

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Create a safe, healthy space for students to have optimal opportunities to learn.

Rationale

EUSD has developed this goal because we understand that in order for students to learn, they must feel safe and have a strong relationship with the other students and the adults in the system.

This goal attends to Priority #1: Basic Services, Priority #3: Family Engagement, Priority #5: Pupil Engagement, and Priority #6: School Climate.

We want to ensure that all students are provided with:

Facilities that are well maintained;

Safe transportation to and from school and access to a healthy breakfast and lunch;

Access to appropriately credentialed and qualified teachers and standards-aligned instructional materials;

A healthy learning environment whereby students, parents, and staff feel safe and connected and there is a low incidence of chronic absenteeism coupled with low rates of student behaviors resulting suspension/expulsion;

The opportunity for families to engage in decision-making and participate in the educational process for students, including students with disabilities.

We believe that students who are provided with this type of a positive school climate will more readily engage in learning and growing.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Williams Uniform Complaint	June 2021 Zero incidents resulting in a Williams Uniform Complaint regarding facility conditions, instructional materials, and teacher vacancies/misassignments	January 2022 Zero incidents in the third and fourth quarters of 2021.	Continued Zero incidents resulting in a Williams Uniform Complaint regarding facility conditions, instructional materials, and teacher vacancies/misassignments

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	Facility Inspection Tool	2020/2021 "Excellent" FIT scores	December 2021 "Excellent" FIT Scores	Continued "Excellent" FIT scores
3	EUSD - Site LCAP Parent/Guardian Surveys	N/A June 2021 These Surveys only attended to gathering input regarding the LCAP - Goal #1. Subsequent Surveys will ask respondents to rank Goal #1 actions - including questions about safety and school connectedness as well as family engagement	Survey to be given in Spring 2022	Scores 4 out of 5 or higher on a scale of 1 (strongly disagree) to 5 (strongly agree) on the LCAP - Goal #1 questions
5	Chronic Absenteeism (CA School Dashboard)	Fall 2019 9.6% - Orange performance category - with a specific focus on the Homeless and Two Or More Races Groups that are in the Red	CA Dashboard not available at this time	CA Dashboard. - Movement above Orange performance category into Green with improvement for Homeless and Two Or More Races Groups
6	Suspension Rate (CA School Dashboard)	Fall 2019 6.3% Red performance category - with a specific focus on Foster Youth, Socioeconomically Disadvantaged, and White Groups that are in the Red 0% Expulsion Rate	CA Dashboard not available at this time	CA Dashboard. - Movement above Orange performance category into Green with improvement for Foster Youth, Socioeconomically Disadvantaged, and White Groups Continued 0% Expulsion Rate
5	California Healthy Kids Survey	2019/2020 Report Survey Sample - 53%	Survey to be given in Spring 2022	Survey Sample - 95% or higher

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Key Indicators of School Climate and Student Well-Being Indicators</p> <p>School Engagement and Supports School connectedness - 78% Caring adults in school - 76% High expectations in school - 87% Facilities upkeep - 88% Anti-bullying climate - 76%</p> <p>School Safety Feel safe at school - 86% Feel safe on way to and from school - 80%</p> <p>School Disciplinary Environment Rule clarity - 79% Students well behaved - 48% Students treated fairly when break rules-59% Students treated with respect-87%</p>		<p>Key Indicators of School Climate and Student Well-Being Indicators</p> <p>School Engagement and Supports 90% or higher on all indicators</p> <p>School Safety 90% or higher on all indicators</p> <p>School Disciplinary Environment 90% or higher on all indicators</p>
1	Teacher Assignment Review	100% of teachers are appropriately credentialed and assigned and there are no vacancies	100% of teachers are appropriately credentialed and assigned and there are no vacancies	Continue with 100% of teachers are appropriately credentialed and assigned and there are no vacancies
1	Standards-Based Instructional Materials Review	100% of students have access to their own copies of standards-aligned instructional materials to use at school and at home	100% of students continue to have access to their own copies of standards-aligned instructional materials to use at school and home	100% of students have access to their own copies of standards-aligned instructional materials to use at school and at home

