K-8th grade stayed relatively flat but decreased by 2.2%, including 9th-12th grades on Data Quest. Community school liaisons and wellness centers focused on increasing attendance for homeless students, along with the Marshall Family Resource Center working with families. Graduation rate saw the most change up and down over the three-year period. Counselors and administrators were able to increase graduation rates in 2022, mainly due to COVID legislation allowing for waiving credits. The waiver went away for the class of 2023.

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

There were no significant deviation from budget to estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A broader focus on the areas of the CCI that apply to more students, including homeless, led to an increase in both overall rates and rates for homeless students. Many students take advantage of dual enrollment and CTE pathway opportunities, and the focus is not just on increasing A-G rates or AP testing. EHS has increased the homeless graduation rate from 87% for the class of 2022 to 93.3% for the class of 2023. Close monitoring by counselors and the wellness center at EHS led to the increase. A significant decline was seen at Zoe Barnum,

where the rate declined from 86.7% to 57.1%. A deeper dive revealed that our CALPADS report for Zoe was not accurate. There were also issues with students being reported as dropouts from Zoe when they should have been cleared from Zoe in CALPADS.

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.

Changes will be made to the desired outcomes in the 2024-25 LCAP based effectiveness of the action. Some changes were made this year and will continue due to initial positive results. Community schools will continue to focus on homeless students, particularly with wrap-around services for families aimed at getting to the root of the attendance issue vs a band-aid approach. This includes expanding transportation options. Graduation rates are being watched at Zoe, particularly on an individual student basis. We have analyzed Zoe's data on a student basis and put better tracking systems in place for progress monitoring student credit completion, this system will continue to be refined. Zoe has both CSI and Equity Multiplier funding to increase services by hiring staff to focus on graduation rates and attendance. This will include more opportunities for work-based learning. A timeline will be followed for all CALPADS reports to be reviewed at the site level in draft form for correction before submission to CDE.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eureka City Schools	Jennifer Johnson Assistant Superintendent	johnsonj@eurekacityschools.org (707) 441-3364

Plan Summary [2024-25]

General Information

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

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 3,500. 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 (2023-24 data): English Learners = 17.3%, Foster Youth = 1.5%, Homeless Youth = 7.4%, Students with Disabilities = 16.7%, and Socioeconomically Disadvantaged = 72%. We have the most culturally and ethnically diverse student body in Humboldt County. Ethnically (2023-24 data), our students are 2.1% African American, 5.4% Native American, 11.6% Asian, 0.5% Filipino, 25.2% Hispanic or Latino, 1.4% Pacific Islander, 42.9% White, and 10.8% two or more races. Our district families speak more than twenty (20) different languages.

We are known throughout the region for our innovative and award-winning programs. EHS boasts the most comprehensive Career and Technical Education offerings in the region. STEAM programs are available to students at the middle levels. We have outstanding after-school programs that serve all families and provide enrichment activities. We understand that we must provide our staff with ongoing

professional learning opportunities for student outcomes to improve. For the 2024-25 school year, teachers can engage in 6 professional development days and optional after-school teacher academies. The district is working with Corwin to implement various aspects of Visible Learning over five years. We are starting year three of Teacher Clarity and will begin PLC+ in the 2024-25 school year. Our professional development days were “conference” style this year, offering teachers both required training and choice. A dozen teachers will be in year 2 of the LETRS training, going in-depth with the Science of Reading. The ECS CARE/TOSA team spans elementary to high school, with an English Language Arts elementary dedicated TOSA and the addition of a math TOSA for elementary in 2024-25.

To serve our very diverse student population, ECS has many initiatives in place and takes advantage of several State and federally-funded grants, including Mental Health Demonstration, TUPE, Learning Communities for School Success, Strong Workforce Program, Humboldt Bay Community Youth Project with the Wiyot Tribe, and NECEP Indian Education with the Yurok Tribe. Eureka High has received several CTE grants and is partnering with the Blue Lake Rancheria for 2024-27. These grants support the District's vision, mission, strategic plan priorities, and LCAP Goals.

ECS also receives Title I funding to support our socioeconomically disadvantaged students. These funds are disbursed to the school sites, where school site councils give input on how the monies are used. Additionally, the District receives Title III funds to serve our EL and Immigrant population and Title VI to support the academic achievement of our American Indian students. ECS has an active District English Learner Advisory Committee and Indian Education Parent Advisory. ECS operates after-school and summer school programs at our elementary and middle school sites through the Expanded Learning Opportunities Program (ELOP) and After School Education and Safety Program (ASES).

Zoe Barnum Continuation High School is receiving Equity Multiplier funds due to meeting the requirement for the prior year's nonstability rate greater than 25% and a socioeconomically disadvantaged rate greater than 70%. Zoe nonstability rate was 52.9%, and SED rate was 80%

Vision Statement:

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

Mission Statement:

In partnership with families and communities, Eureka City Schools 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Part 1:

Over three years, the English Language Arts scores in Eureka City Schools have shown some notable trends. In 2022, the district's scores were 42.6 points below the standard, indicating a need for improvement. However, in 2023, the scores declined to 45.1 points below the standard. When examining the performance of different subgroups within the district, it is evident that there have been fluctuations in their scores over the years. The percentage of students that Met or Exceeded Standard increased from 29.33% in 2021 to 34.31% in 2023. African-American students and students from 2 or more races increased from 2022 to 2023. All other student groups decreased from 2022 to 2023.

Over three years, the Math scores in Eureka City Schools have shown some notable trends. From 2022 to 2023, the district's overall math levels improved from 83 points below standard to 81.6 points below the standard. Additionally, the percentage of students who met or exceeded the standard in mathematics increased from 19.52% in 2021 to 22.52% in 2023. Over the three years, there have been many fluctuations in the data for most student groups in the district. From 2021 to 2022, all student groups increased except American Indian students, English learners, African-American students, and Homeless students. African-American students, White students, and students from 2 or more races all increased from 2022 to 2023. All other student groups decreased over that time.

Over three years, the English Learner Progress scores in Eureka City Schools have shown some notable trends. From 2022 to 2023, the district's overall English learner progress levels improved from 49.2% of students progressing towards proficiency in 2019 to 53.9% in 2023. Over the three years, increases are noticed in these scores each year, except for 2020 due to the COVID-19 pandemic. Although the district made strides towards its goal of 55% of students progressing towards proficiency, it was just short of that goal.

Over three years, the Chronic Absenteeism rate in Eureka City Schools increased to 34.1% in 2023, compared to 16.3% in 2019. Several subgroups' Chronic Absenteeism rates have declined for the 2022-2023 school year: American Indian 1.3% decline, Hispanic 2.5% decline, SWD 0.6% decline, Asian 3.4% decline, EL 6.1% decline, and Two or More Races 3.1% decline.

Over three years, the College and Career Indicator (CCI) rate in Eureka City Schools has increased in 2023 to 38.1 compared to 31.3 % in 2019 (no CCI indicator was reported for 2020 to 2022). From 2019 to 2023, the only significant subgroup was socio-economically disadvantaged, which increased at all three sites: ECS 24.2% to 31.5%, at EHS from 32.3% to 38.7%, and at Zoe Barnum from 3.4% to 6.3%. Footnote- there were reporting errors for Zoe Barnum's A-G completion rate.

Over three years, the Graduation rate in Eureka City Schools has decreased in 2023 to 87.5 as compared to 92.8 in 2019 (no Graduation indicator was reported for 2020 to 2021). There were decreases seen in Graduation rates in subgroups from 2019 to 2023. Of note were Students with Disabilities: 82.2% to 60.3%, Homeless: 83.3% to 70.3%, Socio-Economically Disadvantaged 90.4% to 85.5%.

Over three years, the Suspension rate in Eureka City Schools increased to 8.2% in 2023 compared to 6.5% in 2019 (no Suspension indicator was reported for 2020 to 2021). Subgroups of note that also saw increases in suspensions from 2019-2023 were American Indian: 8.4% to 16.7%, Foster Youth: 14.5% to 18.7%, and Socio-Economically Disadvantaged: 7.6% to 9.4%. One subgroup that declined from 2019 to 2023 was African American, 12.6% to 10.8%.

