

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

Evergreen Union School District is a rural five-school district located in northern Tehama County that covers a geographic area of approximately 575 square miles. The northern boundary is the Shasta-Tehama County line. We are bordered on the east by the Sacramento River and on the west by the Shasta, Trinity and Tehama boundary. The southern boundary is the city of Red Bluff.

We have 180 devoted staff members who work diligently to ensure that we attend to our vision, “All Children Can Learn, and Together We Make the Difference.” We believe that every student is capable of learning, but it is the responsibility of the school system to ensure that the student has the opportunity to realize his/her full potential. We pride ourselves on building relationships with families/students and work to ensure that we never give up on a child - always striving to find the right combination of supports for learning to take place. In short, that is the reason that we are in business - our success or failure is measured by student academic and social-emotional learning.

The Evergreen Union School District serves approximately 1300 Preschool through 12th grade students in the following programs:

Evergreen Elementary School, grades Preschool through 4th grade (serving approximately 520 students);

Evergreen State Preschool (serving approximately 75 students);

Evergreen Middle School, 5th through 8th grades (serving approximately 450 students);

Bend Elementary School, grades TK through 8th grade (serving approximately 100 students);

Evergreen Community Day School, grades TK through 8th grade (serving students as needed);

and the Evergreen Institute of Excellence, an independent study/homeschool charter school, grades TK through 12th grade (serving approximately 130 students).

Reflections: Successes

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

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. As such, local data was reviewed by many stakeholder groups in preparation for this 2021-2024 LCAP by reviewing the goals and data from the 2017-2020 LCAP, reviewing the goals and data from the 2020-2021 Learning Continuity Plan, and considering the 2021 Local Performance Indicator Self-Reflection.

We are proud of what we have accomplished thus far in spite of the Covid-19 pandemic and subsequent school closures. A summary of those successes are noted below.

Successes from the 2017-2020 LCAP:

1) We have continued to maintain safe facilities that are in excellent condition. We provide consistent and reliable transportation services that ensures our students are able to attend school, regularly. We continue to maintain our maintenance department, custodial staff, transportation department, including our own mechanic. (LCAP 17-20 Goal #1)

2) Nearly all of the actions and services in our 2017-2020 LCAP for Goal #2 (increase overall student achievement for students including foster youth, pupils with disabilities, socioeconomically disadvantaged and ELL students) have been implemented, with a focus on ELA and Math curriculum, instruction, and assessment and supports beyond that core - including paraprofessional supports in the lower grades, supports for English Learners, and a fully staffed Learning Center. In addition, supplementary learning experiences in Health/Personal Growth, Physical Education, and Music are included to enhance the students' learning experience. (LCAP 17-20 Goal #2)

3) We maintain a focus on a continuous learning and growth cycle for students by analyzing assessment data and ensuring a rigorous learning environment. When teachers need additional supports to attend to student learning, Professional Development and mentoring is provided to support staff learning and growth. Teacher retention remained high. (LCAP 17-20 Goal #3)

4) Nearly all actions/services in our 2017-2020 LCAP for Goal #4 (Increase parent involvement with their child's learning experience and have in place structures to support such involvement) were completed prior to the closure of school as a result of the Covid-19 pandemic; however, many of these components had to then be halted from March 2020 through today. We have expended our digital footprint by updating our website and using social media which has helped with communication with our families. (LCAP Goal #4)

Successes from the 2020-2021 LCP:

1) In-Person Instructional Program

We have been able to be open for In-Person Instruction without using a hybrid model so that ALL students who choose to, can participate in daily In-Person instruction.

Long-term Independent Study has been provided during In-Person instruction for those families who prefer it, with about 10% of the student body opting for this program. The quality of the program has continually been refined over time to ensure that these students are receiving

equitable instructional offerings.

Instruction

We have continued to provide our core curriculum - including English Language Arts, Mathematics, Science, Social Science, and Social Emotional Learning. In addition, students have continued to receive quality Health/Personal Growth, Physical Education, and Music instruction.

Benchmark Booster (Grades 1 through 5) provided students with instructional opportunities in English Language Arts to address the essential power standards and phonics skills that were not addressed during the spring 2020 school closures when everyone was adjusting to Distance Learning.

iReady Math has provided teachers and families with consistent math learning opportunities across the grade levels at school and at home.

2) Distance Learning Program

Continuity of Instruction

By implementing a rigorous Distance Learning Tiered Reengagement Plan - including Universal Supports for all students (Clear, concise and consistent communication about schedules and expectations; Predictable daily/weekly routines; Community building to create belonging and connection; Taking attendance in a caring manner; Recognition of good and improved attendance; Individual wellness checks/needs assessment; Facilitation of access to food, health and supports for other basic needs; Regular monitoring of attendance data to activate supports and identify trends); Early Intervention for those students not engaging; and Intensive Intervention for those students who still are not engaging - focus was placed on ensuring students were engaging in Distance Learning instruction, and supports were provided when that was not happening.

The same curriculum used for In-Person instruction was used for Distance Learning which allowed teachers to seamlessly transition to using the digital components of the product; strategically, these curriculum resources offer both a digital and paper component, allowing teachers to provide paper packets for students without digital access.

The purchase of the programs - Screencastify and GoGuardian - provided teachers with the ability to record lessons to share with students and to view student work remotely to keep students on target during Distance Learning, respectively; both of these programs ensured continuity of instruction.

Access to Devices and Connectivity

All students were provided access to a Chromebook and charger to use at home. In addition, students with limited digital access were able to check out a hot spot to use at home to ensure better connectivity.