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>Facilities Management (Maintenance and Operations) This action includes the routine maintenance as well as the day-to-day operations in regards to: all buildings (inside and out), all campus grounds, including playgrounds and parking lots as well as safety measures and potable water at all sites.</p> <p>It also includes the expansion/enhancement of facilities and operations to ensure adequate spaces are provided for an ever-growing student population and the staff who serves them.</p> <p>For the 2021-2022 year, EUSD will be adding shade structures to our campuses to ensure that students have a shady spot for eating and learning outside. In addition, playground structures will be added at EES and Bend so that there are more outside play spaces for students to help ensure social distancing.</p>	Duration of LCAP	No	LCFF 638,286	LCFF 314,328 Other State 24,000	\$976,614.00	\$624,147
1.2	Educational Programs (Teachers and Standards-Aligned Materials)	Duration of LCAP	No	LCFF 5,045,228	LCFF 23,873	\$5,069,101.00	\$2,566,287

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>This action ensures teachers are fully qualified and are properly assigned as well as ensures standards-aligned instructional materials are sufficient.</p> <p>EUSD teaching staff will be appropriately qualified and assigned with no vacancies.</p> <p>EUSD will provide standards-aligned instructional materials for all students. We already have this for ELA and use other Board adopted materials for other content areas. We will be updating the following instructional materials in the summer of 2021: Mathematics (Grades TK through 8th grade); Science (Grades TK through 2nd grade as science 3rd through 8th is fulfilled and updated already); Social Science (Grades TK through 8th grade).</p>								
1.3	<p>Transportation (Maintenance and Operations) This action includes the routine maintenance of as well as the day-to-day operations in regards to District transportation.</p>	Duration of LCAP	Yes	LCFF	234,004	LCFF	111,275	\$345,279.00	\$290,203

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report								
	<p>It also includes the expansion/enhancement of transportation to ensure adequate space is provided for an ever-growing student population and the staff who serves them. Due to the vast rural area, staff need adequate transportation to provide and deliver services.</p> <p>Without provided transportation for Evergreen Elementary and Evergreen Middle School, low income and homeless/foster youth students would not be readily able to access our in person educational programs as our District covers 575 square miles of rural area.</p>							1.4	<p>Educational Programs (Devices and Connectivity) This action includes the routine maintenance of as well as the day-to-day operations in regards to District technology.</p> <p>In addition, EUSD will purchase additional devices (Chromebooks and iPads- and hot spots, when necessary) and work to expand upon/improve connectivity so that students have access to digital learning</p>	Duration of LCAP	No	LCFF	188,012	LCFF	89,015	\$277,027.00	\$212,393

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	opportunities and staff have access to technology that supports instruction.								
1.5	<p>Nutrition/Food Service This action ensures students will continue to have access to a quality breakfast and lunch program.</p> <p>By applying for and receiving Universal Breakfast and Lunch for all (Spring and Summer 2021), we aim to provide healthy, nutritious meals for our low income and homeless/foster youth. We will continue to apply for this program as it remains available.</p>	Duration of LCAP	Yes	Federal	346,140	Local	227,628	\$573,768.00	\$380,582
1.6	<p>Chronic Absenteeism This action supports the maintenance of accurate and appropriate attendance recording and reporting for students in terms of attendance rate, chronic absenteeism, and the use of the EUSD Tiered Reengagement Plan to support students/families who struggle with attending school.</p> <p>This action will target the homeless and two or more races student groups that</p>	Duration of LCAP	Yes	LCFF	630,563	LCFF	50,450	\$681,013.00	\$340,690

