LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Evergreen Union Elementary School District
CDS Code: 52715220000000
School Year: 2023-24
LEA contact information:
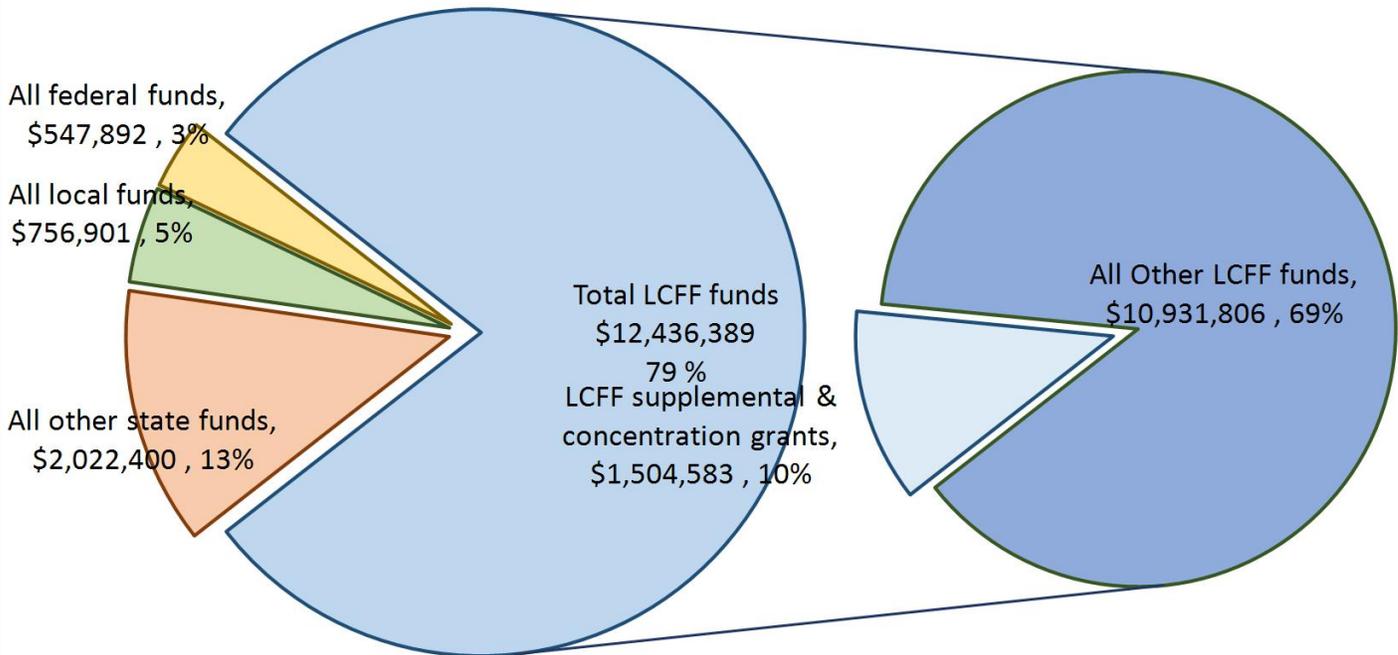Brad Mendenhall
Superintendent
bmendenhall@evergreenusd.org
530-347-3411

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $547,892 , 3%
All local funds, $756,901 , 5%
All other state funds, $2,022,400 , 13%
Total LCFF funds $12,436,389 79 %
LCFF supplemental & concentration grants, $1,504,583 , 10%
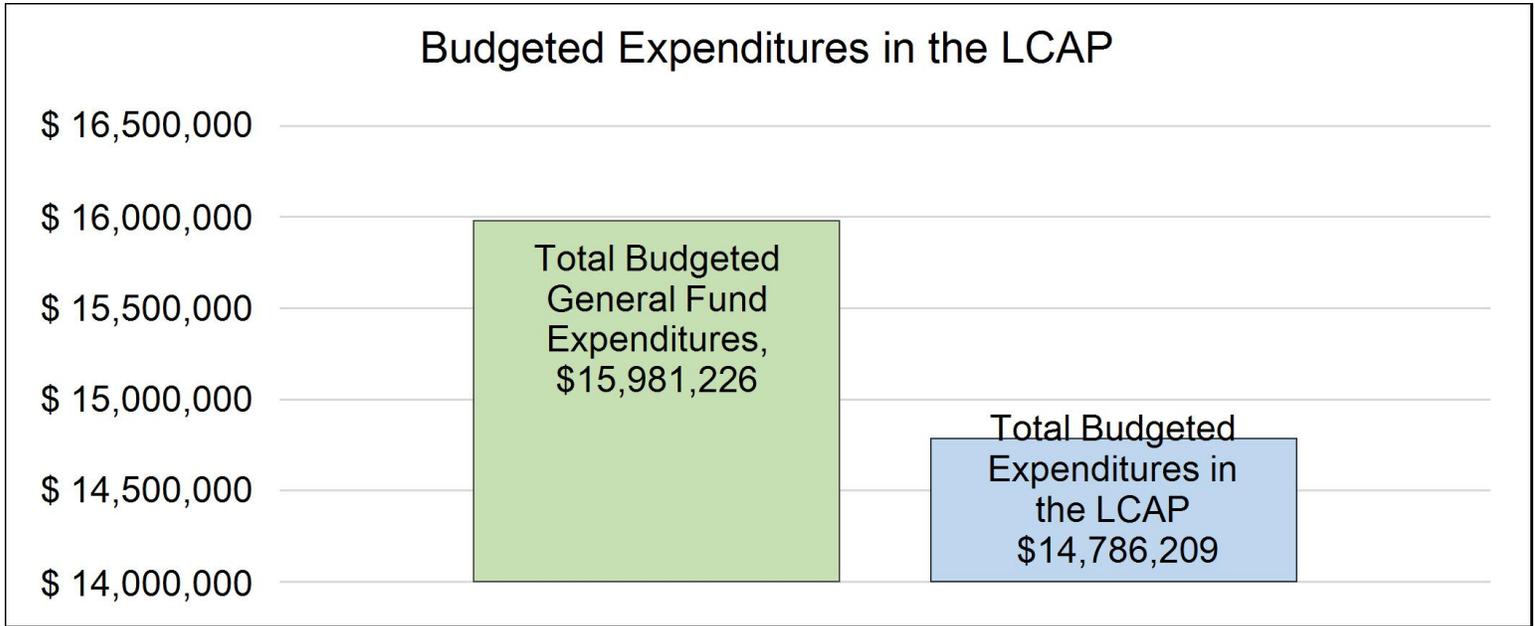All Other LCFF funds, $10,931,806 , 69%