Pupil Participation and Progress

Teachers became deeply aware of which students fit into which category (digital access with supports at home during the day; digital access with no supports at home during the day; no digital access but supports at home during the day; no digital access and no supports at home during the day) so that they could provide supports as necessary and attend to each child's needs. In addition, implementing the Distance Learning Tiered Reengagement Plan (as described above) ensured students were attending class and engaged in daily learning activities. All teachers adhered to the CDE guidance for instructional minutes and provided both synchronous and asynchronous learning opportunities, daily.

Distance Learning Professional Development

Many hours of Professionals Learning in Community (PLC) time as well as two full days in August were devoted to ensuring that teachers were prepared to teach in the Distance Learning platform - from Keenan trainings, to trainings by administrators about Covid Reopening Plans as well as digital tools (Google Classroom, Screencastify etc.), to time given for teachers' own individual learning and planning forward. As a result of this work, teachers were well positioned to teach in the Distance Learning platform from the start of school until September 28th, 2020 and when we returned to DL from November 5th, 2020 through January 19th, 2021, as well as all times in between when individual classrooms pivoted to DL due to quarantine.

Staff Roles and Responsibilities

Staff willingly embraced the new roles and responsibilities as a result of Covid and the subsequent school closures and new expectations. Their flexibility is a testament to the job they desire to do every day to ensure students have ample opportunity to learn and be cared for!

Support for Pupils with Unique Needs

EL students who scored a 3 or higher on the ELPAC in the spring of 2019 were invited to campus in fall 2020 to complete the Summative ELPAC to determine if enough growth has been demonstrated to warrant reclassification; as a result, two students were reclassified as Fluent English Proficient.

Special education students were provided with instructional minutes commensurate with their IEPs during Distance Learning to ensure forward progress; this included students with speech, occupational therapy, and physical therapy. Students in the Special Day class attended school for a few hours a day under the Small Cohort Guidance.

Under the careful support of the Homeless Liaison, students who needed it were provided with coats, shoes, and school materials. Principals and school counselors made home visits to families in need and provided services to them (including curbside counseling, food distribution, school supply distribution, curriculum/material drop off and pick up), as necessary.

3) Continuous Cycle of Learning (formerly known by CDE as Pupil Learning Loss)

We have continued to use the cycle of assessment, reflection, planning, and teaching forward to attend to student learning. Supports for English Learners, homeless/foster youth, and low income students have continued to be a priority during In-Person and Distance Learning instruction as students have been provided with supports both inside the classroom and from the Learning Center, when needed.

Assess

All students were given the iReady assessment at home in the fall of 2020 during Distance Learning; with transitional Kindergarten and Kindergarten teachers using additional assessments from ESGI to determine specific Reading and Mathematics skills of their young students.

Upon return from Distance Learning (October 2020) and as we neared the first progress report period, all teachers (with the exception of EMS grades 6th through 8th) administered the iReady (and ESGI for TK/K) assessments (in person) to gain more accurate data of student progress in the school setting. In addition, all students across the District were assessed using iReady and CBM's in December 2020 (virtual) and again in March 2021 (in person). Students in grades 3rd through 8th (and 11th in EIE) were given the Smarter Balanced Assessment in Reading and Mathematics and students in grades 5, 8, (and 11 - EIE) took the California Science Test in April/May of 2021 (all in person). District-wide CBMs were repeated in June 2021 and students in Kindergarten through 2nd grade also took iReady one last time (in person).

****Students on ISP took as many of these assessments in person, as possible.**

In addition, all English Learners were given the Summative ELPAC in the spring of 2021 (in person).

Reflect

We continue to collect CBM Oral Reading Fluency and Math data about student growth in Reading and Mathematics to pair with our reflection of iReady data to analyze student learning. This data is compared to prior years to ensure we are making adequate growth as a District to that end and understand where we need to focus in classroom instruction as we close out the academic year and prepare for Summer School.

Plan

Due to the ebb and flow of the pandemic in the fall, we did not hold Parent Teacher Conferences during the calendared time; teachers were already in such close communication with parents about their child's progress and learning, that this was not necessary. Indeed, one of the best things to come out of the Distance Learning experience was the connectedness between our teachers and their students and their families.

Principals have continued to hold Student Success Team meetings for students who are struggling academically/social-emotionally and making plans for appropriate supports to be put in place.

4) Mental Health and Social/Emotional Well-Being

Across our system, we have continued to focus on three main components: trauma invested practices, responding to behavior, and providing social emotional learning for our students and similar supports for our staff.

Most staff are using the trauma invested practices we established in 2019 to support their work with students - including the trauma invested spectrum and the language of trauma invested practices.

In many parts of our system, staff have embraced the Behavior Matrix and use its basic premise to respond to behavior.

Also, in most parts of our system, staff have consistently used the Second Step Curriculum to provide social emotional learning for students - with an emphasis on empathy and emotion management; during In Person and then Distance Learning, TK-5th grade staff were able to provide instruction around the Child Protection Unit which was skipped last spring due to the school closures; as we pivoted to Distance Learning, parents had the option to attend to the other lessons of that curriculum that focused on keeping children safe, physically.

Every Monday, Mrs. Ackley provides a Mindful Monday activity for staff to participate in to begin their week off on a positive note, and we look forward to purchasing the Second Step for Adults component (when it becomes available this spring) to enhance these experiences as we head into next academic year.

As a result of the EUSD Distance Learning Reengagement Tiered Written Protocol, teachers were able to notify Principals about students who needed extra supports and schedule Student Success Team meetings or request home visits to support the social and emotional well-being of students, as necessary.