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	are recognized as being chronically absent on the CA Dashboard.						
1.7	<p>Student Behavior/Suspension Rate</p> <p>This action supports the maintenance of a District-wide climate whereby staff respond to behavior by using the EUSD Behavior Matrix. In addition, staff promote the use of Choice Theory with students as well as infusing the EUSD creed and District expectations as they set parameters with students and establish a safe, healthy space for learning.</p> <p>This action will target the foster youth, socioeconomically disadvantaged, and white groups that are recognized on the CA Dashboard as being suspended more frequently. We also aim to continue with no expulsions by using the above noted strategies and use of our Community Day School as part of our Multi-tiered Systems of Support for students who need Tier III intervention.</p>	Duration of LCAP	Yes				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.8	<p>Student Needs and Connectedness Staff are provided with professional development to attend to student needs and connectedness across the academic year. EUSD staff are trained in trauma-invested practices (trauma-invested spectrum and the language of trauma-invested practices), a framework on poverty, student depression and suicide, and building relationships so that they can attend to the unique needs of all students.</p> <p>In addition, staff are encouraged to collaborate together in support of students' needs. The Committee for Children's Adult SEL program with a focus on building trust and managing stress for the 2021-2022 academic year and a focus on advancing equity and developing efficacy for the 2022-2023 academic year will help to foster this collaborative climate for staff.</p>	Duration of LCAP	No				
1.9	<p>Looping EUSD believes relationships are key to maintaining a strong foundation; as such, the practice of looping (whereby students remain with the same teacher for</p>	Duration of LCAP	Yes	Other State 40,000		\$40,000.00	\$48,000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>more than one academic year) are used across the grade spans (first grade through eighth grade at EES and EMS).</p> <p>This action will target low income, foster/homeless youth, and English Learners as well as students with disabilities who are recognized as needing additional support coming out of the pandemic and in need of additional supports learning forward.</p>						
1.10	<p>Family Engagement (Gathering Input) EUSD seeks parent input in making decisions for the District and school resources. The EUSD Parent Advisory Committee, the respective School Site Councils, and the Evergreen Elementary School English Learner Advisory Committee meet regularly to gather input. In addition, parents often attend the EUSD Board of Trustees monthly meetings to speak during the public comment section and have the opportunity to attend the annual site Title I Meetings to give input on the Parent and Family Engagement Policy and the School Compact. In addition, the EUSD Student Advisory</p>	Duration of LCAP	No				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Committee will be established in Fall 2021.						
1.11	Family Engagement (Promoting Participation) EUSD promotes parent participation in programs for all students through parent-teacher conferences, regular parent-teacher communication, the encouragement of parents to participate in the annual Title I Meeting, special events on campus, and the inclusion of parents to register as a volunteer for those who would like to consistently volunteer in their child's classroom. All sites also have their School Compact available in both English and Spanish at the beginning of each school year to promote participation between the school, parent, and student. In addition, EUSD promotes District-community events (such as Music and Merlot, the EMS Annual Sports Barbecue, the District Fall Festival, our Veteran's Day Ceremony) for family engagement.	Duration of LCAP	No				
1.12	Family Engagement (Communication)	Duration of LCAP	No				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>EUSD communicates with parents using the following avenues: District website, respective school websites, printed/emailed newsletters, online Aeries parent portal, Aeries Communication, District Facebook posts, respective Facebook school posts, automated phone messages, emails from staff. Continued use of these avenues will allow EUSD to communicate with all parents in their preferred mode of communication. All communication is available in Spanish, as well as English. EUSD also annually publishes the School Accountability Report Card for each site, and it is accessible in digital and print format as well as in English and Spanish.</p>						
1.13	<p>EUSD District Nurse and Health Aides The EUSD District Nurse provides services for students in support of their health needs. This includes but is not limited to: Health plans for students with health needs, ensuring immunizations are complete, routine screenings, and training for staff to support meeting the needs of students. School Health Aides provide support for the school</p>	Duration of LCAP	No	LCFF 14,758 Other State 102,675	LCFF 7,350 Other State 5,000	\$129,783.00	\$78,947

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	nurse by attending to basic first aide and charting immunizations and screenings.						