This chart shows the total general purpose revenue Evergreen Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Evergreen Union Elementary School District is $15,763,582, of which $12,436,389 is Local Control Funding Formula (LCFF), $2,022,400 is other state funds, $756,901 is local funds, and $547,892 is federal funds. Of the $12,436,389 in LCFF Funds, $1,504,583 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $15,981,226	
	Total Budgeted Expenditures in the LCAP $14,786,209

This chart provides a quick summary of how much Evergreen Union Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Evergreen Union Elementary School District plans to spend $15,981,226 for the 2023-24 school year. Of that amount, $14,786,209 is tied to actions/services in the LCAP and $1,195,017 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
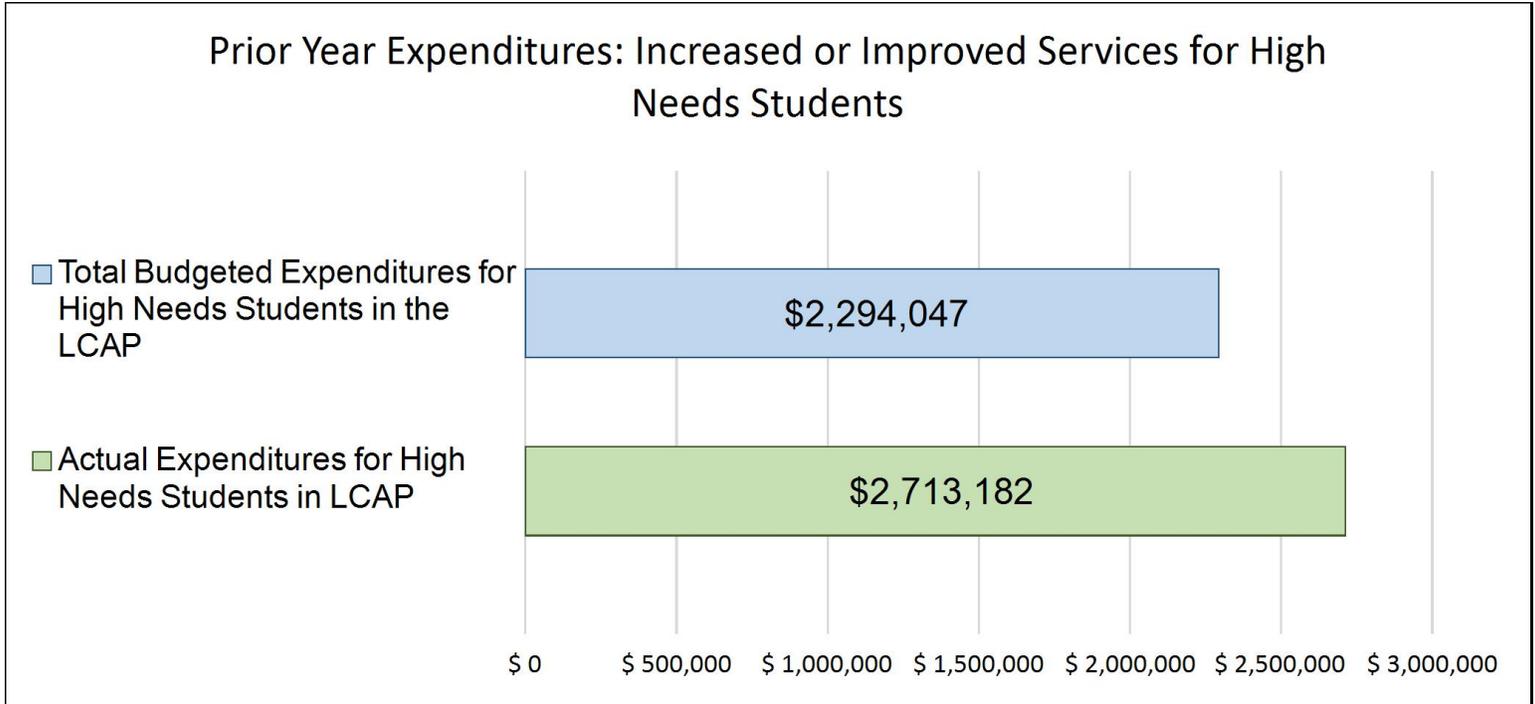
General Fund expenditures that are not included in the LCAP, include but are not limited to, expenditures such as insurance premiums, audit and legal expenses, MOU between some entities, and some federal programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Evergreen Union Elementary School District is projecting it will receive $1,504,583 based on the enrollment of foster youth, English learner, and low-income students. Evergreen Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Evergreen Union Elementary School District plans to spend $2,381,695 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP: **$2,294,047**

□ Actual Expenditures for High Needs Students in LCAP: **$2,713,182**

(x-axis: $ 0, $ 500,000, $ 1,000,000, $ 1,500,000, $ 2,000,000, $ 2,500,000, $ 3,000,000)

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

The text description of the above chart is as follows: In 2022-23, Evergreen Union Elementary School District's LCAP budgeted $2,294,047 for planned actions to increase or improve services for high needs students. Evergreen Union Elementary School District actually spent $2,713,182 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Evergreen Union Elementary School District	Brad Mendenhall Superintendent	bmendenhall@evergreenusd.org 530-347-3411

Plan Summary [2023-24]

General Information

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

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 TK through 4th grade (serving approximately 530 students);
Evergreen State Preschool (serving approximately 70 students);
Evergreen Middle School, 5th through 8th grades (serving approximately 400 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 145 students), which has its own Local Control Accountability Plan.

Reflections: Successes

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

2022/2023 Academic Year

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Successes from the 2022/2023 LCAP:

1) We have continued to focus on creating a safer, healthier, inclusive space for students to have optimal opportunity to learn.