5) Pupil and Family Engagement Outreach

Across the campuses, teachers, office staff, and Principals put in much time to ensure we knew where students were and what they needed during Distance Learning by using the EUSD Distance Learning Reengagement Tiered Written Protocol.

Parents were invited to attend Student Success Team meetings, Attendance Student Success Team meetings, 504 meetings, IEP meetings, virtually, or provided support to attend in person, as needed.

All regular meetings were continuously held to garner parent participation: all School Site Council meetings, respectively, the Evergreen Elementary School English Learner Advisory Committee meetings, the Evergreen Union School District Board of Trustees monthly meetings, and the Evergreen Union School District Parent Advisory Committee meetings. These meetings were held virtually, or support was provided, as needed.

Routine communication from Supt. Mendenhall was sent via Aeries Communication to all families to keep them updated on changes as the year progressed as a result of Covid-19 and the subsequent school closures as well as contact tracing impacts on the system.

6) School Nutrition

We qualified for Universal Breakfast and Lunch for all of our campuses: for Bend Elementary School, this was a bonus, as they have never had a breakfast program there. During Distance Learning, we were able to provide Grab and Go Meals for families at our Middle School and Bend Elementary School sites; this included one pick up time each day to collect lunch and breakfast for the next day. Before long school breaks, multiple meals were packaged up and passed out so that students would have enough to eat over the break. During In Person Instruction, meals have been provided on all campuses, with hot entrees available most days. Curbside Grab and Go meals continue to be served at EMS and Bend sites for students on Long Term Independent Study. 37% of students each breakfast each day and 58% of students each lunch each day.

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Overall Reflections of Successes

There have been many lessons learned from implementing In Person and Distance Learning during the 2020-2021 academic year. Specifically, the following concepts have informed the development of goals and actions for the 2021-2024 LCAP and build on those established in the 2017-2020 LCAP.

These are:

- 1-The understanding 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. Students who have had this experience this past academic year, have continued to thrive and grow in spite of the pandemic and subsequent school closures.
- 2-The understanding that students learn best when they have an opportunity to develop social emotional learning and academic learning in tandem. Students who have been provided with clear expectations, SEL, and research-based instructional moves and intervention strategies have continued to develop strong academic skills during this time.
- 3-The understanding that students thrive when they are supported and challenged and allowed the opportunity to engage in their learning. Students who have been provided with an engaging and supportive 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, have continued to expand their literacy and mathematics skills along with their content knowledge.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While we celebrate our successes, we also understand that we need to attend to specific improvements in order to achieve our vision - "All students can learn, and together we make the difference" - especially coming out of the pandemic. The following general needs must be attended to:

- 1) Staffing continues to be difficult in our classified and other skilled positions including transportation, special education, and substitutes in all positions, which support the work we do. Additionally, turnover with staff has made it challenging to create consistency and hinders our ability to deliver quality support and services, at times.
- 2) There still remain a small number of students in our District who have no digital access due to their geographic location which impacts their ability to complete assignments at home when we are open in person and to be able to engage when classrooms or sites must pivot to Distance Learning.
- 3) We had to halt specific activities as a result of the Covid-19 pandemic and are anxious to bring them back: Electives for Bend Elementary (grades 5 through 8) and Evergreen Middle School (grades 6 through 8), preschool playgroup, extended library hours during the summer, before/after school homework club, our Before/After School Program, volunteers in the classrooms, and District-community events.
- 4) Because we have spent so much time on Professional Development around Covid Reopening and Distance Learning instructional practices, we, as a District, had to step away from our Rebuilding efforts which we were in the midst of when March 13th, 2020 and the onset of the pandemic began. As such, we have not had ample time to work towards the plans we had made to rebuild our system. We have not had sufficient time to attend to reviewing and expanding upon the trauma-invested practices work we established; it will be critical that moving forward, we continue to infuse these practices into our system by providing additional Professional Development in this area and providing time for staff to collaborate around best practices to this end. We also need to build on our staff's understanding of a framework on poverty and now, in light of the pandemic, a deeper understanding of the social emotional well-being of students coming out of the pandemic. With a return to In Person Instruction, and in a post pandemic school setting, many students are struggling to exhibit appropriate behavior for a multitude of reasons - depression, anxiety, having been out of a normal routine during Distance Learning, etc. As a result, additional Professional Development must be provided to help staff better understand how to embrace the Behavior Matrix and respond to behavior using the myriad of tools available to them, including, but not limited to, the EUSD Creed/Expectations, building relationships with students, engaging and supportive learning opportunities, appropriate instructional moves and intervention. Similarly, we must revisit the importance of the Second Step Curriculum and ensure it is infused in all classrooms across all campuses. We look forward to resuming this work as we head into the 2021-2022 academic year.

5) We had to postpone our Mathematics curriculum adoption from March 2020 to March 2021 due to the Covid-19 pandemic. A review of our local math data indicates that this is the area of greatest need for students moving forward. As such, it will be essential to get this new curriculum into the hands of teachers and provide them quality Professional Development to ensure that students have the opportunity to build essential skills that may have been missed in this area of study.

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Pupil learning will continue to be at the forefront of the 2021-2024 LCAP as it is the reason we are in business. As such, we will continue to use the cycle of assessment, reflection, planning, and teaching to attend to the unique learning needs of each student. We will continue to address this by ensuring students have a safe, healthy space to have optimal opportunity to learn; provide services and instruction that lead to ever increasing student achievement outcomes; and finally, ensure all students are supported and challenged in this process in an engaging environment. This will be a focus of the 2021-2024 LCAP as well as all specific site School Plans for Student Achievement.