Goal 2

Provide services and instruction that lead to ever increasing student achievement outcomes.

Rationale

EUSD has developed this goal because we understand that students learn best when they have an opportunity to develop social emotional learning and academic learning in tandem.

This goal attends to Priority #2: State Standards, Priority #4: Student Achievement.

We want to ensure that all students are provided with:
 Academic content learning, including that for significant subgroups, in a broad course of study whereby the state standards are aligned with the EUSD Collaborative Agreements about content instruction; and
 Opportunities to achieve proficiency on statewide and local assessments, including English Learners who make progress toward English proficiency and reach reclassification.

We believe that students who have been provided with clear expectations, social emotional learning, and research-based instructional moves in all content areas have the ability to develop strong social emotional and academic skills.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	California Assessment of Student Performance and Progress - Summative Reading (3rd through 8th grades)	2019 = 54.77% met or exceeded benchmark 2021 = 49.18% met or exceeded benchmark No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures.	Assessment to be given in Spring 2022	60% met or exceeded benchmark

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	California Assessment of Student Performance and Progress - Summative Mathematics (3rd through 8th grades)	2019 = 45.87% met or exceeded benchmark 2021 = 34.86% met or exceeded benchmark No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures.	Assessment to be given in Spring 2022	50% met or exceeded benchmark
4	California Science Test (5th and 8th grades)	5th Grade 2019 = 37% met or exceeded benchmark 2021 = 42% met or exceeded benchmark 8th Grade 2019 = 24% met or exceeded benchmark 2021 = 28% met or exceeded benchmark No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures.	Assessment to be given in Spring 2022	5th Grade - 47% met or exceeded benchmark 8th Grade - 33% met or exceeded benchmark
4	English Language Proficiency Assessment for California - Summative Assessment (all identified English Learners)	2019 = 23.26% well developed English 2021 = 25% well developed English No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures.	Assessment to be given in Spring 2022	30% well developed English
4	EUSD English Learner Reclassification Rate	EUSD reclassified two students in 2020-2021.	EUSD reclassified five students in 2021-2022	A consistent number of English Learners reclassified each year.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	EUSD - Oral Reading Fluency Curriculum Based Measurement	March 2021-43.90% met or exceeded. benchmark	Assessment to be given in Spring 2022	55% met or exceeded benchmark
4	EUSD - Mathematics Fluency Curriculum Based Measurement	March 2021-44.72% met or exceeded benchmark	Assessment to be given in Spring 2022	55% met or exceeded benchmark

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Professional Development EUSD provides professional development for staff that attends to the cycle of continuous learning and growth, curriculum and instruction with a focus on a broad course of study in academics, and curriculum and instruction with a focus on social-emotional learning/health (Goal 1 - Action 7 and 8).</p> <p>In the spirit of professional development, we also have a robust mentor program. Teachers who do not yet have their clear teaching credential are part of the Alliance for Teacher Excellence Program and work with a mentor from our District to bolster their skills in the first few years of their career. In addition, teachers new to Evergreen are provided with a mentor for their first year with us so that they have a support in their transition.</p>	Duration of LCAP	Yes		Other State 108,290	\$108,290.00	\$62,753.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	EUSD maintains Early Release Days on Fridays throughout the academic year to ensure teachers have the opportunity to engage in professional development and collaboration.						
2.2	Materials and Supplies for Students and Staff This action ensures all students and staff have access to materials and supplies to promote a broad course of study connected to their standards-aligned curriculum.	Duration of LCAP	No	Other State 52,398	Other State 38,726	\$91,124.00	\$96,711.00
2.3	Continuous Learning & Growth Cycle (Schoolwide Program) We use a continuous cycle of learning and growth to ensure student progress for all students. This includes assessment, reflection, planning, and teaching. For our assessment purposes, we use iReady, ESGI, local school- based Curriculum Based Measurements, and the state-wide summative assessments that are a part of the CAASPP (SBAC, CAST, and ELPAC). Teachers reflect upon this assessment and	Duration of LCAP	No	Federal 276,222	Federal 48,607	\$324,829.00	\$64,498.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>plan forward for teaching. They work with students to set long and short term goals and monitor as the year progresses to ensure progress is being made. In addition, paraprofessionals in grades TK through 2nd grade work to support teachers in their instruction.</p> <p>Professional Development is provided aimed at ensuring staff know how to effectively use the cycle of learning and growth and plan for instruction accordingly (Goal 2 - Action 1).</p>						
2.4	<p>Curriculum and Instruction (Academic Program) We follow the CA state standards, frameworks, and use standards-aligned instructional materials to ensure student learning in the following areas: English Language Arts/English Language Development, Mathematics, History-Social Science, Science, and Health/Personal Growth. Teachers follow the EUSD Collaborative Agreements to ensure we are in sync with each other and staying true to our planned path of instruction.</p> <p>We provide standards-aligned instructional</p>	Duration of LCAP	Yes		Other State 45,661	\$45,661.00	\$45,661