Our facilities are well maintained, and we have zero incidents resulting in a Williams Complaint.
We provide safe transportation to and from school and access to a healthy breakfast and lunch.
Appropriately credentialed and qualified teachers are provided who loop and build relationships with their students.
Standards-aligned instructional materials and educational devices are provided for students.
All families are communicated with and provided with the opportunity to engage in decision-making and participate in the educational process for all students.

2) We have worked to provide services and instruction that lead to ever increasing student achievement outcomes.

Teachers were provided with and engaged in Professional Development and Professional Learning which directly impacted student growth.
The use of curriculum (academic and social/emotional), quality instructional practices, as well as materials and supplies for students support this process.
Student growth is monitored through a continuous learning and growth cycle and communicated to families.
Data shows that we are supporting our students in Reading and Math fluency skill development; in addition, our most proficient English Learners are successful in being reclassified.

3) We have worked to ensure all students are supported and challenged in this process in an engaging environment.

We use the Multi-tiered Systems of Support (Tier II and Tier III) to grow the learning of students beyond Tier I.
Our Homeless/Foster Youth Liaison, English Learner Program, Special Education Program, and Community Day School support these students' needs beyond the regular classroom.
Our Before/After School Program, Homework Club, Intersession, Summer School, Music, and EUSD Library System provide supports for students that expand their learning opportunities.
Students are also provided with engaging learning opportunities across the curriculum.
Our mental health staff supports students, as needed.

Overall Reflections of Successes

None of our goals have changed as we believe that we must create a safe space for students to learn whereby they are provided with instruction and supports/challenges that allow them to improve their academic achievement outcome. However, after reflecting on our successes for 2022/2023, there are lessons we have learned that have informed some changes to our actions for the 2023-2024 LCAP to continue this success forward.

These are:
1) During the 23-24 academic year, we will upgrade our primary ELA/ELD program to Benchmark 2.5 (in grades 1-4) which has a stronger phonics base and is more comprehensive to the needs of young learners coming out of the pandemic - ensuring strong phonics instruction is comprehensive through grade 4. In addition, there will be a strong focus on Restorative Practices - with a heightened focus at our Middle School campus to help build a climate and culture that support all students. This year, we will also focus on establishing a Family Literacy Initiative to promote the understanding of the importance of a literate populace and how parents and families can support literacy development at home.

2) During the 2023-2024 academic year, there will be a specific focus on ensuring students and teachers in 3rd-8th grade use the Interim Assessments (IABs, and Focused IABs) to help them target instruction. In addition, the new TOSA Instructional Coach position will support the work pertaining to this goal. Through the use of student-centered coaching, they will support individual and pairs/groups of teachers to consider this growth cycle and how to provide lessons that increasingly attend to the needs of specific students/student groups. Also, a main component will be the creation of the EUSD Literacy Plan.

3) The MTSS process needs to be routinely used across all campuses to ensure supports for all students, but specifically for significant subgroups, are working. Electives with a focus on CTE/world language need to be provided in the middle school range (Grades 5-8).

2021/2022 Academic Year
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Successes from the 2021/2022 LCAP:

1) We have worked to create a safer, healthier space for students to have optimal opportunity to learn.

Our facilities are well maintained. Student health needs are being met. We provide safe transportation to and from school and access to a healthy breakfast and lunch. Appropriately credentialed and qualified teachers are provided who loop and build relationships with their students as they help learning grow. Standards-aligned instructional materials and educational devices are provided for students. Families are communicated with and provided with the opportunity to engage in decision-making and participate in the educational process for students, including students with disabilities.

2) We have worked to provide services and instruction that lead to ever increasing student achievement outcomes.

Teachers are provided with Professional Development to support teacher learning which directly impacts student growth. The use of curriculum (academic and social/emotional), quality instructional practices, as well as materials and supplies for students support this process. Student growth is monitored through a continuous learning and growth cycle and communicated to families. Data shows that we are supporting our students in Reading and Math fluency skill development; in addition, our most proficient English Learners are successful in being reclassified.

3) We have worked to ensure all students are supported and challenged in this process in an engaging environment.

We use the Multi-tiered Systems of Support (Tier II and Tier III) to grow the learning of students beyond Tier I. Our Homeless/Foster Youth Liaison, English Learner Program, Special Education Program, and Community Day School support these students' needs beyond the regular classroom. Our Before/After School Program, Homework Club, Summer School, Electives and Music, Career and College Preparedness, and EUSD Library System provide supports for students that expand their learning opportunities. Students are also provided with engaging learning opportunities across the curriculum. Our mental health staff supports students, as needed.

Overall Reflections of Successes

None of our goals have changed as we still wholeheartedly believe that we must create a safe space for students to learn whereby they are provided with instruction and supports/challenges that allow them to improve their academic achievement outcome. However, after reflecting on our successes for 2021/2022, there are lessons we have learned that have informed changes to our metrics/desired outcomes and actions for the 2022-2023 LCAP to continue this success forward.

These are:
1) The metrics for the LCAP Parent/Guardian Survey, Chronic Absenteeism and Suspension Rate, and CA Healthy Kids Survey have been refined to attend to more specific data that is currently available. We are adding a metric on Looping Data to analyze if looping continues to have a positive impact on student learning as the year 1 data has shown. We will add action detail to Educational Programs (Teachers and Standards-Aligned Materials) to purchase consumable and intervention materials in support of our District-wide instructional curriculum programs in support of our unduplicated students. Similarly, we will add action detail to Transportation so that students across the District, especially our unduplicated count, have access to transportation during our Intersession and Summer School Programs.

2) We are adding a metric on Professional Development to capture if Professional Development across Goal #2 is positively impacting student learning and an action item for the platform, Lincspring, to manage Professional Development. In addition, we are adding an action detail to Continuous. Learning & Growth that focuses on using the SBAC Interim Assessment Program to target student needs and grow learning forward.

3) It may be beneficial to add a metric on student engagement and student well-being in the coming years to measure this success, quantitatively. We are adding an action detail to Summer School to include Intersession that will be provided in the coming year due to the Expanded Learning Opportunities Grant Plan.

2020/2021 Academic Year

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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.

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.

2022/2023 Academic Year
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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'". The following general needs must be attended to:

1) We must have a greater focus on chronic absenteeism and student behavior/suspension rate by increasing student needs and connectedness/engagement.