These Dashboard areas (from 2019) need significant improvement based upon CDE guidelines (any state indicator which overall performance was in the Red or Orange performance category AND any state indicator for which performance for any student group was two or more performance levels below the all student performance). A word of note, we made significant movement to attend to these two issues prior to the pandemic in March 2020 from instituting a Chronic Absenteeism Plan across the District as well as attending to trauma invested practices, our Behavior Matrix, and attending to the social-emotional well-being of students. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard, and as such, we only have local data to use to compare progress to that end for 2020.

1) Chronic Absenteeism

2019 - 9.6% - Orange performance category - with a specific focus on the Homeless and Two Or More Races Groups that are in the Red

2020 - 5.2% - From August through February

2) Suspension Rate - a

2019 - 6.3% Red performance category - with a specific focus on Foster Youth, Socioeconomically Disadvantaged, and White Groups that are in the Red

2020 - 2% - From August through February

The 2021-2024 LCAP continues to promote improvement on these two state indicators.

LCAP Highlights

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

The analysis and reflection of student outcomes in the 2019-2020 LCAP and the 2020-2021 LCP have informed the development of the 2021-2024 LCAP by giving voice to the three new goals. We want to ensure that as we move forward into the future, we do not lose sight of

our historical values represented by the 2017-2020 LCAP goals (safe learning environments, academic achievement, collaborative learning environments and positive growth cycles, and parent involvement), but do recognize the reality of the pandemic and the subsequent changes that have happened in education. Everyone, staff and students alike, have been impacted by the pandemic and the subsequent change to the school culture. Supporting them through this change is our greatest challenge and will continue to be so until we are able to embrace the resilience we have developed and applaud the new school system we create as a result - a system that is more centered on the learner, infused with equity, and grounded in engagement.

To that end, EUSD will strive to achieve these three goals from 2021-2024:

LCAP Goal #1 - Create a safe, healthy space for students to have optimal opportunities to learn;

LCAP Goal #2 - Provide services and instruction that lead to ever increasing student achievement outcomes; and

LCAP Goal #3 - Ensure all students are supported and challenged in this process in an engaging environment.

All three LCAP goals will be at the core of all site specific School Plans for Student Achievement with supporting metrics and planned actions to address the uniquenesses of the students each campus serves.

We believe that with these goals in mind, we can achieve our vision that all children can learn, and together we can make a difference.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

EUSD believes that stakeholder involvement is critical in the development of the LCAP as well as the constant review over the course of its lifespan. As such, EUSD strives to facilitate an involvement process through meaningful engagement with stakeholder groups and incorporate collected feedback into the plan. Garnering this stakeholder engagement was challenging during the Covid-19 pandemic because of the subsequent limited access to stakeholders in person. However, we accomplished gathering much engagement by using digital avenues and in person avenues, when available.

Virtual meetings of the following groups were held in May: EUSD Parent Advisory Committee, Evergreen Elementary School Site Council, Evergreen Middle School Site Council, Bend Elementary School Site Council, and the Evergreen Elementary School English Learner Advisory Committee. At all meetings, participants had the opportunity to reflect upon the 2021 LCAP/LCP Annual Update and then each of the proposed LCAP goals; participants had up to one week to go back into the document and add input, if desired. Supt. Mendenhall responded in writing to the comments received by the EUSD PAC and the EES ELAC.

The Bend Elementary School 7th and 8th graders as well as select Evergreen Middle School students provided feedback and ideas about the proposed goals during in person touchbase meetings in late April/early May.

The Bend Elementary, Evergreen Elementary, and Evergreen Middle School Spring Surveys were distributed electronically (in English and Spanish) in June 2021 and provided an opportunity for parents/guardians to give feedback about the 2021-2024 proposed LCAP goals as well as reflect upon our learning environment, teaching and learning, and collaboration and communication with families.

The proposed LCAP goals and the garnering of ideas and input to that end were collected at regular staff and touchbase meetings at all sites (Bend, Evergreen Elementary, and Evergreen Middle School staff - including members from the local bargaining units) from March through late May and collected by site Principals and shared at monthly Administration meetings. All stakeholder feedback was summarized and considered so that the LCAP represents a melding of all ideas from across all groups.

In addition, a consultation meeting was held with the Tehama County Special Education Local Plan Administrator to discuss how to support special education students in the proposed goal areas (4-27-21). A consultation with the EUSD Wellness Committee (4-14-2021) was also held.

Members of the public were afforded the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code. Any comments were summarized and incorporated into the LCAP.

A public hearing was held on June 15, 2021 regarding the LCAP in accordance with Education Code.

Finally, the LCAP was adopted by the Evergreen Union School District Board of Trustees on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

Feedback was provided by specific stakeholder groups. Below is a summary of this feedback:

EUSD Parent Advisory Committee (1-28-21)

At the January meeting, parents gave feedback on Distance Learning, In Person Instruction, and learning loss mitigation. Key ideas were as follows:

For Distance Learning, schedule learning times similarly across grade levels so families can ensure learning at home is doable and encourage teachers to record more lessons so that working parents can watch the lesson with their child in the evening.

For In Person Instruction, attend to shifting the expectations to acknowledge that the pandemic has impacted teaching and learning.