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report								
	<p>material (Goal 1 - Action 2), devices and connectivity (Goal 1 - Action 4) as well as materials and supplies to enhance the educational experience (Goal 2 - Action 2). In the 2021-2022 school year, a focus will be on the newly adopted Math curriculum, the addition of the TK through 2nd grade Science curriculum in alignment with the upper grades, and the addition of the Kindergarten through 5th grade Social Science curriculum in alignment with the upper grades.</p> <p>Professional development is provided so that staff understand how to promote universal supports for students and that instructional moves are research-based and aimed at student growth and learning based upon the curriculum materials and collaborative agreements (Goal 2 - Action 1).</p>							2.5	<p>Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education) EUSD has adopted Second Step as our social-emotional learning</p>	Duration of LCAP	No	LCFF	982,116	LCFF	74,798	\$1,056,914.00	\$730,740

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>curriculum from Preschool through 8th grade. We provide physical education instruction for students in grades 4 through 8 and support for staff in Physical Education instruction in the lower grades, as necessary. In addition, we provide a thorough Health/Personal Growth course for fifth through eighth grade students. During the 2020-2021 academic year, the Health Department worked diligently to better understand the new Health Framework and ensure all units and lessons are updated for the 2021-2022 academic year and beyond.</p>						
2.6	<p>Family Engagement (Communication about Student Achievement) EUSD families are provided with opportunities to communicate about student learning several times per year. This is in the form of regular communication (as shared in goal #1), communication about student progress via parent-teacher conferences or regular phone/email communication, and with scheduled reporting documents sent home.</p>	Duration of LCAP	No				

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Professional Development is provided aimed at ensuring staff know how to effectively communicate with families about student achievement and needs (Goal 2 - Action 1).						

Goal 3

Ensure all students are supported and challenged in this process in an engaging environment.

Rationale

EUSD has developed this goal because we understand that students thrive when they are supported and challenged and provided with engaging learning opportunities.

This goal attends to the intent of Priority #4: Student Achievement and Priority #5: Pupil Engagement, with a heightened focus on Priority #7: Course Access, Priority #8: Student Outcomes; and Priority #10: Foster Youth.

We want to ensure that all students are provided with:
 An engaging environment; and
 Supports or challenges as needed to meet students where they are at, targeting specifically significant subgroups and English Learners.