Part 2:

2023 Dashboard (Data must remain in the plan for the full 3 year cycle)

Lowest Performance Level (School Performance) [Metric/Action]

- Academic ELA: Alice Birney [1.7]
- Academic Math: Zoe Barnum High [1.7]
- Chronic Absenteeism: Catherine Zane Middle, Lafayette Elementary, Washington Elementary [3.1]
- College and Career: Zoe Barnum High [6.3]
- Graduation: Zoe Barnum High [3.2]
- Suspension: Alice Birney, Catherine Zane Middle, Grant Elementary, Winship Middle [4.1]

Lowest Performance Level (Student Group Performance LEA Level) [Metric/Action]

- Academic ELA: American Indian, English Learner, Foster Youth, Homeless [1.1]
- Academic Math: American Indian, English Learner, Foster Youth, Hispanic, Homeless, Students with Disabilities [1.1]
- Chronic Absenteeism: Black or African American, Foster Youth, Homeless, Pacific Islander, Socioeconomically Disadvantaged, White [3.1]
- Graduation: Students with Disabilities [3.2]
- Suspension: American Indian, Black or African American, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White [4.1]

Lowest Performance Level (Student Group Performance School Level) [Metric/Action]

Alice Birney Elementary

- Academic ELA: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, White [1.7]
- Academic Math: English Learner [1.7]
- Chronic Absenteeism: Asian, Homeless [3.1]
- Suspension: Socioeconomically Disadvantaged, White [4.1]

Catherine Zane Middle

- Academic ELA: English Learner [1.7]
- Academic Math: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities [1.7]
- Chronic Absenteeism: English Learner, Hispanic, Socioeconomically Disadvantaged, White [3.1]
- Suspension: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White [4.1]

Eureka Senior High

- Academic ELA: English Learner, Hispanic, Students with Disabilities [1.7]
- Academic Math: English Learner, Hispanic, Socioeconomically Disadvantaged [1.7]

- Suspension: American Indian, Black or African American, Homeless, Two or More Races [4.1]

Grant Elementary

- Chronic Absenteeism: Asian, Students with Disabilities, White [3.1]
- Suspension: Socioeconomically Disadvantaged [4.1]

Lafayette Elementary

- Chronic Absenteeism: Two or more races, Socioeconomically Disadvantaged, White [3.1]

Washington Elementary

- Academic ELA: English Learner [1.7]
- Academic Math: Students with Disabilities [1.7]
- Chronic Absenteeism: Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White [3.1]
- Suspension: Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White [4.1]

Winship Middle

- Academic Math: Students with Disabilities [1.7]
- Chronic Absenteeism: Hispanic, Students with Disabilities [3.1]
- Suspension: Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White [4.1]

Zoe Barnum High

- College and Career: Socioeconomically Disadvantaged [6.3]
- Graduation: Socioeconomically Disadvantaged [3.2]

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2023 Dashboard, Eureka City Schools is eligible for Differentiated Assistance (DA). The district has seven eligible student groups (American Indian, African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, Student with Disabilities, White) in a variety of priority areas:

- American Indian: Academics and Suspension
- African American: Chronic Absenteeism and Suspension
- Foster Youth: Academics and Chronic Absenteeism
- Homeless: Academics and Chronic Absenteeism
- Socioeconomically Disadvantaged: Chronic Absenteeism and Suspension
- Student with Disabilities: Academics, Graduation Rate, and Suspension
- White: Chronic Absenteeism and Suspension

Eureka City Schools has been diligently addressing chronic absenteeism, suspension, and academic success to ensure improvement of the metrics that we are in differentiated assistance. We are working with a Humboldt County Office of Education team focusing on attendance. We have received assistance and training from Corwin Partners on restorative practices and True North on belonging circles for suspension reduction. We are also partnering with Corwin Partners for academic success with a focus on teacher clarity- ensuring students know what they are learning, why they are learning it, and how they know they will be successful.

The district's leadership team went through an iceberg exercise led by HCOE staff, working as a site-level team. Each person committed to one action they would take to improve attendance.

Additionally, ECS Community Schools is focusing on increasing the daily attendance of our most vulnerable student populations. A district van has been purchased for Community School Liaisons to coordinate transportation for McKinney Vento & Foster Youth experiencing transportation barriers. We are engaging with all families to increase attendance by conducting home visits and matching families with community resources such as housing, long-term transportation, and food resources through MTSS Team weekly meetings at each of our 9 school sites. These actions increase trust and engagement with families, resulting in increased attendance. Community School Liaisons at each school site implement the Check and Connect model of student support, checking in weekly with each McKinney Vento student for relationship building, increasing site-level support, and directly tracking daily and weekly attendance.

In tandem with its efforts to enhance attendance, the district has also been proactive in reimagining disciplinary practices to minimize suspensions and promote positive behavior among students. Utilizing restorative justice approaches and counseling services, ECS aims to address underlying issues contributing to behavioral infractions, fostering a culture of accountability and empathy. Staff have attended trainings at HCOE, both in person and virtually with Corwin and in the district with our PBIS/Climate coach.

Furthermore, Eureka City Schools is committed to advancing academic success by implementing evidence-based instructional strategies and providing comprehensive support services. Through targeted interventions and a focus on tier 1 implementing best teaching practices and PBIS. Through data-driven decision-making utilizing Unified Insights, mCLASS, and IXL, teachers and administrators are making targeted decisions on supporting students, focusing teaching efforts, and utilizing ongoing monitoring instead of summative end-of-year data. In professional development initiatives, educators are equipped with the tools and resources necessary to meet the diverse needs of students and facilitate their academic growth.

Additionally, the district emphasizes collaboration with families and community partners to ensure a seamless continuum of support inside and outside the classroom, empowering students to achieve their full potential and succeed academically.

Academics:

Supporting students' academic needs requires a multifaceted approach integrating evidence-based methodologies to ensure comprehensive growth and success. ECS is partnering with the Humboldt County Office of Education (HCOE), Supporting Inclusive Practices (SIP), Corwin Associates—visible learning, and Scaling Student Success- portrait of a graduate.

Teachers and instructional coaches work with staff at HCOE on math lesson studies, the use of library materials and resources, and culturally responsive lessons related to Native Americans. Work with SIP is focused on inclusion and co-teaching to better support students with disabilities and ensure access to grade-level curriculum. By harnessing the principles of visible learning, educators can employ strategies that make learning intentions and success criteria transparent to students, allowing them to take ownership of their progress and set goals needed for improvement. Portrait of a Graduate outlines six competencies students will accomplish at ECS. This includes a focus on project and competency-based learning. Incorporating various engagement strategies, such as interactive lessons, collaborative activities,

and technology integration, creates an environment that motivates students and sustains their interest in learning. Our goal is to make learning more meaningful and relevant, leading to increased student performance for American Indians, foster youth, homeless, and students with disabilities.

Support and Assistance for Foster and Homeless students:

In response to the high rates of chronic absenteeism among homeless and foster youth, Marshall Family Resource Center has created a comprehensive set of initiatives aimed at improving academic outcomes and reducing absenteeism for these vulnerable student populations. With homeless youth experiencing a chronic absenteeism rate of 35.95% and foster youth at 26.83%, compared to the district average of 18.68%, targeted interventions are crucial (Unified Insights, 2024). Transportation assistance is provided through gas cards, bus passes, and special school bus routes coordinated by our dedicated transportation team. We also collaborate with social workers and community school staff to use the Marshall Family Resource Center Van for tailored routes and accommodations when the above options are insufficient.

Recognizing the impact of instability and trauma on academic performance, I've seen that our district prioritizes academic support for these students. Homelessness and foster care often bring additional hurdles, making consistent attendance and learning difficult. To address this, many of our schools offer after-school, Marshall FRC connects students to trauma-informed tutoring tailored for foster youth, providing them with the necessary tools and resources to succeed academically. Additionally, we provide individualized support for homeless youth, understanding that their needs vary on a case-by-case basis. By combining transportation assistance, hygiene support, and targeted academic interventions, we aim to create an environment where homeless and foster youth feel supported, empowered, and fully engaged in their education despite their challenges.

HCOE provides the payment for trauma-informed tutoring for foster youth, which is vital in retaining student attendance, as falling behind in class is a common reason for students to stop attending school. They provide professional development and training on laws and policies related to homeless and foster youth, ensuring we stay informed and equipped to advocate for these students effectively. Additionally, they collaborate with our district to implement tailored support systems, such as the MTSS program specifically designed for McKinney Vento students.

Further, HCOE offers general consultation services, providing guidance whenever needed. They also facilitate training sessions, partnering with their data analyst to equip me with essential skills in programs like Foster Focus and CalPads, as well as providing access to relevant data crucial for tasks like grant writing and reporting. HCOE organizes monthly meetings for McKinney Vento Liaisons, fostering professional collaboration and knowledge-sharing. They also assist in resource allocation, reimbursing supplies for foster youth, and facilitate connections with agencies like Child Welfare Services (CWS) and Juvenile Probation through regular meetings. Through this and more, HCOE significantly enhances our ability to serve homeless and foster youth effectively, ensuring they receive the support needed to succeed in their education.

Suspension:

Incorporating the MTSS framework, including PBIS, at Eureka High School and throughout the district allows for proactive contact and support of students exhibiting problematic behaviors. Community partnerships provide counseling services, while school counselors offer academic and social-emotional support. An alternative elementary classroom at Lafayette provides extensive counseling, behavioral, and

academic support and will expand to include middle school students at Winship Middle School. Behavior Support Assistants and Restorative Practices Support Specialists across elementary schools provide Tier 2 and Tier 3 supports, alternatives to suspension, and participate in daily behavior huddles. Community School Liaisons coordinate with social workers and outside providers to address at-risk student needs. School-wide PBIS and the Second Step Curriculum, alongside Zones of Regulation, are implemented to support students. School psychologists and BCBAAs provide crisis intervention mental health counseling and develop behavior intervention plans.

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
Winship Middle 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.

Zoe staff will be supported by the hiring of additional staff with a focus on student attendance, engagement, and mental health support. Teachers will focus on making lessons and school more relevant and engaging. Staff will plan student and family activities to better connect families with Zoe Barnum, including feedback sessions. The interventions/strategies/ activities outlined in the SPSA will focus on academic progress, attendance, SEL, behavior, and engagement strategies) which will also be the focus areas for the needs assessment and root cause analysis.