For Learning Forward (previously identified by CDE as Learning Loss): keep classes together next year because they have only had a short time together in person; ensure learning is engaging, but also focuses on reteaching key concepts; allow parents to volunteer in classrooms again to provide supports and ensure they have a list of essentials to be reviewing and focusing on at home with their child; provide classroom aides for 2nd grade classrooms; promote Homework Club opportunities for all grade levels; move to a standards-based report card for all grade levels (including 6th-8th); and hold Summer School with engaging learning opportunities and social-emotional learning embedded and provide a Daycare option for families after the sessions are over.

EUSD Parent Advisory Committee (5-5-21)

At the May meeting, parents gave feedback on the 2021 LCAP/LCP Update, were involved in discussion about planning forward, and gave input to the 2021-2024 proposed LCAP goals. Key take-aways are as follows:

The new goals are succinct and ensure students will be supported and learn forward.

For Goal #1, re-examine the Behavior Matrix to attend to student behavior and acknowledge students who do the right thing.

For Goal #2, provide Professional Learning that gives teachers the support they need to attend to students' productive struggle and learning forward.

For Goal #3, ensure classroom learning inspires curiosity and is grounded in problem-based learning with lots of interaction between students so that they will engage. Ensure electives are returned and encourage above grade-level challenging/activities and curriculum, as appropriate.

Evergreen Elementary School Site Council (5-10-21)

At the May meeting, members gave feedback on the 2021 LCAP/LCP Update, were involved in discussion about planning forward, and gave input to the 2021-2024 proposed LCAP goals. Key take-aways are as follows:

For Goal #1, create documentation for parents to sign about student behavior that lies somewhere between an "Own it" form and a "Conduct Report.", continue with Positive Principal Phone Calls, Caught You Being Good recognition, and morning messages produced by students.

For Goal #2, create more opportunities for students to access the learning center next year.

For Goal #3, implement Homework Club either before or after school.

Evergreen Middle School Site Council (5-10-21)

At the May meeting, members gave feedback on the 2021 LCAP/LCP Update, were involved in discussion about planning forward, and gave input to the 2021-2024 proposed LCAP goals. Key take-aways are as follows:

For Goal #1, reopen Community Day School to provide learners who struggle with behavior an opportunity to refocus.

For Goal #2, teachers may need to spend more time on standards that students are struggling with so curriculum mapping will be essential.

For Goal #3, engage students who haven't seen value in school as a result of the pandemic.

Bend Elementary School Site Council (5-10-21)

At the May meeting, members gave feedback on the 2021 LCAP/LCP Update, were involved in discussion about planning forward, and gave input to the 2021-2024 proposed LCAP goals. Key take-aways are as follows:

The goals are clearly stated and in a friendly language that all stakeholders can clearly understand.

For Goal #1, "healthy" may have a new meaning coming out of the pandemic and attending to the multitude of student needs.

For Goal #2, meeting students where they are at right now is the greatest and most necessary challenge.

For Goal #3, the engagement factor has impacted the educational factor; we must do better in support of and promoting challenges for all.

Evergreen Elementary School English Learner Advisory Committee (5-26-21)

At the May meeting, members gave feedback on the 2021 LCAP/LCP Update, were involved in discussion about planning forward, and gave input to the 2021-2024 proposed LCAP goals. Key take-aways are as follows:

For Goal #1, parents need the school to have better communication going home, keep parents informed of what is happening in the classroom and the school.

For Goal #2, the teachers need to give more homework so the children have enough practice at home.

For Goal #3, teachers need to keep motivating the students to learn. Also, teachers need to keep in mind each students' needs in the classroom.

Bend Elementary School Students (5-19-21)

Seventh and eighth grade students gave feedback on the 2021 LCAP/LCP Update, were involved in discussion about planning forward, and gave input to the 2021-2024 proposed LCAP goals. Key take-aways are as follows:

For Goal #1, have older students be mentors for younger students to show them how to behave appropriately and have students set individual goals and action plans and expand the Bend School to ensure we have enough space for its growing population.

For Goal #2, encourage students to develop a good work ethic with the work that is expected.

For Goal #3, create a Study Hall for students to go and get extra help; have students tutor each other to provide supports for other students; continue with Fishing Day; continue with college field trips and career speakers; provide extra activities for students who finish their work and are ready for more.

Evergreen Middle School Student Input (5-21)

Selected students gave feedback on the 2021-2024 proposed LCAP goals. Key take-aways are as follows:

For Goal #1, kids need a comfortable, safe, caring, healthy environment so they can be themselves; change the room occasionally because if the room looks the same, it seems that we are going to do the same thing all the time; work on improving the relationship between teachers and students as in many classrooms it's an "I talk, you listen" situation. (Teachers need to engage in the fun to build better student-teacher relationships.); teachers need to have awareness of depression, stress and bullying.

For Goal #2, allow students to "break away" from the curriculum so that students who want to learn faster can do so; include challenging activities for all levels.

For Goal #3, give options for students who learn differently (teach the same lesson, but offer different ways to learn it and show the understanding); provide a study hall and a time where students can get homework help; include interactive projects (projects, building, designing, more math) that would keep all students (even those who struggle behaviorally) engaged; more Science and music.

The Spring 2021 Bend Elementary School Survey gave voice to each of the 2021-2024 proposed LCAP goals. (Any responses regarding our policies during Covid-19 and CDPH guidance were omitted because they do not pertain to the spirit of the LCAP.) Key take-aways are as follows:

For Goal #1, continue to educate students on health, relationships, and positive learner behaviors; encourage conflict management led by upperclassmen.

For Goal #2, challenge the kids that are further along; continue to work on engaging the kids that are struggling.

For Goal #3, provide teachers with opportunities to use multiple modalities of instruction to engage students who don't learn best from paper and pencil, and/or computer based learning; incorporate movement into lessons and brain breaks.