We believe that students who have been provided with an engaging, supportive, and challenging social emotional and academic learning environment and comprehensive curriculum rooted in the EUSD Literacy Habits of Mind, whereby content knowledge, meaning making, language development, and effective expression were interwoven into learning opportunities, continually expand their literacy and mathematics skills along with their content knowledge.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	California Assessment of Student Performance and Progress - Summative Reading (3rd through 8th grades) - disaggregated data for all subgroups	2019 = 54.77% met or exceeded benchmark 2021 = 49.18% met or exceeded benchmark No tests were administered in Spring 2020 due to Covid-19	Assessment to be given in Spring 2022	60% met or exceeded benchmark

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		and the subsequent school closures.		
4	California Assessment of Student Performance and Progress - Summative Mathematics (3rd through 8th grades) - disaggregated data for all subgroups	2019 = 45.87% met or exceeded benchmark 2021 = 34.86% met or exceeded benchmark No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures.	Assessment to be given in Spring 2022	50% met or exceeded benchmark
4	California Science Test (5th and 8th grades) - disaggregated data for all subgroups	5th Grade 2019 = 37% met or exceeded benchmark 2021 = 42% met or exceeded benchmark 8th Grade 2019 = 24% met or exceeded benchmark 2021 = 28% met or exceeded benchmark No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures.	Assessment to be given in Spring 2022	5th Grade - 47% met or exceeded benchmark 8th Grade - 33% met or exceeded benchmark

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	Multi-tiered Systems of Support (MTSS) Tier II EUSD uses their multi-tiered systems of support - Tier II, at risk students - to grow the learning of students beyond Tier I, all students who receive	Duration of LCAP	Yes	LCFF	196,249	LCFF	1,800	\$593,995.00	\$317,719
				Federal	374,946	Federal	21,000		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>universal supports. This model includes providing supports for students in social-emotional learning as well as academic learning.</p> <p>Students are provided with supports beyond Tier I when it is recognized that they are not responding to the Tier I intervention with success, and strategies used include:</p> <ul style="list-style-type: none"> • Student Success Team Meetings are held when students are not responding to Tier I interventions and subsequent interventions need to be put in place (eg. positive behavior plan, School Based Counseling, Learning Center, modified academic assignments). • Teachers or administrators may call for an SST: • Teachers call for an SST when they have tried to implement Tier I strategies and noted that the student is 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>not responding to SEL/Academic intervention at the Tier I level.</p> <ul style="list-style-type: none"> • Administrators call for an SST if a student is recognized as having an attendance issue or a repeated yard incidents (see Discipline Level Chart). • Students with 504 plans are provided with supports in accordance with the agreements in their plan. • English Learners who are performing at Level 1 and Level 2 on the ELPAC are provided with supports in response to their performance on this assessment. Additional Designated ELD Intervention is provided, usually through our Learning Center. • English Learners who are performing at Level 3 on the 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>ELPAC are provided with supports in response to their performance on this assessment if corresponding data reveals the student is at risk whereby additional Designated ELD</p> <p>Response to Intervention in Tier II is reflected upon during initial and subsequent SST Meetings, Language Assessment Team Meetings, as well as 504 Meetings.</p> <p>Staff are provided with professional development to attend to student needs in coordination with integrated student supports and to address student barriers to learning.</p>						
3.2	<p>Multi-tiered Systems of Support (MTSS) Tier III EUSD uses their multi-tiered systems of support - Tier III, high risk students - to grow the learning of students beyond Tier II, at risk students who receive designated supports. This model includes providing supports for students in social-emotional learning as well as academic learning.</p>	Duration of LCAP	No				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Students are provided with supports beyond Tier II when it is recognized that they are not responding to the Tier II SEL/Academic intervention intervention with success, and strategies used include:</p> <ul style="list-style-type: none"> • Pacing students in alternative settings (eg. Community Day School, Special Day Class) or be provided with subsequent supports (eg. modified curriculum, behavior intervention plans, intra-agency services) • Students with IEPs are provided with supports in accordance with the agreements in their plan. • Student may be referred to SARB (School Attendance Review Board) or SART (School Attendance Review Team). <p>Response to Intervention in Tier III is reflected upon during subsequent IEP</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Initial and Subsequent Meetings as well as progressive SST follow-up meetings for school-based students.						
3.3	<p>Homeless/Foster Youth Liaison EUSD ensures homeless/foster youth student rights are attended to. This includes: Administrative Regulations and updates, Board Policies and updates, Parent/Guardian Handbook, Letters and Notices to Parents/Guardians about Opportunities, Transportation, Nutrition, and Extracurricular Activities, as well as referrals and rights to other services. In addition, our homeless/foster youth liaison continually receives training and works in coordination with other agencies (Tehama County Department of Education - Homeless, Foster Youth), trains staff, annually, about homelessness/foster youth, and oversees registration/records (identification, enrollment, etc).</p> <p>This action will target the homeless/foster youth we serve and ensure their</p>	Duration of LCAP	No Yes	Federal 1,000		\$1,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	rights and needs are being attended to.						
3.4	<p>English Learner Program EUSD strives to ensure its' EL Program contains systems and policies that are effective and that students are attaining EL proficiency comparable to native speakers and that the programs used are effective. The EUSD English Learner Program is run in coordination with the Tehama County Department of Education Title III Consortium.</p> <p>This includes:</p> <ul style="list-style-type: none"> • The EUSD Master Plan for English Learners (including program monitoring, evaluation, and accountability) • Board Policies and Administrative Regulations <p>This action will target the English Learners we serve and ensure their rights and needs are being attended to.</p> <p>Professional Development is provided aimed at</p>	Duration of LCAP	No Yes				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	ensuring staff know how to effectively ensure English Learners are supported and are making progress in English (Goal 2 - Action 1).						
3.5	<p>Special Education Program EUSD strives to ensure its' Special Education Program contains systems and policies that are researched-based and effective in ensuring that students are making adequate growth and progress towards meeting their IEP goals and progressing through state standards, as appropriate. The EUSD Special Education Department follows the guidelines set forth in the EUSD Board Policies and Administrative Regulations as well as follows the guidelines of the Tehama County Special Education Local Area Plan that they are a part of.</p> <p>Led by the Special Education Director for EUSD, the following are part of the program: Two Special Day Classes - one at EES and one at EMS that serves students with the most significant needs who need Tier III supports and is staffed by</p>	Duration of LCAP	No	Other State 583,799	LCFF 417,297	\$1,001,096.00	\$377,795