Winship stakeholders will analyze multiple data sets to provide recommendations for supporting all students' academic and social/emotional growth. The district will support Winship with access to Unified Insights, A2A, and SWIS. The Site Leadership Team (SLT) and other stakeholders will focus on LCAP, CALL survey results, CHKS, and SPSA. Site Leadership certificated and classified staff members are supported by the district with a stipend or hourly rate. Additional staff will be hired focusing on student attendance, engagement, behavior support, and academic intervention. Staff will plan student and family activities to create a sense of belonging amongst stakeholders and better connect families with Winship. Through the district, Winship has additional access to Community School resources such as the director and climate instructional coach. The interventions/strategies/ activities outlined in the SPSA will focus on academic progress, attendance, SEL, behavior, and engagement strategies) which will also be the focus areas for our needs assessment and root cause analysis.

Monitoring and Evaluating Effectiveness

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

Zoe Barnum will be monitored through regular site visits by cabinet members. PowerSchool Insights will track real-time attendance, suspension data, and graduation progress. Students will take three benchmark assessments in math and ELA using IXL to monitor academic progress and interim testing practice before the CAASPP. Zoe staff will work with the district Ed Tech TOSA and CAASPP Coordinator to review data and the best use of programs. Zoe Barnum High School will use the LCAP annual measurable outcomes, the School Plan for Student Achievement (SPSA), CAASPP results, and the California Healthy Kids Survey (CHKS) to monitor the implemented processes to increase student achievement. These processes will be reviewed annually. The use of data from the California Dashboard, along with local indicators, will be monitored and included in the district BASICS scorecard for Zoe.

Winship Middle School will use the LCAP annual measurable outcomes, the School Plan for Student Achievement (SPSA), CAASPP results, the CALL survey, and the California Healthy Kids Survey (CHKS) to monitor the implemented processes to increase student achievement. Students will take three benchmark assessments in math, and ELA using IXL to monitor academic progress and interim CAASPP tests will be given to prepare students for the end-of-the-year evaluation. Winship staff will work with the district Ed Tech TOSA and CAASPP Coordinator to review data and the best use of programs. In addition, D and F data will be monitored quarterly, and staff will analyze this data to monitor and determine strategies to support student achievement. These processes will be reviewed annually. Use of data from the California Dashboard, along with local indicators, will be monitored and included in the district BASICS scorecard for Winship.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Certificated and Classified Staff	Thought Exchange Survey sent by both LCAP team. Thought Exchange survey was also sent out directly by bargaining units to their members. CALL survey administered during collaboration for certificated staff and work time for classified staff.
Principals and Administrators	CALL survey administered during work time. Regular input during executive and leadership meetings.
Parents and Community Members	LCAP team members attended Site Council and ELAC meetings at Alice Birney, Grant, Lafayette, Washington, Winship, Zane, and Zoe Barnum to gather parent input. Presentations were also made to the DELAC and Indian Education Parent Advisory Committees. All parents received an autodialer and email message inviting them to participate and respond to the Thought Exchange survey. The Thought Exchange was also promoted several times on the district's Facebook page.
Students	Student input for high school was through Thought Exchange. The superintendent held student listening sessions at all sites.
District English Learner Advisory Committee DELAC	Presentation on LCAP was made to the DELAC, group provided input both as part of a discussion and was also given access to the Thought Exchange survey.
Indian Education Parent Advisory Committee PAC	Presentation on LCAP was made to the PAC, group provided input both as part of a discussion and was also given access to the Thought Exchange survey.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The LCAP team utilized tools in Thought Exchange to analyze feedback from educational partners using a strengths, weaknesses, and opportunities format to identify areas of the LCAP influenced by our educational partners. Along with conversations at Site Council, DELAC and PAC meetings, participants were given access to Thought Exchange to record their feedback. There were 1125 respondents to the survey, 847 students and 278 adults—staff, parents/guardians, and community members.

Strength:

The participants' responses indicate a strong desire for practical, real-world education. They value hands-on learning experiences, such as internships and volunteering, and express a need for classes that teach life skills like financial literacy and money management.

Areas addressed in LCAP:

- Desire for real-world education- CTE and VAPA classes, field trips
- Value of hands-on learning experiences- arts integration, project-based learning tied to Portrait of a Graduate, CTE, and VAPA classes, internships, and job shadowing opportunities
- financial literacy is currently taught in freshman seminars and economics, it will likely be a state graduation requirement during this LCAP

Weakness:

The feedback suggests that schools are not meeting students' needs in several areas. Participants feel that they are not being adequately prepared for the workforce, and there is a perceived lack of mental health support. Additionally, some participants feel that certain subjects, such as algebra, are not useful in day-to-day life.

Key takeaways and how the LCAP was influenced:

- Lack of workforce preparation- addressed through funding for CTE pathways, freshman seminar, AVID, and middle school electives

Insufficient mental health support—addressed through support for counselors at the high school, wellness centers at secondary schools, community school liaisons and restorative practice support personnel, board-certified behavior analysts, and behavior support aides.

Increase the number of school psychologists and interns so we can offer counseling and groups. This is in addition to special education services.

- Irrelevant curriculum content- professional development for teachers to design engaging lessons and ensure students can answer three questions: What are we learning? Why are we learning it? How will I know I have learned it?

Opportunities:

The responses highlight several opportunities for improvement. These include implementing more practical learning opportunities, providing better career guidance, and improving mental health support. The curriculum can also be revised to include more relevant subjects.

Key takeaways and how the LCAP was influenced:

- Potential for more practical learning opportunities- Portrait of a Graduate portfolio defense, additional work-based learning job shadows, field trips, guest speakers, and internships.
- Need for better career guidance- use of career or interests-based surveys in new 6th-grade electives, freshman seminar, and ongoing counseling presentations in 10th-12th grades tied to students 10-year plan.

Students, parents/guardians, community members and staff were consulted at Zoe Barnum regarding use of Equity Multiplier funds.

Connections to work-based learning, such as job shadows and internships, were also of high interest. Support for increasing graduation rates

and attendance is universal among educational partners. Zoe will be hiring a career guidance technician to help support these efforts using both Title I and Equity Multiplier funds.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.</p> <p>Focus Goal 1.1: All students, including subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science.</p> <p>Focus Goal 1.2: Ensure all students have access to a multi-tiered system of support for ELD instruction, leading to improved progress and EL Reclassification Rates.</p> <p>Focus Goal 1.3: We will increase the number of students who are CTE pathway completers along with the number of students who are CTE pathway and A-G completers.</p> <p>Focus Goal 1.4: .Increase the percentage of students who meet A-G eligibility for the UC and CSU systems.</p> <p>Focus Goal 1.5: Increase the percentage of students in 11th grade who are "prepared" according to the College and Career Indicator on the CA Dashboard.</p> <p>Focus Goal 1.6: Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled in a dual enrollment course.</p> <p>Focus Goal 1.7: Ensure all teachers are highly qualified by being appropriately credentialed and assigned and support staff is appropriately placed.</p> <p>Focus Goal 1.8: Retain highly qualified teachers and decrease the number of teachers on special permits.</p> <p>Focus Goal 1.9: Retain highly qualified classified staff in roles that directly serve or interact with students.</p> <p>Focus Goal 1.10: Maintain class size average in 4th-12th grades lower than contractual requirements.</p>	Broad Goal

State Priorities addressed by this goal.

- 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)

An explanation of why the LEA has developed this goal.

The goal is rooted in an analysis of performance data, which may have identified both strengths and areas needing improvement within the LEA. Highlighting this goal shows that the LEA has critically assessed its current performance and recognizes the need for focused efforts to

improve academic outcomes and readiness for post-secondary opportunities. Where ECS is below the state average on a metric or with a subgroup, the goal is to reach the state average in three years. Unduplicated student groups are included in relevant metrics, along with any subgroups that are part of the district ATSI status for being in the red on the dashboard for three or more years. If ECS is at or above the state average for the metric, our goal is to have continued growth and improvement at a reasonable rate. Emphasizing high academic achievement and readiness for all students underscores a commitment to educational equity. It ensures that every student, regardless of background, has access to quality education and the opportunity to succeed. Ensuring that students are taught and supported by qualified staff highlights the importance of having well-trained, effective educators and support personnel. Broad course of study for all elementary and middle school students is met and reported on in the local indicators. ECS meets this requirement on an annual basis. This aspect of the goal reinforces the LEA's dedication to professional development and hiring practices that benefit students' educational experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1 a.	Points below or above standard in ELA to reach the state average. CAASPP and Dashboard	All: 45.1 points below standard in ELA SED: 60.7 points below standard EL: 80.6 points below standard FY: 100.3 points below standard American Indian: 97.7 points below standard Homeless: 110.9 points below standard			By the 2026-27 school year, all students be at the listed at the points for ELA CAASPP as measured by the CA Dashboard: All: 13.6 points below standard SED: 42.6 points below standard EL: 67.7 points below standard FY: 89.2 points below standard American Indian: 47.9 points below standard Homeless: 67.9 This will be	

					accomplished by moving toward our goal by at least 10.5 points annually over the next three years.	
1.1 b.	Points below or above standard in math to reach the state average. CAASPP and Dashboard	All: 81.6 points below standard in math SED: 144.1 points below standard EL: 118.1 points below standard FY: 136.8 points below standard American Indian: 134.7 points below standard Hispanic: 105.8 points below standard Students with Disabilities: 144.1 points below standard Homeless: 143 points below standard			By the 2026-27 school year, all students be at the listed at the points for Math CAASPP as measured by the CA Dashboard: All: 49.1 points below standard SED: 80.8 points below standard EL: 93.4 points below standard FY: 127.4 points below standard American Indian: 87.3 points below standard Hispanic: 80.8 points below standard Students with Disabilities: 127.3 points below standard Homeless: 101.3 This will be accomplished by moving toward our goal by at least 10.9 points	