2) We need to work on providing a comprehensive and engaging curriculum with intervention materials and instructional strategy use for all, but specifically for our unduplicated students who need it most.

3) Our professional Development and Learning must address specific needs of all students, but especially students from significant sub groups. Our students who are socioeconomically disadvantaged, disabled, homeless/foster, or English Learners all show struggles in the areas of Reading and Math.

2021/2022 Academic Year
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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) Our Chronic Absenteeism outcome, Suspension Rate outcome, and CA Healthy Kids Survey outcome shows that we have work yet to do

in support of students coming out of the pandemic. Chronic absenteeism will more diligently enforced now that Covid quarantines within a classroom are a thing of the past. In addition, students behavior and student needs and connectedness will need increased attention.

2) Our ELPAC Summative outcome shows that we have work still to do in support of English Learners across the District. In addition, the CAASPP data (Reading and Math) shows that student progress decreased over the course of the pandemic. This Assessment tests more that just skill knowledge - as is captured in the local Reading and Math Fluency outcome - as such, students have increased need to expand their Reading and Math capabilities beyond basic skills.

3) Beyond CAASPP data for the entire District, disaggregated data for unduplicated subgroups will need to be reviewed and reflected upon when the Dashboard resumes.

2020/2021 Academic Year
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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.

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
 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, inclusive space for students to have optimal opportunities to learn and grow;
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

Engaging Educational Partners

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

2022/2023 Academic Year

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EUSD continues to believe that stakeholder involvement is critical in the development of the LCAP. As such, EUSD strives to facilitate an involvement process through meaningful engagement with stakeholder groups and incorporate collected feedback into the plan.

Site Council meetings were held on March 13, 2023 for the Evergreen Elementary School Site Council, Evergreen Middle School Site Council, and the Bend Elementary School Site Council. At all meetings, participants had the opportunity to reflect upon the LCAP Summary Graphic give feedback about progress, needs, and performance gaps.

Other Committees -

The EUSD Parent Advisory Committee, which included a special education parent, met on May 1, 2023 and discussed and gave feedback on the LCAP Summary Graphic as well as each goal, in detail. They met again on May 22, 2023 to review and give feedback on the Local Performance Indicator (focusing on the Parental Involvement and Family Engagement section).

The Evergreen Elementary School English Learner Advisory Committee reflected on the LCAP at their March 8, 2023 meeting.

Assistant Supt. Veatch responded in writing to the comments received by the EUSD PAC and the EES ELAC.

Student Involvement -

The EUSD Student Advisory Committee met on March 7, 2023 to review the LCAP Summary Graphic and give feedback on each goal. A representative group of sixth and seventh grade students from Bend Elementary School and Evergreen Middle School make up this committee.

The Bend Elementary 6th-8th graders and Evergreen Middle School 7th graders provided feedback through the CA Healthy Kids Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health) in May 2023.

Parent Involvement -

The Bend Elementary, Evergreen Elementary, and Evergreen Middle School Spring Parent/Guardian Surveys were distributed electronically (in English and Spanish) in May 2023 and provided an opportunity for parents/guardians to give feedback about the 2021-2024 LCAP goals as well as reflect on the learning environment, teaching and learning, and collaboration and communication with families during the 2022-2023 academic year.

Staff Involvement -

The EUSD Admin Team met with all bargaining units on April 21, 2023 to review the LCAP Summary Graphic, discuss the progress, needs, and performance gaps, the goals, in detail, and collect feedback.

The proposed LCAP goals are constantly discussed and reflected upon at regular staff and touchbase meetings at all sites (Bend, Evergreen Elementary, and Evergreen Middle School staff) over the entire school year and collected by site Principals and shared at monthly Administration meetings.

SELPA Involvement -

In addition, a consultation meeting was held with the Tehama County Special Education Local Plan Administrator to review how to support special education students in the proposed goal areas (5-23-23).

Public Hearing/Adoption -

A public hearing was held on June 20, 2023 regarding the LCAP in accordance with Education Code.
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.

Finally, the LCAP was adopted by the Evergreen Union School District Board of Trustees on June 27, 2023.

2021/2022 Academic Year
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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.

Site Council meetings were held in March 2022 for the Evergreen Elementary School Site Council, Evergreen Middle School Site Council, and the Bend Elementary School Site Council, . At all meetings, participants had the opportunity to reflect upon the LCAP Mid-Year Report and the 2021-2022 LCAP.

In addition, the EUSD Parent Advisory Committee (2-28-22) met and discussed the LCAP Mid-Year Report and the 2021-2022 LCAP. The Evergreen Elementary School English Learner Advisory Committee reflected on the LCAP at their 12-14-21 meeting. Supt. Mendenhall responded in writing to the comments received by the EUSD PAC and the EES ELAC.

The Bend Elementary 6th-8th graders and Evergreen Middle School 6th and 7th graders provided feedback through the CA Healthy Kids Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health) in April 2022.

The Bend Elementary, Evergreen Elementary, and Evergreen Middle School Spring Parent/Guardian Surveys were distributed electronically (in English and Spanish) in May 2022 and provided an opportunity for parents/guardians to give feedback about the 2021-2024 LCAP goals as well as reflect on the learning environment, teaching and learning, and collaboration and communication with families during the 2021-2022 academic year.

The proposed LCAP goals are constantly discussed and reflected upon at regular staff and touchbase meetings at all sites (Bend, Evergreen Elementary, and Evergreen Middle School staff - including members from the local bargaining units) over the entire school year 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 review how to support special education students in the proposed goal areas (4-18-2022). We had met and consulted on the plan together in Spring of 2021, and we wove in much of the ideas generated at that time - aligning all of our supports such as our MTSS framework, research based interventions for students in SDC and any special education program increases SEL and mental health.

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 21, 2022 regarding the LCAP in accordance with Education Code.

Finally, the LCAP was adopted by the Evergreen Union School District Board of Trustees on June 28, 2022.

2020/2021 Academic Year
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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 educational partners.

2022/2023 Feedback

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

Evergreen Elementary School Site Council
At the March meeting, members gave feedback on the LCAP Summary Graphic. Key take-aways are as follows:
EES is attending to chronic absenteeism - however, a flu in December impacted the whole school. The council discussed how continuing to talk with parents about the importance of attendance.