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>teachers and paraprofessionals; Three Learning Centers - one at EES, EMS and one at Bend School that serves students with IEPs (and some school-based students, including English Learners who scored a 1 or 2 on the ELPAC) who need Tier II supports in place to attain their goals and is staffed by teachers and paraprofessionals; Two Speech Pathologists - that provide services to students with IEPs as well as some school-based primary students who are in the optimal zone for development, struggling with articulation and/or language, but not yet truly behind in mastering skills; One Clinical Psychologist - that provides services across the District to complete assessments for IEPs as well as provide counseling minutes as a part of IEPs</p> <p>This action will target the Special Education students we serve and ensure their rights and needs are being attended to.</p> <p>Professional Development is provided aimed at ensuring staff know how to support special education students.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.6	Community Day School EUSD has a Community Day School that houses students who have been identified through the Multi-tiered Systems of Support process as needing Tier III intervention. Students from all campuses and grade levels are eligible for this program, as needed.	Duration of LCAP	Yes	LCFF 145,997	LCFF 8,251 Other State 3,732	\$157,980.00	\$68,625
3.7	Before/After School Program The EUSD Before/After School Program provides a safe and enriching environment both before and after school for students who need care and students who would benefit from care (homeless/foster youth). It is provided for a reasonable fee and accommodations are made for those students who may need support in paying. The program hires trained, classified staff who provide a balanced program that includes academic, enrichment and recreation curriculum. In addition, it provides a quality "Power Hour" Homework Hour during its operations to attend to student learning. The EUSD. Before/After School Expanded Learning Program is run in coordination with Tehama	Duration of LCAP	No	Other State 270,841	Other State 20,690	\$291,531.00	\$155,428