					annually over the next three years.	
1.1 c.	Percentage met or exceeded in Science to reach the state average. CAST Science Test and Dashboard	2022-2023: All: 26.68% met or exceeded SED: 6.19% met or exceeded EL: 4.39% met or exceeded FY: Not Reported due to sample size			By the 2026-27 school year, the given percentage of all students and subgroups of students listed below will score at met or exceeded on the CAST as measured by the CA Dashboard: All: 30.18% met or exceeded SED: 19.32% met or exceeded EL: 10.39% met or exceeded FY: 14.77% met or exceeded This will be accomplished by increasing the district's percentage by at least 1.2% annually over the next three years. EL students exceed the state average and will increase by 2% annually.	
1.2 a.	Percentage of students making progress	2022-2023:			By the 2026-27 school year, 60% of English learning	

	towards English language proficiency. CA Dashboard	53.9% making progress toward English proficiency			students will be making progress toward English proficiency and continue to exceed the state average as measured through the CA Dashboard. We will aim to increase this result by 2.5% annually.	
1.2 b.	Percentage of students reclassifying as English proficient. CalPADS	2023-2024: 8.3% of EL students reclassified. 39.8% of EL students were Long Term English Learners in 2022-23			By the 2026-27 school year, English learner reclassification will increase 2% annually, to 14.3% as measured by CALPADS. By the 2026-27 school year, less than 30% of ECS English Learners will be Long Term English Learners.	
1.3 a.	Percentage of students completing a CTE pathway CA Dashboard CCI indicator- School Dashboard Additional Reports and Data	All: 13.7% of students EHS: 16.5% Zoe Barnum: 0% of students Completed the CTE Pathway			By the 2026-27 school year, 18.7% of students enrolled in CTE pathways, will complete the pathway as measure through	

					the California Dashboard. This will be accomplished by increasing the district's percentage by at least 1.7% over the next three years.	
1.3 b.	Percentage of students completing Both A-G and CTE Pathway CA Dashboard CCI indicator- School Dashboard Additional Reports and Data	All: 4.1% of students EHS: 4.9% of students Zoe Barnum: 0% of students Completed both a CTE pathway and UC/CSU requirements.			By the 2026-27 school year, 11.1% of students will be both a CTE Pathway completer and A-G qualified as measure through the California Dashboard. This will be accomplished by increasing the district's percentage by at least 2.3% over the next three years.	
1.4 a.	Percentage of students meeting A-G requirements for UC/CSU admission CA Dashboard CCI indicator- School Dashboard Additional Reports and Data	2023-2024: All: 33.7% of students EHS: 35.1% of students Zoe Barnum: 29.1% of students (error in reporting- should be 0%) Met UC/CSU Requirements			By the 2026-27 school year, CSU.UC entrance requirement rates will increase to 44.5% as measured by the California Dashboard. This will be accomplished by	

					increasing the district's percentage by at least 3.6% over the next three years.	
1.4 b.	Percentage of students demonstrating college preparedness in the Early Assessment Program (EAP) for both ELA and Math based on CAASPP scores. CAASPP-ELPAC.ets.org	<p>2023-24: Prepared ELA- Exceeded All: 11.2% EHS: 22.2% Zoe: 0%</p> <p>Prepared Math- Exceeded All: 7.9% EHS: 7.2% Zoe: 0%</p> <p>Conditionally Prepared ELA- Met All: 23.1% EHS: 30.6% Zoe: 11.5%</p> <p>Conditionally Prepared Math- Met All: 14.6% EHS: 14.4% Zoe: 0%</p>			<p>By the 2026-27 school year ECS and EHS will continue to exceed the state for both prepared and conditionally prepared in ELA by increasing 2% per year. Zoe will increase to 17% prepared or conditionally prepared</p> <p>In math ECS will reach the state average of 35% prepared or conditionally prepared and EHS will exceed the state average. Zoe will increase to 5% prepared or conditionally prepared.</p>	
1.5	Percentage of students classified as College and Career Ready on the CCI Indicator. CA Dashboard	<p>2023-2024: All: 38.1% EHS All: 44.9% Zoe All: 5.6%</p>			By the 2026-27 school year, 44.1% of students will be classified "Prepared" on the	

					college and career indicator, as measured through the California Dashboard's College and Career indicator. EHS exceeds the state average and will increase to 50.9%. Zoe will increase to 20%. This will be accomplished by increasing the district's percentage by at least 2% annually over the next three years.	
1.6	Percentage passing AP exam with a score of 3 or higher College Board	2022-2023: 63% Passing with a 3+ on one or more AP exams. 30% passing with a 3+ on two or more AP exams.			By the 2026-27 school year, of students attempting the Advanced Placement Course Assessment at EHS, 33.3% of those student will receive a score of 3 or higher on two or more AP exams as measured through the College Board website on two or more AP exams.	
1.7	Percentage of teachers fully credentials as	2023-2024:			By the 2026-27 school year, 100%	

	measured by CalSAAS report	100% of teachers are fully credentialed			of teachers will be fully credentialed as measured by CalSAAS report.	
1.8	Average years of service for the district and number of teachers on a short-term staff permit or internship permit. Personnel report to board.	Average years of service 2023-24- 9.54 Teachers on short-term staff permit- 4 Teachers on internship permit- 2			The average years of service for ECS will increase to 12 years. The number of teachers on a short-term staffing permit will decrease to 1, and the number of teachers on an internship permit will decrease to 0.	
1.9	Percentage of classified staff that gain permanency each year as measured for the previous school year by the personnel department.	2022 - 2023 school year: 52 classified staff became permanent 12 classified staff resigned or were terminated before becoming permanent 77% achieved permanency			By the 2025-26 school year 85% of all classified staff hired will achieve permanency.	
1.10	Maintain class size average in core classes grades 4th-5th, 6th-8th, and 9th-10th as reported in district and SARC reports.	Average class size for 4th and 5th 2022-23: 27:1 6th-8th 2022-23: 27:1 9th-12th 2022-23: 25:1			Maintain an average class size at or below 4th and 5th 2025-26: 28:1 6th-8th 2025-26: 30:1 9th-12th 2025-26: 30:1	

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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1a-1.1c All students, including lowest performing subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science.	The materials and supplies for the ELA, Math and Science indicators.	\$493,523.00	No

1.2	1.2a - 1.2b Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students.	Provide EL Techs and EL Intervention teachers at each site to provide multi-tiered ELD support. Additional EL tech hours are added at the middle school level to support LTEL students.	\$665,931.00	Yes
1.3	1.3a -1.3b CTE Pathway Completion Rates	Provide CTE sections and class options for students to complete CTE courses. Also provide the equipment and materials necessary to complete the CTE classes.	\$1,027,946.00	No
1.4	1.4a - 1.4b Increase the percentage of students who meet A-G eligibility for the UC and CSU systems	Providing additional sections of A-G courses to provide opportunities for completion. Fund a guidance counselor to direct students on best steps for success. All high school students have access to a broad course of study with A-G classes.	\$149,055.00	No
1.5	Percentage of students classified as College and Career Ready on the CCI Indicator.	Students qualify as prepared on CCI indicator- A-G, CAASPP met or exceeded, Seal of Biliteracy, CTE pathway completers, AP test passing, Dual Enrollment, Work Based Learning. All high school students have access to a broad course of study including world language, visual and performing arts, and CTE classes.		No
1.6	1.6 Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled in a dual enrollment course.	Access to variety of Advanced Placement courses starting in 10th grade		No

1.7	1.7 Highly Qualified Teachers and support staff	Ensure all teachers are highly qualified by being appropriately credentialed and assigned and that support staff is appropriately placed. Staff will support and monitor the lowest-performing schools and school-level student groups as monitored in each site's individual School Plan for Student Achievement (SPSA).	\$41,237,023.00	No
1.8	Teacher retention	Retaining highly qualified teachers will serve unduplicated students by providing consistent, high-quality education, fostering solid student-teacher relationships, and offering tailored support to meet diverse needs.	\$1,300,731.00	Yes
1.9	Classified staff to support students-retention	Classified staff to support students as BCBAs, classroom aides, monitors, for academic and social emotional support	\$6,514,663.00	Yes
1.10	Class Size 4th through 12th	Maintain class size average in core classes grades 45h-5th, 6th-8th, and 9th-10th lower than contractual limits	\$900,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Every student will have access to high-quality instructional materials that are aligned with the adopted curriculum while attending school in safe, clean, and well-maintained facilities. 2.1 Access to high-quality instructional materials 2.2 Safe, clean and well maintained facilities	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Williams Act in California ensures all students have equal access to instructional materials, safe schools, and qualified teachers. By ensuring sufficient instructional materials, schools comply with the Williams Act and create a more equitable, effective, and high-quality educational environment for all students. School facilities in California need to be in good repair to ensure student safety, enhance learning environments, comply with state regulations, and support overall student well-being and academic performance. Well-maintained facilities reduce health hazards, create a conducive atmosphere for education, and reflect the community’s commitment to quality education. ECS will continue to be Williams Act compliant in both academic materials and facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Curriculum/ materials inventory, including all core subjects and ELD curriculum, will be Common Core Standards Aligned and Williams compliant.	100% of students have access to standards-aligned instructional materials.			100% of students will have access to standards-aligned instructional materials.	