Evergreen Middle School Site Council
At the March meeting, members gave feedback on the LCAP Summary Graphic. Key take-aways are as follows:
EMS is struggling with student behavior and connectedness. The council discussed how restorative practices may be able to help.

Bend Elementary School Site Council
At the March meeting, members gave feedback on the LCAP Summary Graphic. Key take-aways are as follows:
Continuing to build a sense of community at Bend is essential in such a small school environment. The council discussed what building this connectedness would look like.

EUSD Parent Advisory Committee
At the meeting, parents gave feedback on the LCAP Summary Graphic. Key ideas were as follows:
The communication between home and school can improve. The committee discussed giving feedback on progress reports/report cards and what information parents need on these documents. In addition, the committee brainstormed ways that families can better connect to the school by being invited for events and recognitions.

Evergreen Elementary School English Learner Advisory Committee
At the March meeting, parents gave feedback on the LCAP Summary Graphic. Key ideas were as follows:
The committee discussed how to involve more parents in the ELAC and how to support students in the classrooms by attending to their language needs.

EUSD Student Advisory Committee
At the April meeting, students gave feedback on the LCAP Summary. Key take-aways are as follows:
Students want to be provided with a learning environment that is both challenging and supportive. Students expressed a strong desire to have more engaging learning experiences.

Evergreen Middle School Student Input (Spring 2023)
Seventh grade students gave feedback on the CA Healthy Kids Survey. Key take-aways are as follows:
For Goal #1, 58% of students perceive school as very safe or safe.
For Goal #2, 57% of students feel academically motivated.

For Goal #3, 67% of students feel like the adults in the school have high expectations for them, but only 21% of students feel like they have opportunities to meaningfully participate.

The Spring 2023 Bend Elementary School Survey gave voice to each of the LCAP goals. Key take-aways are as follows:
For Goal #1, find ways for students to not all be on the playground at the same time; continue to educate students on bullying prevention.
For Goal #2, continue to keep a traditional curriculum and support students through the Learning Center and provide additional learning experiences through electives.
For Goal #3, continue with high expectations and provide support, as necessary.

The Spring 2023 Evergreen Elementary School Survey gave voice to each of the LCAP goals. Key take-aways are as follows:
For Goal #1, consider not having parents come on campus in the am for safety.
For Goal #2, keep expectations high, provide varying ways for students to meet goals.
For Goal #3, provide additional support for students who need it and challenges for those that need that.

The Spring 2023 Evergreen Middle School Survey gave voice to each of the LCAP goals. Key take-aways are as follows:
For Goal #1, students should be held accountable for their behavior; provide consistency with consequences.
For Goal #2, provide a challenging curriculum for students that is engaging and bring back electives. Improve communication between parents and teachers.
For Goal #3, support all students.

2021/2022 Feedback
- ------------------------

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

Evergreen Elementary School Site Council (3-7-22)
At the March meeting, members gave feedback on the LCAP Mid-Year Report and the 21-2022 LCAP. Key take-aways are as follows:
For Goal #1, discussed how looping is positively impacting students who have looped with their teacher.
For Goal #2, discussed ensuring homework is a consistent expectation across the grade levels.
For Goal #3, discussed accountability when the CA Dashboard is not available for disaggregated data analysis.

Evergreen Middle School Site Council (3-7-22)
At the March meeting, members gave feedback on the LCAP Mid-Year Report and the 21-2022 LCAP. Key take-aways are as follows:
For Goal #1, discussed ensuring transportation is available during Summer School.
For Goal #2, discussed that 5 EL's were reclassified this year, which is good news.
For Goal #3, discussed accountability when the CA Dashboard is not available for disaggregated data analysis.

Bend Elementary School Site Council (3-7-22)
At the March meeting, members gave feedback on the LCAP Mid-Year Report and the 21-2022 LCAP. Key take-aways are as follows:
For Goal #1, discussed how the Bend campus feels very safe for students.
For Goal #2, discussed the reclassification of English Learners and how to best support other ELs moving forward.
For Goal #3, discussed how to support students with IEPs and 504s, in addition to how to provide extension learning opportunities for students.

EUSD Parent Advisory Committee (2-28-22)
At the February meeting, parents gave feedback on the LCAP Mid-Year Report and the 21-2022 LCAP. Key ideas were as follows:
For the LCAP Mid-Year Report, the group noticed that the District is meeting most of its goals for each category with available data. However, the chronic absenteeism goal and behavior/suspension goal needs a clear plan put in place. Also, the EUSD Student Advisory Committee needs to be formed. The communication with parents is great!
For the 2021-2022 LCAP, the group recommended: continue to make sure there is sufficient qualified staff to help support students and provide enriching experiences and teachers need Professional Development aimed to address the needs that teachers are seeing in their classrooms. In addition, support staff are needed but obtaining people to fill positions is an issue.

Evergreen Elementary School English Learner Advisory Committee (12-14-21)
At the December meeting, parents gave feedback on the 21-2022 LCAP. Key ideas were as follows:
For Goal #1, parents shared that the school has good communication going home, keeping parents informed of what is happening in the classroom and the school. (Translates in AERIES)
For Goal #2, it would be helpful to have home practice curriculum support materials available in students' primary language.
For Goal #3, more library books in Spanish would be useful for some students.

Bend Elementary School Students (Spring 2022)
Sixth, seventh and eighth grade students gave feedback on the CA Healthy Kids Survey. Key take-aways are as follows:
For Goal #1, 62 % of students perceive school as very safe or safe.
For Goal #2, 69% of students feel academically motivated.
For Goal #3, 72% of students feel like the adults in the school have high expectations for them, but only 26% of students feel like they have opportunities to meaningfully participate.

Evergreen Middle School Student Input (Spring 2022)
Seventh grade students gave feedback on the CA Healthy Kids Survey. Key take-aways are as follows:
For Goal #1, 64% of students perceive school as very safe or safe.
For Goal #2, 61% of students feel academically motivated.
For Goal #3, 78% of students feel like the adults in the school have high expectations for them, but only 28% of students feel like they have opportunities to meaningfully participate.