The Spring 2021 Evergreen Elementary School Survey gave voice to each of the 2021-2024 proposed LCAP goals. (Any responses regarding our policies during Covid-19 and CDPH guidance were omitted because they do not pertain to the spirit of the LCAP.) Key take-aways are as follows:

For Goal #1, attend to student behavior and bullying.

For Goal #2, teachers meet students where they are in their learning and ensure all teachers provide homework for students.

For Goal #3, attend to individual student needs.

The Spring 2021 Evergreen Middle School Survey gave voice to each of the 2021-2024 proposed LCAP goals. (Any responses regarding our policies during Covid-19 and CDPH guidance were omitted because they do not pertain to the spirit of the LCAP.) Key take-aways are as follows:

For Goal #1, students should be held accountable for their behavior; disruptive classmates distract others' learning; increase communication to parents.

For Goal #2, provide a class syllabus for parents who want to help their child.

For Goal #3, provide after school homework help; ensure learning is engaging; provide challenging activities for students who are ready for more.

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

All aspects of the LCAP were influenced by specific stakeholder input - from the formation of the goals to the action steps that are to be put in place for each of the three goals.

For the 2021-2022 academic year, the most significant aspects of the LCAP influenced by stakeholder input were the following:

A greater focus on student engagement as a means to increase student learning and decrease student behavior. (Goal #1 and Goal #3 action steps)

A greater focus on student and staff needs and connectedness coming out of the pandemic and an increased focus on student and adult social-emotional well-being. (Goal #1 and Goal #2 action steps)

A greater focus on family engagement and communication in support of student learning and well-being. (Goal #1 and Goal #2 action steps)

A greater focus on student learning and supports to ensure student growth. (Goal #1 and Goal #3 action steps)

Our stakeholder input is valued and essential to ensuring we are attending to all needs through all possible avenues.

Goals and Actions

Goal

Goal #	Description
1	Create a safe, healthy space for students to have optimal opportunities to learn.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Uniform Complaint	June 2021 Zero incidents resulting in a Williams Uniform Complaint regarding facility				Continued Zero incidents resulting in a Williams Uniform Complaint regarding facility conditions,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	conditions, instructional materials, and teacher vacancies/misassignments				instructional materials, and teacher vacancies/misassignments
Facility Inspection Tool	2020/2021 "Excellent" FIT scores				Continued "Excellent" FIT scores
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				Scores 4 out of 5 or higher on a scale of 1 (strongly disagree) to 5 (strongly agree) on the LCAP - Goal #1 questions
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. - Movement above Orange performance category into Green with improvement for Homeless and Two Or More Races Groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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. - Movement above Orange performance category into Green with improvement for Foster Youth, Socioeconomically Disadvantaged, and White Groups Continued 0% Expulsion Rate
California Healthy Kids Survey	2019/2020 Report Survey Sample - 53% Key Indicators of School Climate and Student Well-Being Indicators School Engagement and Supports School connectedness - 78% Caring adults in school - 76% High expectations in school - 87% Facilities upkeep - 88% Anti-bullying climate - 76% School Safety				Survey Sample - 95% or higher Key Indicators of School Climate and Student Well-Being Indicators School Engagement and Supports 90% or higher on all indicators School Safety 90% or higher on all indicators School Disciplinary Environment 90% or higher on all indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Feel safe at school - 86%</p> <p>Feel safe on way to and from school - 80%</p> <p>School Disciplinary Environment</p> <p>Rule clarity - 79%</p> <p>Students well behaved - 48%</p> <p>Students treated fairly when break rules-59%</p> <p>Students treated with respect-87%</p>				
Teacher Assignment Review	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
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 have access to their own copies of standards-aligned instructional materials to use at school and at home

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities Management	This action includes the routine maintenance as well as the day-to-day operations in regards to: all buildings (inside and out), all campus	\$976,614.00	No

Action #	Title	Description	Total Funds	Contributing
	(Maintenance and Operations)	<p>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>		
2	Educational Programs (Teachers and Standards-Aligned Materials)	<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>	\$5,069,101.00	No
3	Transportation (Maintenance and Operations)	<p>This action includes the routine maintenance of as well as the day-to-day operations in regards to District transportation.</p> <p>It also includes the expansion/enhancement of transportation to ensure adequate space is provided for an ever-growing student</p>	\$345,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
4	Educational Programs (Devices and Connectivity)	<p>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 opportunities and staff have access to technology that supports instruction.</p>	\$277,027.00	No
5	Nutrition/Food Service	<p>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>	\$573,768.00	Yes
6	Chronic Absenteeism	<p>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>	\$681,013.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will target the homeless and two or more races student groups that are recognized as being chronically absent on the CA Dashboard.		
7	Student Behavior/Suspension Rate	<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>		Yes
8	Student Needs and Connectedness	<p>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>		No

Action #	Title	Description	Total Funds	Contributing
9	Looping	<p>EUSD believes relationships are key to maintaining a strong foundation; as such, the practice of looping (whereby students remain with the same teacher for 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>	\$40,000.00	No Yes
10	Family Engagement (Gathering Input)	<p>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.</p> <p>In addition, the EUSD Student Advisory Committee will be established in Fall 2021.</p>		No
11	Family Engagement (Promoting Participation)	<p>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-</p>		No