	District Williams Report, Annual Board Resolution on Sufficiency of Instructional Materials,					
2.2	Ratings for all sites on the Facility Inspection Tool (FIT) of clean and safe facilities will be "Good". Local data.	78% of facilities are in good repair.			100% of facilities will be in good repair.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	2.1 Sufficiency of Instructional Materials	The Williams Act ensures that all students, regardless of their status, have equal access to the necessary instructional materials	\$1,527,695.00	Yes
2.2	2.2 Facility Inspection Tool	School facilities will be maintained and in good repair	\$2,318,449.00	No
2.3				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.</p> <p>Focus Goal 3.1: Increase student attendance with an emphasis on improving attendance for targeted groups.</p> <p>Focus Goal 3.2: Increase graduation rates for all students.</p> <p>Focus Goal 3.3: Decrease high school and middle school dropout rates.</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

The development of these goals by Eureka City Schools (ECS) is driven by the need to create a comprehensive strategy that promotes student engagement, academic achievement, and long-term success. By focusing on attendance, graduation rates, and dropout prevention, ECS aims to ensure that all students have the opportunity to succeed and reach their full potential. These goals also reflect a commitment to equity, recognizing that certain groups of students may need additional support to overcome barriers to their education. Through targeted interventions and a holistic approach to student well-being, ECS seeks to foster a thriving educational environment that benefits all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1 a.	Student average daily attendance P2 Data	91.23% attendance rate for all students			By the 2026-27 school year, Eureka City Schools will see an increase of 1% annually to the overall attendance rate with the goal	

					of reaching a 94.75% CALPADS P2 data.
3.1 b.	Chronic absenteeism rate as a percentage. CA Dashboard and Data Quest	All: 34.1% chronic absenteeism rate SED: 38% chronic absenteeism rate EL: 22.6% chronic absenteeism rate FY: 54.7% chronic absenteeism rate African American: 54.5% chronic absenteeism rate Homeless: 51.8% chronic absenteeism rate Pacific Islander: 45.9% chronic absenteeism rate SWD: 40.6% chronic absenteeism rate White 33.7% chronic absenteeism rate			By the 2026-27 school year, the given percentages of all students and subgroups listed below will reduce chronic absenteeism as measured by Dashboard. All: 24.3% chronic absenteeism rate SED: 29.9% chronic absenteeism rate EL: 26.3% chronic absenteeism rate FY: 33.6% chronic absenteeism rate African American: 36.4% chronic absenteeism rate Homeless: 38.7% chronic absenteeism rate Pacific Islander: 37.6% chronic absenteeism rate chronic absenteeism rate SWD: 33.1% chronic absenteeism rate White 18.5% chronic

					absenteeism rate This will be accomplished by decreasing the district's percentage by at least 3.4% for all students annually over the next three years.
3.2	Graduation rates as a percentage for 4 year adjusted cohort. CA Dashboard if reported or Data Quest	<p>All: 88.2% graduation rate All SED: 86.8% All EL: 91.4% graduation rate All FY: No performance level was indicated All SWD: 60.3% graduation rate</p> <p>EHS: 94.4% graduation rate EHS SED: 94.7% graduation rate EHS EL: 96.6% EHS FY: No performance level was indicated EHS SWD: 80% graduation rate</p> <p>Zoe: 58.2% graduation rate Zoe SED: 59.2% graduation rate</p>			<p>By the 2026-27 school year, the given percentages of all students and subgroups listed below will increase the overall high school graduation rate as measured by the Dashboard and Data Quest.</p> <p>All 92% All SED: 90% graduation rate All EL: 92% graduation rate All FY: higher than 61.2% All SWD: 80% graduation rate</p> <p>EHS All: 96% or more EHS SED: 96% graduation rate</p>

		<p>Zoe EL: No performance level was indicated Zoe FY: No performance level was indicated Zoe SWD: 13.3%</p>			<p>EHS EL: 96% graduation rate EHS FY: 63% or higher graduation rate EHS SWD: 85% graduation rate</p> <p>Zoe All: 86.4% or more Zoe SED: 83.7% graduation rate Zoe EL: 73.5% Zoe FY: 63.3% Zoe SWD: 72.7% This will be accomplished by increasing the graduation rate for all students and specific subgroups by at least 2% or more annually over the next three years.</p>	
3.3 a.	<p>High school 4-year adjusted cohorts dropout rates. Data Quest Outcome report</p>	<p>Dropout rate 2023 ECS: 5.29% EHS: 2.12% Zoe: 22.2%</p>			<p>By the 2026-27 school year, ECS and EHS will continue to be below the state average and improve from baseline, and Zoe will reduce the dropout rate to be at the state average. ECS: 5.00%</p>	

					EHS: 1.5% Zoe: 12.3%	
3.3 b.	Middle School dropout rates. CALPADS	0% dropout rate			By the 2026-27 school year, we will maintain 0% middle school dropout rate as measured by CALPADS.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 a- 3.1b Student Average Daily	Decrease chronic absenteeism, an area of focus for technical assistance	\$217,431.00	No

	Attendance and chronic absenteeism			
3.2	3.2 Graduation Rate	Teachers and counselors will focus on increasing graduation rates for all students including sub groups for unduplicated and those in the lowest performing groups. Costs captured in action 1.7.		No
3.3	3.3 a - 3.3b Dropout Rate	Teachers, counselors and support staff will focus on decreasing dropout rate for all students including sub groups for unduplicated and those in the lowest performing groups. Costs captured in action 1.7.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected.</p> <p>4.1 Reduce suspension rates for students with a focus on disproportionality between all subgroups.</p> <p>4.2 Decrease expulsion rate.</p> <p>4.3 Increase the percentage of students who report a caring adult and feel connected at school.</p> <p>4.4 Promote parent/guardian involvement through empathy interviews at elementary</p>	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Eureka City Schools has developed these goals to address key factors that influence student behavior, engagement, and overall school climate. Reducing suspension and expulsion rates, increasing students' sense of belonging, and promoting parental involvement are all interconnected strategies aimed at creating a positive, inclusive, and supportive educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Reduce percentage of students suspended Dashboard and Data Quest.	All: 8.2% suspension rate SED: 9.4% suspension rate EL: 4.6% suspension rate FY: 18.7% suspension rate			By the 2026-27 school year, 5% or less of students will have been suspended at least once as measured by Dashboard.	

		American Indian 16.7% suspension rate African American 10.8% suspension rate Two or More Races 10.6% suspension rate SWD 12.8% suspension rate White 8.8% Suspension rate			All: 5% suspension rate SED: 4.5% suspension rate EL: 3.7% suspension rate FY: 13.6% suspension rate American Indian 7.4% suspension rate African American 8.8% suspension rate Two or More Races 3.3% suspension rate SWD 5.9% suspension rate White 2.9% Suspension rate This will be accomplished by increasing the use of restorative practices and other means of correction.	
4.2	Decrease expulsion rate percentage Data Quest	0.25% expulsion rate			By the 2026-27 school year, 0.25% or less students will have been expelled.	
4.3 a.	Percentage of students who feel connected to at least one caring adult at their school as	Elementary: 65% Grade 7: 48% Grade 9: 58%			By the 2026-27 school year, 80% or more students will has a sense of	

	measured by overall score of section 6.4 of the California Healthy Kids Survey	Grade 11: 65% NT: 72%			connectedness to at least one caring adult Elementary: 88% Grade 7: 88% Grade 9: 87% Grade 11: 89% NT: 90% as measured by the California Healthy Kids survey.	
4.3 b.	Percentage of students who feel connected at school as measured by overall score of section 6.7 of the California Healthy Kids Survey	Elementary: 66% Grade 7: 45% Grade 9: 50% Grade 11: 69% NT: 69%			By the 2026-27 school year, 80% or more students will has a sense of school connectedness Elementary: 81% Grade 7: 73% Grade 9: 69% Grade 11: 65% NT: 75% as measured by the California Healthy Kids survey.	
4.4	Promote parent/guardian involvement through empathy interviews at elementary per data gathered in Google Form by all sites and CBEDS data.	858 elementary responses out of 1,430 elementary students =60%			By the 2026-27 school year, 80% or more families will participate in Empathy Interviews.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 Reduce percentage of students suspended including lowest performing groups	Administrators, teachers, counselors and support staff will focus on reducing percentage of students suspended including unduplicated and lowest performing sub groups. Costs captured in action 1.7.		No
4.2	4.2 Decrease expulsion rate	Administrators, teachers, counselors and support staff will focus on reducing percentage of students expelled including unduplicated and lowest performing sub groups. Cost captured in action 1.7.		No
4.3	4.3 a - 4.3 b Connectedness to	Administrators, teachers, counselors and support staff will focus on ensuring all students feel connected to school and a caring adult as		No

	school and caring adult	measured by the BASICS scorecard and CHKS. Cost captured in action 1.7.		
4.4	4.4 Parent engagement through empathy interviews and parent conferences	Teachers will increase parent participation in empathy interviews and parent conferences. Cost captured in action 1.7.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	We will improve student outcomes using local data to inform decision-making and drive targeted interventions. 5.1 mCLASS Universal Screener 5.2 IXL for ELA and math	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Progress monitoring local education data is important. It helps identify student needs, informs instruction, tracks progress, and ensures accountability. Monitoring local data at beginning of the year, middle of the year and end of the year allows educators to make data-driven decisions, adapt teaching methods, serve students in an MTSS model and improve overall educational outcomes. ECS monitors all elementary grade levels with Amplify mCLASS for reading skills and proficiency. IXL is used as a math diagnostic three times a year for 2nd through Algebra 2 and in ELA for 6th through 12th grades. Benchmark grade levels were selected to report in the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	mCLASS data for 3rd grade students at or above benchmark at beginning, middle and end of year	3rd grade BOY 39% 3rd grade MOY 39% 3rd grade EOY 40%			By the 2026-27 school year, third grade students will increase their mClass scores to At Benchmark or Above Benchmark as measured by mClass data.	