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>County Department of Education SERRF Expanded Learning Program.</p> <p>The goal of the program is: To enable students to perform at or above grade level as measured by summative state standardized tests; To provide recreational enrichment opportunities that will promote lifelong learning, community service, and personal growth; To provide social-emotional learning through the Second Step Out of School Time Program; To increase student awareness and reduce the incidence of juvenile crime, gang activities, and use of tobacco, alcohol, and drugs.</p>						
3.8	<p>Homework Club The EUSD Homework Club Program provides students the opportunity to work with their teacher after school, as available. This program aims to provide additional targeted supports for specific students, as needed.</p>	Duration of LCAP	No	Other State 13,000		\$13,000.00	\$0.00
3.9	<p>Summer School</p>	Summer 2021 and	Yes	Other State 238,779	Other State 3,000	\$241,779.00	\$122,867

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>EUSD provides a robust Summer School Program (planned for the summer of 2021 and the summer of 2022) that invites learners who would benefit from additional instruction and those who could benefit from an enhanced learning opportunity. The program is grounded in social emotional learning (Second Step Out of School Time Program) and attends to helping students develop a positive mindset and working together as a community of learners. In addition, the program focuses on deepening English Language Arts and Mathematics skills of students by embedding them in opportunities for engaging experiences coupled with small group skill-based development. Child care is available for a cost to families who need care beyond the summer school day. However, transportation and meals (breakfast and lunch) will be provided for all who need it.</p> <p>This action will target low income, homeless/foster youth, and students with disabilities to ensure they have the opportunity to boost skills lost during the pandemic and subsequent school closures.</p>	Summer 2022					

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.10	<p>Electives and Music Electives and music are part of the programs at all sites as they enhance the educational experience.</p> <p>Music is provided by a credentialed teacher at EES and BES (grades TK through grade 4).</p> <p>Electives are provided at EMS and BES (grades 5 through 8) by credentialed teachers and promote opportunities for students to engage in unique physical education skill development. (eg. karate, archery, circus), visual and performing arts skills development (eg. pottery, drawing), and career technical education (eg. Makerspace, sewing) experiences to select from.</p>	Duration of LCAP	No	LCFF 119,648	LCFF 6,050 Other State 1,500	\$127,198.00	\$68,423.00
3.11	<p>Student Engagement Staff are provided with professional development to attend to student engagement. EUSD staff are encouraged to provide students with learning opportunities that are interactive and hands-on; this includes, but is not limited to, simulations, labs, and field trips.</p>	Duration of LCAP	No				

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.12	<p>Career and College Preparedness EUSD promotes career and college preparedness.</p> <p>EMS and BES arrange for career speakers to present about possible career choices to upper grade students. In addition, students in grades 7 and 8 have opportunities to visit local colleges on field trips to explore potential campuses.</p>	Duration of LCAP	No				
3.13	<p>EUSD Library System EUSD libraries strive to provide literary options for students across the grade spans and campuses. This includes book selections that are connected to our Accelerated Reader program as well as non-fiction books that provide students with additional learning about topics of interest. In addition, all libraries offer a vast selection of books connected to social-emotional learning and development (our Second Step Program) as well as class sets of novels for teachers to use in connection with content area instruction. Our library system maintains records for all library books</p>	Duration of LCAP	No	LCFF 100,058	LCFF 6,350	\$106,408.00	\$51,867

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>in addition to our textbooks and Chromebook fleets through the use of Destiny Resource Manager. During the Summer School 2022 program, summer library hours will be offered to students.</p>						
3.14	<p>EUSD Mental Health and Educational Counselor EUSD has a Mental Health and Educational Counselor as part of our team.</p> <p>This counselor is uniquely trained in child development, learning strategies, self-management and social skills, and understands and promotes success for the diverse students we serve. The counselor's focus is to recognize and respond to student mental health needs and assist students and families seeking local resources. In addition, the counselor works with students on a short term basis to provide social and emotional learning support in small group or individual contexts.</p>	Duration of LCAP	No				

Goal 4