Action #	Title	Description	Total Funds	Contributing
		community events (such as Music and Merlot, the EMS Annual Sports Barbecue, the District Fall Festival, our Veteran's Day Ceremony) for family engagement.		
12	Family Engagement (Communication)	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.		No
13	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 nurse by attending to basic first aid and charting immunizations and screenings.	\$129,783.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide services and instruction that lead to ever increasing student achievement outcomes.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - Summative Reading (3rd through 8th grades)	No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. Baseline data for 2021 will be available July 2021.				TBD in July 2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - Summative Mathematics (3rd through 8th grades)	No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. Baseline data for 2021 will be available July 2021.				TBD in July 2021
California Science Test (5th and 8th grades)	No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. Baseline data for 2021 will be available July 2021.				TBD in July 2021
English Language Proficiency Assessment for California - Summative Assessment (all identified English Learners)	Limited tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. Baseline data for 2021 will be available July 2021.				TBD in July 2021
EUSD English Learner Reclassification Rate	EUSD reclassified two students in 2020-2021.				A consistent number of English Learners reclassified each year.
EUSD - Oral Reading Fluency Curriculum Based Measurement	March 2021-43.90% met or exceeded benchmark				55% met or exceeded benchmark
EUSD - Mathematics Fluency Curriculum Based Measurement	March 2021-44.72% met or exceeded benchmark				55% met or exceeded benchmark

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>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> <p>EUSD maintains Early Release Days on Fridays throughout the academic year to ensure teachers have the opportunity to engage in professional development and collaboration.</p>	\$108,290.00	No
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.	\$91,124.00	No
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 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	\$324,829.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
4	Curriculum and Instruction (Academic Program)	<p>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 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>	\$45,661.00	No
5	Curriculum and Instruction (Social Emotional)	EUSD has adopted Second Step as our social-emotional learning curriculum from Preschool through 8th grade.	\$1,056,914.00	No

Action #	Title	Description	Total Funds	Contributing
	Learning/Health and Personal Growth/Physical Education)	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.		
6	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. Professional Development is provided aimed at ensuring staff know how to effectively communicate with families about student achievement and needs (Goal 2 - Action 1).		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Ensure all students are supported and challenged in this process in an engaging environment.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - Summative Reading (3rd through 8th grades) - disaggregated data for all subgroups	No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. Baseline data for 2021 will be available July 2021.				TBD in July 2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress - Summative Mathematics (3rd through 8th grades) - disaggregated data for all subgroups	No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. Baseline data for 2021 will be available July 2021.				TBD in July 2021
California Science Test (5th and 8th grades) - disaggregated data for all subgroups	No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. Baseline data for 2021 will be available July 2021.				TBD in July 2021

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-tiered Systems of Support (MTSS) Tier II	<p>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 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: 	\$593,995.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Teachers call for an SST when they have tried to implement Tier I strategies and noted that the student is not responding to SEL/Academic intervention at the Tier I level. • 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 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>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>		
2	Multi-tiered Systems of Support (MTSS) Tier III	<p>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> <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>		No

Action #	Title	Description	Total Funds	Contributing
		<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 Initial and Subsequent Meetings as well as progressive SST follow-up. meetings for school-based students.</p>		
3	Homeless/Foster Youth Liaison	<p>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.</p> <p>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 rights and needs are being attended to.</p>	\$1,000.00	No Yes
4	English Learner Program	<p>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>		Yes

Action #	Title	Description	Total Funds	Contributing
		<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 ensuring staff know how to effectively ensure English Learners are supported and are making progress in English (Goal 2 - Action 1).</p>		
5	Special Education Program	<p>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:</p> <p>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 teachers and paraprofessionals;</p> <p>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;</p> <p>Two Speech Pathologists - that provide services to students with IEPs as well as some school-based primary students who are in the optimal</p>	\$1,001,096.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
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.	\$154,248.00	No
7	Before/After School Program	<p>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 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;</p>	\$291,531.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
8	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.	\$13,000.00	No
9	Summer School	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. 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.	\$241,779.00	No Yes
10	Electives and Music	Electives and music are part of the programs at all sites as they enhance the educational experience.	\$127,198.00	No

Action #	Title	Description	Total Funds	Contributing
		<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>		
11	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.		No
12	Career and College Preparedness	<p>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>		No
13	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 in addition to our textbooks and	\$106,408.00	No

Action #	Title	Description	Total Funds	Contributing
		Chromebook fleets through the use of Destiny Resource Manager. During the Summer School 2022 program, summer library hours will be offered to students.		
14	EUSD Mental Health and Educational Counselor	<p>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>		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.62%	1,149,892

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

Required Descriptions

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

Transportation - In order to address this need of our low income students and foster students, we will continue to provide transportation to our Evergreen Elementary and Evergreen Middle School campuses from those attendance areas, specifically, and promote its use among this subgroup. For our Summer School programs for 2021 and 2022, we will provide transportation to ensure that our low income students are able to access this enhanced learning opportunity; this will involve bussing all students from across our district (including students from Bend Elementary) to Evergreen Elementary School.

Nutrition/Food Service - After assessing the needs of our low income and foster students - especially in a post-pandemic era - we intend to provide Universal Breakfast and Lunch for all - as long as we are able to apply and receive such funds.

Chronic Absenteeism - By providing transportation for our low income and foster students, we aim to provide this no cost service to ensure these students can and will arrive at school each day (and each Summer School day, when applicable), and we will continue to use our Tiered Reengagement Plan when they are not present.

Student Behavior/Suspension Rate - In order to address this condition of our low income and foster students, we plan to provide professional development to all staff aimed at ensuring they can support students in the development of their social emotional learning and have the tools to appropriately respond to student behavior.