					<p>3rd grade EOY 55%</p> <p>This will be accomplished by increasing the district's percentage by at least 5% annually over the next three years.</p>	
5.2 a.	<p>IXL ELA data for 8th grade and 11th grade who are On Grade or Above Grade at beginning, middle and end of year</p>	<p>8th grade BOY 29 % 8th grade MOY 31 % 8th grade EOY 30% 11th grade BOY 22 % 11th grade MOY 17 % 11th grade EOY 14%</p>			<p>By the 2026-27 school year 8th and 11th grade students will increase their ELA IXL scores to On Grade or Above Grade as measured by IXL data based on highest baseline %.</p> <p>8th grade EOY 46%</p> <p>11th grade EOY 37%</p> <p>This will be accomplished by increasing the district's percentage by at least 5% annually over the next three years.</p>	

5.2 b.	IXL Math data for 4th grade, 8th grade, and 11th grade who are On Grade or Above Grade at beginning, middle and end of year	4th grade BOY 16% 4th grade MOY 20% 4th grade EOY 28% 8th grade BOY 9% 8th grade MOY 11% 8th grade EOY 10% 9th grade BOY 4% 9th grade MOY 3% 9th grade EOY 2%			By the 2026-27 school year 4th, 8th and 11th grade students will increase their Math IXL scores to On Grade or Above Grade as measured by IXL data based on highest baseline %. 4th grade EOY 43% 8th grade EOY 26% 9th grade EOY 19% This will be accomplished by increasing the district's percentage by at least 5% annually over the next three years.	
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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Amplify mCLASS data- reading at grade level	Utilize mCLASS at elementary to monitor student progress in ELA. Costs captured in action 2.1.		No
5.2	5.2a - 5.2b IXL data for ELA and math	Utilize IXL at elementary- math and middle and high school to monitor student progress in ELA and math. Costs captured in action 2.1.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	<p>Allow for equity and access at Zoe Barnum Continuation High School through use of Equity Multiplier funding. Specific: By the end of the 2026-27 school year, all students, including socio-economically disadvantaged students, will increase the overall high school graduation rate.</p> <p>Measurable: The graduation rate will be measured by the California School Dashboard and Dataquest. The target is for the overall graduation rate to be 86.4% or higher for all students and 83.7% or higher for socioeconomically disadvantaged students (SED).</p> <p>Achievable: The goal will be supported through targeted interventions, personalized learning plans, and additional resources for students with disabilities and socioeconomically disadvantaged students.</p> <p>Relevant: This goal is relevant to the school’s mission to ensure that every student graduates prepared for post-secondary education or the workforce.</p> <p>Time-bound: The goal will be achieved by the end of the 2026-27 school year, and progress will be monitored annually through the California School Dashboard and DataQuest reports.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To allow for equity and access, Zoe Barnum serves students who face significant challenges and barriers to education, such as socio-economic disadvantages, behavioral issues, or the need for a flexible learning environment. The goals and utilizing equity multiplier funds will ensure Zoe students have equitable access to quality education and resources. These goals focus on improving student outcomes, such as graduation rates, academic performance, and post-secondary readiness, essential for student success. Zoe Barnum has no credentialing or retention issues for certificated staff.

Specific: By the end of the 2026-27 school year, all students, including socio-economically disadvantaged students, will increase the overall high school graduation rate.

Measurable: The graduation rate will be measured by the California School Dashboard and Dataquest. The target is for the overall graduation rate to be 86.4% or higher for all students and 83.7% or higher for socioeconomically disadvantaged students (SED).

Achievable: The goal will be supported through targeted interventions, personalized learning plans, and additional resources for students with disabilities and socioeconomically disadvantaged students.

Relevant: This goal is relevant to the school's mission to ensure that every student graduates prepared for post-secondary education or the workforce.

Time-bound: The goal will be achieved by the end of the 2026-27 school year, and progress will be monitored annually through the California School Dashboard and DataQuest reports.

Specific: By the end of the 2026-27 school year, all students will improve their Math CAASPP scores to be within 200 points or less below the standard.

Measurable: Progress will be measured annually through Math CAASPP scores to ensure students are closing the gap toward meeting the standard.

Achievable: Targeted interventions, tutoring, and differentiated instruction will be provided to support student improvement in math skills.

Relevant: This goal aligns with the school's commitment to improving academic performance in math and ensuring that all students are progressing toward meeting state standards.

Time-bound: The goal will be achieved by the end of the 2026-27 school year, with regular assessments to monitor progress.

Specific: By the end of the 2026-27 school year, Zoe Barnum will increase the percentage of students who are prepared (college or career readiness) to 20% for all students and socioeconomically disadvantaged (SED) students.

Measurable: This will be accomplished by increasing Zoe Barnum's percentage of prepared students by at least 5% annually over the next three years, as measured by the California School Dashboard.

Achievable: Zoe Barnum will implement targeted programs, resources, and interventions to improve college and career readiness, focusing mainly on SED students.

Relevant: This goal is relevant to Zoe Barnum's commitment to ensuring all students have the skills and knowledge necessary for success after high school.

Time-bound: The goal will be achieved by the end of the 2026-27 school year, with an annual increase of at least 5% in the percentage of prepared students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation rates as a percentage for 4 year adjusted cohort. CA Dashboard if reported or Data Quest	Zoe: 58.2% graduation rate Zoe SED: 59.2% graduation rate Zoe SWD: 13.3%			By the end of the 2026-27 school year, all students, including socio-economically disadvantaged students, will increase the overall high school graduation rate. The graduation rate will be measured by the California School Dashboard and Dataquest. The target is for the overall graduation rate to be 86.4% or higher for all students and 83.7% or higher for socioeconomically disadvantaged students (SED).	

6.2	Points below or above standard in math to reach the state average. CAASPP and Dashboard	All: 264.2 points below standard in math			<p>Specific: By the end of the 2026-27 school year, all students will improve their Math CAASPP scores to be within 200 points or less below the standard.</p> <p>Progress will be measured annually through Math CAASPP scores</p>	
6.3	Percentage of students classified as College and Career Ready- prepared on the CCI Indicator. CA Dashboard	2023-2024: Zoe All: 5.6% SED: 6.3%			<p>By the end of the 2026-27 school year, Zoe Barnum will increase the percentage of students who are prepared (college or career readiness) to 20% for all students and socioeconomically disadvantaged (SED) students.</p> <p>This will be accomplished by increasing Zoe Barnum's percentage of</p>	

					prepared students by at least 5% annually over the next three years, as measured by the California School Dashboard.	
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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Zoe Barnum Equity Multiplier Funding	An additional career guidance tech will be provided to Zoe Barnum to increase support due to the high mobility and high socioeconomically disadvantaged numbers at the school site. Students at Zoe Barnum	\$74,000.00	No

		receive limited career guidance and counseling. The College and Career Indicator on the dashboard is very low with 5.6% of students prepared. A career guidance tech will be provided to Zoe Barnum to increase support due to the high mobility and high socioeconomically disadvantaged numbers at the school site. Increasing preparedness on the CCI indicator will focus on college course enrollment through dual or concurrent enrollment, increased CAASSP scores and transition work-based experiences.		
6.2	Intervention Specialist	Use Equity Multiplier to provide a .334 FTE for of an intervention specialist in ELA and math. Zoe Barnum has low scores on both the ELA 11.54% of students met or exceeded on CAASPP and math 0% of students met or exceeded on CAASPP. Use Equity Multiplier to provide a .334 FTE for of an intervention specialist in ELA and math to work with small group and individual students to increase proficiency. Progress monitoring will be done using IXL benchmark snapshots three times during the school year.	\$24,029.00	No
6.3	MTSS Training	Provide MTSS and SEL training for staff using Equity Multiplier funds. Students need multi tiered support at Zoe due to high suspension rate of 6.9% and chronic absenteeism rate of 92.6% and a low graduation rate of 58.2%. Provide MTSS and SEL training for staff to better support students social emotional needs.	\$4,000.00	No
6.4	SEL Curriculum	Provide Culturally Responsive SEL Curriculum using Equity Multiplier Funds. Students need multi tiered support at Zoe due to high suspension rate of 6.9% and chronic absenteeism rate of 92.6% and a low graduation rate of 58.2%. Provide SEL curriculum and training for staff to better support students social emotional needs.	\$5,337.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,004,182	\$1039019

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.733%	0.000%	\$0.00	26.733%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: 1.2a - 1.2b Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students.</p> <p>Need:</p>	<p>Providing high quality curriculum through Systematic ELD, along with dedicated teachers and EL techs will support students in making adequate yearly progress and reclassifying as English proficient in a timely manner. EL tech time has been increased at the middle schools to support long term English learner reclassifying prior to high school.</p>	1.2 a and 1.2 b