The Spring 2022 Bend Elementary School Survey gave voice to each of the 2021-2022 LCAP goals. Key take-aways are as follows:

For Goal #1, encourage the use of desks and not tables so students can work separately and are not distracted; continue to educate students on bullying prevention.
For Goal #2, continue to keep a traditional curriculum and support students through the Learning Center.
For Goal #3, continue to encourage students to do well and communicate with parents so students can succeed; bring back additional opportunities that went away with Covid.

The Spring 2022 Evergreen Elementary School Survey gave voice to each of the 2021-2022 LCAP goals. Key take-aways are as follows:
For Goal #1, attend to student behavior and bullying prevention.
For Goal #2, keep expectations high, provide more hands-on learning, and continuing to provide the Homework Club.
For Goal #3, provide additional support for students who need it and challenges for those that need that.

The Spring 2022 Evergreen Middle School Survey gave voice to each of the 2021-2022 LCAP goals. Key take-aways are as follows:
For Goal #1, students should be held accountable for their behavior; disruptive classmates distract others' learning.
For Goal #2, provide a challenging curriculum for students who are doing well and bring back electives.
For Goal #3, provide creative ways for students to learn, more homework, and hands-on activities.

2020/2021 Feedback
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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; iInclude 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 input from educational partners.

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 2023-2024 academic year, the most significant aspects of the LCAP influenced by stakeholder input were the following:
A greater focus on chronic absenteeism, student student behavior/suspension rate, and student needs and connectedness (Goal #1, Action 6, 7, and 8).
A greater focus on providing a comprehensive and engaging curriculum with intervention materials and instructional strategy use for all, but specifically for our unduplicated students who need it most. (Goal #1, Action 2; Goal #2, Action 3 and 4).
A greater focus on Professional Development to address specific needs of all students, but especially students from significant sub groups. (Goal #2, Action 1, 3, 4, 6; Goal #3, Action 1, 2, 3, 4, 5).
A greater focus on student learning engagement (Goal #3, Action 11).

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, inclusive space for students to have optimal opportunities to learn and grow.

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	June 2022 Zero incidents resulting in a Williams Uniform Complaint	June 2023 Zero incidents resulting in a Williams Uniform Complaint		Continued Zero incidents resulting in a Williams Uniform Complaint regarding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	regarding facility conditions, instructional materials, and teacher vacancies/misassignment.	regarding facility conditions, instructional materials, and teacher vacancies/misassignment.	regarding facility conditions, instructional materials, and teacher vacancies/misassignment.		facility conditions, instructional materials, and teacher vacancies/misassignments
Facility Inspection Tool	2020/2021 "Excellent" FIT scores	2021/2022 "Excellent" FIT scores	2022/2023 "Good" FIT scores		Continued "Good" FIT scores
EUSD - Site LCAP Parent/Guardian Surveys	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/family engagement. (Question #A1, Question #C1, 2, and 3.)	June 2022 A1 88% of parents/guardians scored a 4 or 5 on the question regarding if they believe that their children feel/s physically and emotionally safe at school. C1 78% of parents/guardians scored a 4 or 5 on the question regarding if they believe that their child's teacher communicates efficiently with them about their	June 2023 A1 82% of parents/guardians scored a 4 or 5 on the question regarding if they believe that their children feel/s physically and emotionally safe at school. C1 75% of parents/guardians scored a 4 or 5 on the question regarding if they believe that their child's teacher communicates efficiently with them about their		An increased percentage of parent/guardian surveys that show rank scores 4 out of 5 or higher on a scale of 1 (strongly disagree) to 5 (strongly agree) on the LCAP - Goal #1 questions, with a desired outcome of 90% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		child's/children's progress. C2 79% of parents/guardians scored a 4 or 5 on the question regarding if they believe that the principal welcomes comments and suggestions, communicates efficiently with them about their children - providing support when needed, and is responsive to their concerns. C3 80% of parents/guardians scored a 4 or 5 on the question regarding if they are comfortable contacting their site office, and recognize that the staff is friendly and responsive to their needs in a timely fashion.	child's/children's progress. C2 72% of parents/guardians scored a 4 or 5 on the question regarding if they believe that the principal welcomes comments and suggestions, communicates efficiently with them about their children - providing support when needed, and is responsive to their concerns. C3 80% of parents/guardians scored a 4 or 5 on the question regarding if they are comfortable contacting their site office, and recognize that the staff is friendly and responsive to their needs in a timely fashion.		
Chronic Absenteeism - CA Dashboard	June 2021	June 2022	June 2023		Chronic Absenteeism - A decreased