Looping - After assessing the needs of our low income, foster, and English Learner students, we learned that they are in need of building their social emotional and academic skills brought about from Covid-19 and the subsequent school closures/Distance Learning that took

place. As such, by instituting looping, we aim to provide them with a consistent teacher for two years in a row so that the focus is on building a strong relationship and learning forward.

Homeless/Foster Youth Program - In order to address the needs of this subgroup, our program needs to continue to take an active role in advocating and providing support for their needs, especially during this post pandemic era.

English Learner Program - After reviewing the needs of our English Learners, we learned that we must do more to support their progress in English and connection to the school. As such, we will be working to ensure teachers are provided with professional development to support student learning and adding an English Learner liaison who will, in part, work to bridge the home to school connection for these families.

Before/After School Program - After assessing the needs of all students, with a focus on that for our homeless/foster youth, we are excited to be bringing back our Before/After School Program this academic year. It was halted from March 2020 through June 2021 due to Covid-19 and our limited ability to staff the program and mix stable groups (a part of CDPH guidance). Parents need to work, and this program provides families with care outside of the school hours.

Summer School - After reviewing academic data for all - and specifically for our low income, foster, and English Learner students - we knew that we needed to provide a robust summer school program during 2021 and 2022 to attend to any learning needs that resulted from school closures and Distance Learning.

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$9,405,756.00	\$1,548,359.00	\$227,628.00	\$1,067,915.00	\$12,249,658.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$10,594,719.00	\$1,654,939.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Facilities Management (Maintenance and Operations)	\$952,614.00	\$24,000.00			\$976,614.00
1	2	All	Educational Programs (Teachers and Standards-Aligned Materials)	\$5,069,101.00				\$5,069,101.00
1	3	Foster Youth Low Income	Transportation (Maintenance and Operations)	\$345,279.00				\$345,279.00
1	4	All	Educational Programs (Devices and Connectivity)	\$277,027.00				\$277,027.00
1	5	Foster Youth Low Income	Nutrition/Food Service			\$227,628.00	\$346,140.00	\$573,768.00
1	6	Foster Youth Low Income	Chronic Absenteeism	\$681,013.00				\$681,013.00
1	7	Foster Youth Low Income	Student Behavior/Suspension Rate					
1	8	All	Student Needs and Connectedness					
1	9	Students with Disabilities English Learners Foster Youth Low Income	Looping		\$40,000.00			\$40,000.00
1	10	All	Family Engagement (Gathering Input)					
1	11	All	Family Engagement (Promoting Participation)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	All	Family Engagement (Communication)					
1	13	All	EUSD District Nurse and Health Aides	\$22,108.00	\$107,675.00			\$129,783.00
2	1	All	Professional Development		\$108,290.00			\$108,290.00
2	2	All	Materials and Supplies for Students and Staff		\$91,124.00			\$91,124.00
2	3	All	Continuous Learning & Growth Cycle (Schoolwide Program)				\$324,829.00	\$324,829.00
2	4	All	Curriculum and Instruction (Academic Program)		\$45,661.00			\$45,661.00
2	5	All	Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education)	\$1,056,914.00				\$1,056,914.00
2	6	All	Family Engagement (Communication about Student Achievement)					
3	1	All Students with Disabilities English Learners	Multi-tiered Systems of Support (MTSS) Tier II	\$198,049.00			\$395,946.00	\$593,995.00
3	2	All Students with Disabilities	Multi-tiered Systems of Support (MTSS) Tier III					
3	3	Foster Youth Low Income Homeless Students	Homeless/Foster Youth Liaison				\$1,000.00	\$1,000.00
3	4	English Learners	English Learner Program					
3	5	Students with Disabilities	Special Education Program	\$417,297.00	\$583,799.00			\$1,001,096.00
3	6	All Students identified as needing Tier III supports through MTSS	Community Day School	\$154,248.00				\$154,248.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	All Foster Youth	Before/After School Program		\$291,531.00			\$291,531.00
3	8	All	Homework Club		\$13,000.00			\$13,000.00
3	9	Students with Disabilities English Learners Foster Youth Low Income	Summer School		\$241,779.00			\$241,779.00
3	10	All	Electives and Music	\$125,698.00	\$1,500.00			\$127,198.00
3	11	All	Student Engagement					
3	12	All	Career and College Preparedness					
3	13	All	EUSD Library System	\$106,408.00				\$106,408.00
3	14	All	EUSD Mental Health and Educational Counselor					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,026,292.00	\$1,882,839.00
LEA-wide Total:	\$681,013.00	\$1,497,560.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$345,279.00	\$628,058.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Transportation (Maintenance and Operations)	Schoolwide	Foster Youth Low Income	Specific Schools: Evergreen Elementary and Evergreen Middle School TK through 8th grade	\$345,279.00	\$345,279.00
1	5	Nutrition/Food Service	LEA-wide	Foster Youth Low Income	All Schools		\$573,768.00
1	6	Chronic Absenteeism	LEA-wide	Foster Youth Low Income	All Schools	\$681,013.00	\$681,013.00
1	7	Student Behavior/Suspension Rate	LEA-wide	Foster Youth Low Income	All Schools		
1	9	Looping	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Evergreen Middle and Evergreen Elementary Schools 1st through 8th grade		\$40,000.00
3	3	Homeless/Foster Youth Liaison	LEA-wide Schoolwide	Foster Youth Low Income	All Schools		\$1,000.00
3	4	English Learner Program	LEA-wide Schoolwide	English Learners	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	7	Before/After School Program		Foster Youth			\$291,531.00
3	9	Summer School	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Incoming Transitional Kindergarten through 8th grade students.		\$241,779.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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 K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.