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In 2022-23 40% of ECS English Learners were long term English Learner. EL students need access to quality instruction and teaching in order to reclassify within the first 5 years.</p> <p>Scope: LEA-wide</p>		
<p>1.8</p>	<p>Action: Teacher retention</p> <p>Need: Retention of highly qualified teachers is an issue for ECS. Over the past three years the average number of years of experience in our district has declined from 11.1 years in 2021-22 to 10.39 in 2022-23 and is now at 9.54 in 2023-24. The number of teachers on short term staff permits and internship permits has increased.</p> <p>Scope: LEA-wide</p>	<p>Retaining highly qualified teachers will serve unduplicated students by providing consistent, high-quality education, fostering solid student-teacher relationships, and offering tailored support to meet diverse needs. Experienced teachers are better equipped to implement effective teaching strategies, understand individual student challenges, and create a stable and supportive learning environment for our unduplicated students. This continuity enhances academic outcomes, supports social-emotional development, and ensures all students can access equitable educational opportunities regardless of background. Input from stakeholders indicates highly qualified teachers that students can make relationships with are important.</p>	<p>1.7 and 1.8</p>
<p>1.9</p>	<p>Action: Classified staff to support students- retention</p> <p>Need: ECS students need additional adult support based on academic and behavioral data. Unduplicated percentage is 73% and many students have high adverse childhood experiences. Input from ELACs, DELAC, PAC and online surveys indicate a desire for additional support is a high priority.</p>	<p>Providing additional classified staff helps support students with academic and behavioral needs, allowing teachers to focus on delivering engaging curriculum. Data on the dashboard indicates our significant subgroups need additional support to close gaps in attendance, suspension, and academics.</p>	<p>1.1 a, b, c 1.2 a, b</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.10</p>	<p>Action: Class Size 4th through 12th</p> <p>Need: We are allocating additional funding to maintain a lower student-to-teacher ratio in our 4th through 12th-grade classrooms to address the critical need for more individualized instruction. Students need more one-on-one time, providing personalized support to help them overcome challenges, enhance their learning experience, and meet academic standards. Feedback from stakeholders, including staff and parents, indicates this is a high priority. Creating class space also allows for the placement of students at the neighborhood schools, as indicated by stakeholders in site council meetings.</p> <p>Scope: Schoolwide</p>	<p>The funding allows for additional classes/sections at the elementary, middle and high school sites to provide the smaller classroom environment. This provides a better learning environment for the students due to smaller class size averages and the ability to place students at their neighborhood schools.</p>	<p>1.10</p>
<p>2.1</p>	<p>Action: 2.1 Sufficiency of Instructional Materials</p> <p>Need: Based on the academic performance of our unduplicated students and low-performing subgroups, as indicated in metrics 1.1 a and 1.1 b. These include 1:1 Chromebooks and supplemental curriculum to support the standard district curriculum. Students utilize</p>	<p>The additional supplies and materials will help increase unduplicated student access to engaging and relevant materials they may not have access to at home. This is on an LEA-wide basis as nearly 3 in every 4 of our students are identified as unduplicated students. Providing on an LEA basis allows for better serving the students.</p>	<p>1.1 a and 1.1 b</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>devices to access the curriculum. Sending devices home TK-12 was a request of DLAC and ELAC groups so students could access materials and have extra practice on curriculum and supplemental applications. CAASPP, ELPAC, CAST, IXL, and mClass data support the need for supplemental materials and increased access by all students. District empathy interview data indicates the number one hope and dream of parents for their students is academic growth</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p>Action: 1.2a - 1.2b Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students.</p> <p>Need: Providing English Learners with support to improve English proficiency and reclassify as English proficient prior to becoming a Long Term English Learner.</p>	The EL Techs and EL Intervention teachers will utilize research based curriculum for all grade levels and ELPAC levels to provide targeted instruction. All EL students will be tested as required by California Ed Code and results will be monitored for group placement and reclassification. Teachers and EL Techs will receive ongoing professional development.	1.2 a and 1.2b

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

All sites have a concentration above 55%. Based on an equitable staffing formula, additional staffing will be deployed to schools in the high concentrations category. All schools in ECS are considered high concentration. 1.8 and 1.10-The hiring and retaining of highly qualified staff is particularly important to ensure the needs of our unduplicated students. We will support targeted onboarding of new hires with a district orientation, introduction to climate and classroom management, and curriculum and technology overview. We will maintain below-contract class size numbers for grades 4th-12th. ECS will provide summer school for elementary, middle, and high school students who need intervention, credit recovery, and enrichment opportunities.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	None	1:18 staffing ratio: Alice Birney 92.95%, Zane 74.87%, Eureka High 65.33%, Grant 79.12%, Lafayette 83.93%, Washington 69.08%, Winship 70.42%, Zoe 85.14%
Staff-to-student ratio of certificated staff providing direct services to students	None	1:16 staffing ration: Alice Birney 92.95%, Zane 74.87%, Eureka High 65.33%, Grant 79.12%, Lafayette 83.93%, Washington 69.08%, Winship 70.42%, Zoe 85.14%

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	37,421,897	10,004,182	26.733%	0.000%	26.733%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$38,356,788.00	\$14,100,125.00	\$465,368.00	\$3,537,532.00	\$56,459,813.00	\$50,262,514.00	\$6,197,299.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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This table was automatically populated from this LCAP.

1	1.1	1.1a-1.1c All students, including lowest performing subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science.	All	No					\$0.00	\$493,523.00	\$493,523.00				\$493,523.00
1	1.2	1.2a - 1.2b Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students.	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$665,931.00	\$0.00	\$645,762.00			\$20,169.00	\$665,931.00
1	1.3	1.3a - 1.3b CTE Pathway Completion Rates	All	No					\$685,339.00	\$342,607.00	\$531,884.00	\$403,853.00		\$92,209.00	\$1,027,946.00
1	1.4	1.4a - 1.4b Increase the percentage of students who meet A-G eligibility for the UC and CSU systems	All	No					\$0.00	\$149,055.00		\$149,055.00			\$149,055.00
1	1.5	Percentage of students classified as College and Career Ready on the CCI Indicator.	All	No											
1	1.6	1.6 Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled	All	No											

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		in a dual enrollment course.													
1	1.7	1.7 Highly Qualified Teachers and support staff	All	No					\$41,237,023.00	\$0.00	\$24,124,081.00	\$13,222,420.00	\$465,368.00	\$3,425,154.00	\$41,237,023.00
1	1.8	Teacher retention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,300,731.00	\$0.00	\$1,300,731.00				\$1,300,731.00
1	1.9	Classified staff to support students-retention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$4,005,443.00	\$2,509,220.00	\$6,514,663.00				\$6,514,663.00
1	1.10	Class Size 4th through 12th	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$900,000.00	\$0.00	\$900,000.00				\$900,000.00
2	2.1	2.1 Sufficiency of Instructional Materials	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,527,695.00	\$1,527,695.00				\$1,527,695.00
2	2.2	2.2 Facility Inspection Tool	All	No					\$1,272,889.00	\$1,045,560.00	\$2,318,449.00				\$2,318,449.00
3	3.1	3.1 a- 3.1b Student Average Daily Attendance and chronic absenteeism	All	No					\$97,129.00	\$120,302.00		\$217,431.00			\$217,431.00
3	3.2	3.2 Graduation Rate	All	No											
3	3.3	3.3 a - 3.3b Dropout Rate	All	No											
4	4.1	4.1 Reduce percentage of students suspended including lowest performing groups	All	No											
4	4.2	4.2 Decrease expulsion rate	All	No											
4	4.3	4.3 a - 4.3 b Connectedness to school and caring adult	All	No											
4	4.4	4.4 Parent engagement through empathy interviews and parent conferences	All	No											
5	5.1	Amplify mCLASS data-reading at grade level	All	No											

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.2	5.2a - 5.2b IXL data for ELA and math	All	No											
6	6.1	Zoe Barnum Equity Multiplier Funding	All	No					\$74,000.00	\$0.00		\$74,000.00			\$74,000.00
6	6.2	Intervention Specialist	All	No					\$24,029.00	\$0.00		\$24,029.00			\$24,029.00
6	6.3	MTSS Training	All	No					\$0.00	\$4,000.00		\$4,000.00			\$4,000.00
6	6.4	SEL Curriculum	All	No					\$0.00	\$5,337.00		\$5,337.00			\$5,337.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
37,421,897	10,004,182	26.733%	0.000%	26.733%	\$10,888,851.00	0.000%	29.098 %	Total:	\$10,888,851.00
								LEA-wide Total:	\$9,988,851.00
								Limited Total:	\$645,762.00
								Schoolwide Total:	\$900,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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This table is automatically generated and calculated from this LCAP.