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate - AERIES Calculation Average Daily Attendance - AERIES Calculation	17.97% chronic absenteeism rate (AERIES) 93.56% Average Daily Attendance (AERIES) Fall 2019 9.6% - CA Dashboard - Orange performance category - with a specific focus on the Homeless and Two Or More Races Groups that are in the Red	31.3% chronic absenteeism rate (CA Dashboard) with the following subgroups as very high (EL, Foster, Hispanic, Homeless, 2 or more races, White, SED, SWD) 22.5% chronic absenteeism rate (AERIES) 91.83% Average Daily Attendance (AERIES)	% chronic absenteeism rate (CA Dashboard) 20.49% chronic absenteeism rate (AERIES) % Average Daily Attendance (AERIES)		percentage should be noted over time, with an annual goal of 2% decrease each year. CA Dashboard Movement with improvement for All Subgroups Average Daily Attendance - An increase to 95% average daily attendance
Suspension Rate - CA Dashboard Suspension Rate - AERIES Calculation Expulsion Rate - AERIES Calculation	June 2021 2.33% suspension rate (AERIES) no expulsions Fall 2019 6.3% - CA Dashboard - Red performance category - with a specific focus on Foster Youth, Socioeconomically Disadvantaged, and White Groups that are in the Red 0% Expulsion Rate	June 2022 4.8% suspension rate (CA Dashboard) with the following subgroups as very high (EL, Foster, Homeless, 2 or more races) 4.75% suspension rate (AERIES) No expulsions	June 2023 SOME IS AVAILABLE % suspension rate (CA Dashboard) 4.2% suspension rate (AERIES) No expulsions		Suspension Rate. - A decreased percentage should be noted over time, with an annual goal of 2% decrease each year. CA Dashboard Movement with improvement for English Learners, Foster Youth, Homeless and 2 or more races Continued 0% Expulsion Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey	2020/2021 Report *The CA Healthy Kids Survey was not given in the Spring of 2021 due to Covid. 2019/2020 Report EMS Survey Sample (Elem Survey) Grade 6- 53% Key Indicators of School Climate and Student Well-Being School Engagement and Supports School connectedness - 78% Caring adults in school - 76% High expectations in school - 87% School Safety Feel safe at school - 86% Feel safe on way to and from school - 80% School Disciplinary Environment Rule clarity - 79%	2021/2022 Report Key Indicators of School Climate and Student Well-Being • ------------------ ------------------ ------ EMS Survey Sample (Elem Survey) Grade 6 - 58% School Engagement and Supports School connectedness - 66% Caring adults in school - 57% High expectations in school - 75% Parent involvement in school - 75% SEL supports - 70% School Safety Feel safe at school - 70% Feel safe on way to and from school - 87% School Disciplinary Environment Rule clarity - 74%	2022/2023 Report SOME IS AVAILABLE Key Indicators of School Climate and Student Well-Being • ------------------ ------------------ ------ EMS Survey Sample (Elem Survey) NOT GIVEN • ------------------ ------------------ ------ BES Survey Sample (MS Survey) Grades 6-8 - 82% School Engagement and Supports School connectedness - 61% Caring adults in school - 57% High expectations in school - 74% Parent involvement in school - 52% 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 (Elem Survey) 90% or higher on all indicators Mental Health (MS Survey) 90% or higher on all indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students well behaved - 48% Students treated fairly when break rules-59% Students treated with respect-87%	Students well behaved - 49% Students treated fairly when break rules - 51% Students treated with respect - 65% • ------------------ ------------------ ------ BES Survey Sample (MS Survey) Grades 6-8 - 58% School Engagement and Supports School connectedness - 55% Caring adults in school - 62% High expectations in school - 72% Parent involvement in school - 62% School Safety Feel safe at school - 62% Mental Health Social emotional distress - 38%	Feel safe at school - 76% Mental Health Social emotional distress - 29% Life satisfaction - 69% • ------------------ ------------------ ------ EMS Survey Sample (MS Survey) Grade 7 - 79% School Engagement and Supports School connectedness - 53% Caring adults in school - 53% High expectations in school - 67% Parent involvement in school - 45% School Safety Feel safe at school - 58% Mental Health Social emotional distress - 35%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Life satisfaction - 58% • ------------------ ------------------ ------ EMS Survey Sample (MS Survey) Grade 7 - 77% School Engagement and Supports School connectedness - 55% Caring adults in school - 65% High expectations in school - 78% Parent involvement in school - 55% School Safety Feel safe at school - 64% Mental Health Social emotional distress - 45% Life satisfaction - 58%	Life satisfaction - 62%		
Teacher Assignment Review	June 2021 100% of teachers are appropriately credentialed and	June 2022 100% of teachers are appropriately credentialed and	June 2023 100% of teachers are appropriately credentialed and		Continue with 100% of teachers being appropriately credentialed and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assigned and there are no vacancies	assigned and there were no vacancies.	assigned and there were no vacancies.		assigned and there are no vacancies
Standards-Based Instructional Materials Review	June 2021 100% of students have access to their own copies of standards-aligned instructional materials to use at school and at home.	June 2022 100% of students have access to their own copies of standards-aligned instructional materials to use at school and at home.	June 2023 100% of students have access to their own copies of standards-aligned instructional materials to use at school and at home.		Continue with 100% of students having access to their own copies of standards-aligned instructional materials to use at school and at home
EUSD - Reading Looping Comparison CAASPP iReady Oral Reading Fluency	N/A	Spring 2022 CAASPP Percentage of looping proficient students - 55% Percentage of non-looping proficient students - 46% iReady Percentage of looping proficient students - 48% Percentage of non-looping proficient students - 48% Average growth for looping classes -4.25 Average growth for non-looping -10.25	Spring 2023 CAASPP Percentage of looping proficient students - TBD% Percentage of non-looping proficient students - TBD% Average growth for looping classes Average growth for non-looping iReady Percentage of looping proficient students - % Percentage of non-looping proficient students - % Average growth for looping classes -		Continue with the percentage of looping proficient students to increase by 5% each year and the average growth to increase over time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Oral Reading Fluency Percentage of looping proficient students - 52% Percentage of non-looping proficient students - 43% Average growth for looping classes 12.4 Average growth for non-looping -2.1	Average growth for non-looping - Oral Reading Fluency Percentage of looping proficient students - % Percentage of non-looping proficient students - % Average growth for looping classes Average growth for non-looping -		
EUSD - Math Looping Comparison CAASPP iReady Oral Reading Fluency	N/A	Spring 2022 CAASPP Percentage of looping proficient students - 40% Percentage of non-looping proficient students - 34% iReady Percentage of looping proficient students - 41% Percentage of non-looping proficient students - 37% MathFluency	Spring 2023 NOT YET AVAILABLE CAASPP Percentage of looping proficient students - TBD% Percentage of non-looping proficient students - TBD% Average growth for looping classes Average growth for non-looping iReady Percentage of looping proficient students - % Percentage of non-looping proficient students -%		Continue with the percentage of looping proficient students to increase by 5% each year and the average growth to increase over time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Percentage of looping proficient students - 63% Percentage of non-looping proficient students - 73%	Average growth for looping classes - Average growth for non-looping - Math Fluency Percentage of looping proficient students - % Percentage of non-looping proficient students - % Average growth for looping classes Average growth for non-looping -		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facilities Management (Maintenance and Operations)	This action includes the routine maintenance as well as the day-to-day operations in regards to: all buildings (inside and out), all campus grounds, including playgrounds and parking lots as well as safety measures and potable water at all sites. 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. During 22-23, EUSD added shade structures to our campuses to ensure that students have a shady spot for eating and learning outside.	$1,321,409.00	No