1	1.2	1.2a - 1.2b Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students.	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$645,762.00	
1	1.8	Teacher retention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,300,731.00	
1	1.9	Classified staff to support students- retention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,514,663.00	
1	1.10	Class Size 4th through 12th	Yes	Schoolwide	English Learners Foster Youth		\$900,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	2.1 Sufficiency of Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,527,695.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$54,969,830.00	\$58,599,329.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	1.1-1.7 A. Additional Actions and Services at school sites	Yes	\$1,201,817.00	\$1,678,657
1	1.2	1.1 a. School supplies	Yes	\$1,887,121.00	\$556,813
1	1.3	1.1 b. Provide a district librarian	Yes	\$92,221.00	\$100,182
1	1.4	1.1 c. Library techs	Yes	\$233,027.00	\$275,084
1	1.5	1.1 d. Appropriate Curriculum for all students	No	\$131,124.00	\$32,000
1	1.6	1.1 f. Independent reading materials-reading and math assessment tools	Yes		
1	1.7	1.2 a. Provide collaboration time for teachers	Yes	\$357,928.00	\$357,928
1	1.8	1.2 b. NGSS implementation (Costs captured in goal 1 action 16)	No		
1	1.9	1.2 c. NGSS teacher training (Costs captured in goal 1 action 16)	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	1.2 d. CARE Specialists	Yes	\$646,743.00	\$720,488
1	1.11	1.2 f. Additional PD day for all teachers	Yes	\$346,796.00	\$346,796
1	1.12	1.2 g. Fidelity to district initiatives	Yes	\$85,466.00	\$85,466
1	1.13	1.2 h. Professional Development and collaboration	Yes	\$33,994.00	\$33,994
1	1.14	1.2 i. Intervention services	Yes		
1	1.15	1.3 a. The hiring and retaining of highly qualified staff	Yes	\$3,776,547.00	\$3,476,547
1	1.16	1.3 b. Provide staffing to implement LCAP goals	No	\$22,763,715.00	\$26,538,672
1	1.17	1.4 a. Technology	No	\$94,690.00	\$72,415
1	1.18	1.4 b. Maintain the technology plan (Costs captured in goal 1 action 16)	No		
1	1.19	1.4 c. Computer and technology purchases	Yes	\$571,200.00	\$1,100,000
1	1.20	1.4 d. Maintain facilities and grounds	No	\$2,113,082.00	\$2,361,915
1	1.21	1.5 a. Class size	Yes	\$900,000.00	\$900,000
1	1.22	1.5 b. Combination classes	Yes		
1	1.23	1.5 c. Summer school	Yes	\$751,255.00	\$680,883

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	1.5 d. Classroom based assessments (Costs captured in goal 1 action 16)	No		
1	1.25	1.5 e. Staff collaboration and release time (Costs captured in goal 1 action 16)	No		
1	1.26	1.5 g. ELA and math PD (Costs captured in goal 1 action 16)	No		
1	1.27	1.5 h. Student literacy and math skills across the curriculum (Costs captured in goal 1 action 16)	No		
1	1.28	1.5 i. Data tracking system	Yes	\$170,698.00	\$39,000
1	1.29	1.5 j. Middle and High School Counselors	Yes	\$483,948.00	\$531,082
1	1.30	1.5 k. Language Courses	Yes	\$72,504.00	\$72,504
1	1.31	1.5 l. Broad course offering for College preparedness	Yes	\$75,600.00	\$75,600
1	1.32	1.5 m. College and Career skills (Costs captured in goal 1 action 16)	No		
1	1.33	1.5 n. Wild Rivers Indian Education Grant	No		
1	1.34	1.6 a. Intervention Teachers	Yes	\$360,438.00	\$437,650
1	1.35	1.6 b. Provide Literacy, Math, and EL technicians	Yes	\$394,297.00	\$316,816
1	1.36	1.6 c. Support for significant sub groups (Costs captured and split	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		across goal 1 action 6, 14, 15,16, 29, 34 and 35)			
1	1.37	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13.)	No	\$20,993.00	\$12,500
1	1.38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes		
1	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)	Yes		
1	1.40	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes		
1	1.41	1.6 i. Special education services	No	\$10,613,641.00	\$10,217,715
1	1.42	1.7 a. AVID district wide	Yes	\$85,875.00	\$64,500
1	1.43	1.7 b. Elementary music	No	\$256,205.00	\$248,040
1	1.44	1.7 c. Instrument repair	No	\$15,000.00	\$15,000
1	1.45	1.7 d. Art supplies	No	\$25,000.00	\$25,000
1	1.46	1.7 e. Replace art materials and equipment	No	\$15,000.00	\$15,000
1	1.47	1.7 g. GATE identification (Cost captured in goal 1 action 16)	No		
1	1.48	1.7.h. Create Grant and other VAPA	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.49	1.7.h. Project based learning/competitions (Costs captured in goal 1 action 5, 11 and 48)	No		
1	1.50	1.7 i. Career Technical Education	Yes	\$751,922.00	\$920,985
2	2.1	2.1 a. Transportation	Yes	\$1,132,056.00	\$1,016,787
2	2.2	2.1 b. Attendance Tracking	No	\$29,600.00	\$1,502
2	2.3	2.1 c. Chronic Absenteeism	No	\$217,431.00	\$217,432
2	2.4	2.2 a. High School Readiness (Cost captured in Goal 1 action 42)	No		
2	2.5	2.2 d. High School Readiness (Cost captured in goal 1 action 14, 16 and 34.)	No		
2	2.6	2.3 a. School Climate (Cost captured in goal 1 action 1 and 16.)	No		
2	2.7	2.3 b. Alternatives to Suspension (Cost captured in goal 1 action 16.)	No		
2	2.8	2.3 c. PBIS (Cost captured in goal 1 and goal 16.)	No		
2	2.9	2.3 d. Universal Screening	No	\$2,500.00	\$2,500
2	2.10	2.4 a. Health and Physical Education (Cost captured in goal 1 action 12 and 16.)	No		
2	2.11	2.4 b. Extracurricular Activities (Cost captured in goal 1 action 16).	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	2.4 c. School based Health Professionals	Yes	\$377,561.00	\$445,771
2	2.13	2.4 d. Restorative Practices	Yes	\$93,888.00	\$92,779
2	2.14	2.4 e. Tier III Support	Yes	\$291,028.00	\$281,924
2	2.15	2.4 f. Prevention/Deescalation Techniques and Training	No		
2	2.16	2.4 g. CARE Specialist (Costs captured in Goal 1 action 10 and 53).	No		
2	2.17	2.4 h. Supervision of Students (Costs captured in Goal 1 action 16).	No		
2	2.18	2.4 i. Student Mental Health	No		
2	2.19	2.4 e Provide mental health support	No	\$356,894.00	\$356,894
2	2.20	2.4 k. Counselors (Cost captured in goal 1 action 29)	No		
2	2.21	2.5 a. Family Outreach (Costs captured in goal 1 action 1, 14, 16 and 36)	No		
2	2.22	2.5 b. Community Outreach (Cost captured in goal 1 action 16)	No		
2	2.23	2.5 c. Stakeholder Input (Costs captured throughout goal 1)	No		
2	2.24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.25	2.6 a. Community Outreach (Cost captured in goal 1 action 16)	No		
2	2.26	2.6 b. Community Partners (Cost captured in goal 1 action 16)	No		
2	2.27	2.1-2.6 A. Additional Actions and Services at school sites (Costs captured in goal 1 action 1)			
2	2.28	2.1-2.6 B. Additional Actions and Services (Costs captured in goal 1 action 53)			
3	3.1	Homeless Liaison	No	\$192,387.00	\$195,061

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
10,155,933	\$11,925,505.00	\$12,236,395.00	(\$310,890.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	1.1-1.7 A. Additional Actions and Services at school sites	Yes				
1	1.2	1.1 a. School supplies	Yes	\$1,887,121.00	556,813		
1	1.3	1.1 b. Provide a district librarian	Yes	\$92,221.00	100,182		
1	1.4	1.1 c. Library techs	Yes	\$233,027.00	275,084		
1	1.6	1.1 f. Independent reading materials-reading and math assessment tools	Yes				
1	1.7	1.2 a. Provide collaboration time for teachers	Yes	\$357,928.00	357,928		
1	1.10	1.2 d. CARE Specialists	Yes	\$194,282.00	720,488		
1	1.11	1.2 f. Additional PD day for all teachers	Yes	\$346,796.00	346,796		
1	1.12	1.2 g. Fidelity to district initiatives	Yes	\$85,466.00	85,466		
1	1.13	1.2 h. Professional Development and collaboration	Yes	\$33,994.00	33,994		
1	1.14	1.2 i. Intervention services	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	1.3 a. The hiring and retaining of highly qualified staff	Yes	\$3,776,547.00	4,476,547		
1	1.19	1.4 c. Computer and technology purchases	Yes	\$571,200.00	1,100,000		
1	1.21	1.5 a. Class size	Yes	\$900,000.00	900,000		
1	1.22	1.5 b. Combination classes	Yes				
1	1.23	1.5 c. Summer school	Yes				
1	1.28	1.5 i. Data tracking system	Yes	\$170,698.00	39,000		
1	1.29	1.5 j. Middle and High School Counselors	Yes	\$483,948.00	531,082		
1	1.30	1.5 k. Language Courses	Yes	\$72,504.00	72,504		
1	1.31	1.5 l. Broad course offering for College preparedness	Yes	\$75,600.00	75,600		
1	1.34	1.6 a. Intervention Teachers	Yes	\$360,438.00	437,650		
1	1.35	1.6 b. Provide Literacy, Math, and EL technicians	Yes	\$394,297.00	316,816		
1	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)	Yes				
1	1.38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes				
1	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)	Yes				
1	1.40	1.6 g. PD for working with homeless students (Costs	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		captured and split across Goal 1 actions 11, 12, and 13)					
1	1.42	1.7 a. AVID district wide	Yes	\$85,875.00	64,500		
1	1.50	1.7 i. Career Technical Education	Yes	\$394,178.00	394,178		
2	2.1	2.1 a. Transportation	Yes	\$646,908.00	531,293		
2	2.12	2.4 c. School based Health Professionals	Yes	\$377,561.00	445,771		
2	2.13	2.4 d. Restorative Practices	Yes	\$93,888.00	92,779		
2	2.14	2.4 e. Tier III Support	Yes	\$291,028.00	281,924		
2	2.24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	Yes				

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
38,615,715	10,155,933	3.75	30.050%	\$12,236,395.00	0.000%	31.688%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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