Action #	Title	Description	Total Funds	Contributing
		During the 23-24 year, we will continue to review and upgrade our facilities, as need be.		
1.2	Educational Programs (Teachers and Standards-Aligned Materials)	This action ensures teachers are fully qualified and are properly assigned as well as ensures standards-aligned instructional materials are sufficient. EUSD teaching staff will be appropriately qualified and assigned with no vacancies. EUSD will provide standards-aligned instructional materials for all students. We had these for ELA and updated 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 was fulfilled and updated already); Social Science (Grades TK through 8th grade). We continue to augment these programs with intervention and support materials to attend to the needs of our significant subgroups (Students with Disabilities, English Learners, Socioeconomically Disadvantaged Students, Homeless/Foster Youth), as needed. During the 22-23 year, we purchased the companion phonics program to our Kindergarten Benchmark ELA/ELD program. During the 23-24 academic year, we will upgrade our primary ELA/ELD program to Benchmark 2.5 (in grades 1-4) which has a stronger phonics base and is more comprehensive to the needs of young learners coming out of the pandemic - ensuring strong phonics instruction is comprehensive through grade 4.	$5,798,903.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Transportation (Maintenance and Operations)	This action includes the routine maintenance of as well as the day-to-day operations in regards to District transportation. It also includes the expansion/enhancement of transportation to ensure adequate space is provided for an ever-growing student population and the staff who serves them. Due to the vast rural area, staff need adequate transportation to provide and deliver services. Without provided transportation for Evergreen Elementary and Evergreen Middle School, low income and homeless/foster youth and many socioeconomically disadvantaged students would not be readily able to access our in person educational programs as our District covers 575 square miles of rural area. Transportation will again be offered for Bend students to attend Intersession and Summer School during the 2023-2024 academic year to ensure that students who are homeless, foster youth or low income can attend.	$581,174.00	Yes
1.4	Educational Programs (Devices and Connectivity)	This action includes the routine maintenance of as well as the day-to-day operations in regards to District technology. 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.	$306,281.00	No
1.5	Nutrition/Food Service	This action ensures students will continue to have access to a quality breakfast and lunch program.	$931,269.00	No

Action #	Title	Description	Total Funds	Contributing
		By applying for and receiving Universal Breakfast and Lunch for all, 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.		
1.6	Chronic Absenteeism	This action supports the maintenance of accurate and appropriate attendance recording and reporting for students in terms of attendance rate, chronic absenteeism, and the use of the EUSD Tiered Reengagement Plan to support students/families who struggle with attending school. This action will target the significant subgroups that are recognized as being chronically absent on the CA Dashboard.	$718,836.00	No Yes
1.7	Student Behavior/Suspension & Expulsion Rate	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. These actions will target the significant subgroups 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.		No
1.8	Student Needs and Connectedness	Staff are provided with professional development to attend to student needs and connectedness across the academic year. EUSD staff are		No

Action #	Title	Description	Total Funds	Contributing
		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. In addition, staff are encouraged to collaborate together in support of students' needs. During the 23-24 school year, there will be a strong focus on Restorative Practices - with a heightened focus at our Middle School campus to help build a climate and culture that support all students.		
1.9	Looping	EUSD believes relationships are key to maintaining a strong foundation; as such, the practice of looping (whereby students remain with the same teacher for more than one academic year) are used across the grade spans (first grade through eighth grade at EES and EMS). 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.	$40,000.00	No
1.10	Family Engagement (Gathering Input)	EUSD seeks parent input in making decisions for the District and school resources. The EUSD Parent Advisory Committee, the respective School Site Councils, and the Evergreen Elementary School English Learner Advisory Committee meet regularly to gather input. In addition, parents often attend the EUSD Board of Trustees monthly meetings to speak during the public comment section and have the opportunity to attend the annual site Title I Meetings to give input on the Parent and Family Engagement Policy and the School Compact.		No

Action #	Title	Description	Total Funds	Contributing
		In addition, students will continue to have the opportunity to participate in the Student Advisory Committee which began during the 22-23 school year.		
1.11	Family Engagement (Promoting Participation)	EUSD promotes parent participation in programs for all students through parent-teacher conferences, regular parent-teacher communication, the encouragement of parents to participate in the annual Title I Meeting, special events on campus, and the inclusion of parents to register as a volunteer for those who would like to consistently volunteer in their child's classroom. All sites also have their School Compact available in both English and Spanish at the beginning of each school year to promote participation between the school, parent, and student. In addition, EUSD promotes District-community events (such as the EMS Annual Sports Barbecue and the District Fall Festival) for family engagement. We have resumed many of these activities during the 22-23 academic year and look forward to continuing those events and adding more during the 23-24 academic year. In addition, this year we will focus on establishing a Family Literacy Initiative to promote the understanding of the importance of a literate populace and how parents and families can support literacy development at home.		No
1.12	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, respective Facebook school posts, automated phone messages, and emails from staff.		No

Action #	Title	Description	Total Funds	Contributing
		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. During the 22-23 school year, the EUSD website was reorganized and updated for a more user-friendly experience. This new site is easier to navigate and has a large student and family section - providing many resources in an organized fashion.		
1.13	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 aide and charting immunizations and screenings.	$156,137.00	No

Goal Analysis [2022-23]

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.

Modest gains were seen in our attendance as well as student ELA performance and significant gains in math demonstrated solid progress towards this goal.
There were no substantive differences in the planned actions and actual implementation of the actions during this past year.

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

There are material differences between the Budgeted Expenditures and Estimated Actual Expenditures during this past year in the following area:
Action 1.5 Nutrition/ Food Service- Due to the high cost of inflation, our food expenditures (object 4300) were increased substantially from adopted budget.
Action 1.9 Looping - The projected cost did not come to fruition as all grade levels did not participate in looping as budgeted for.

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

1) Facilities Management
Routine maintenance and safety measures continue to be a focus across all campuses to ensure a safe, healthy space for students. During 22-23, EUSD added shade structures to our campuses to ensure that students have a shady spot for eating and learning outside.

2) Educational Programs (Teachers and Standards-Aligned Materials)
Additional teachers and standards-aligned instructional materials have been added, as needed, to meet the growing needs of the student population and ensure all students have appropriate access to instruction and materials in all content areas. This year, we purchased the companion phonics program to our Kindergarten Benchmark ELA/ELD program.

3) Transportation
Routine maintenance of District transportation continues to enhance student safety and ensures students are able to arrive at school each day, especially for our low income and homeless/foster youth.

4) Educational Programs (Devices and Connectivity)
The supply of District technology devices continue to be updated and expanded to meet the growing and technologically evolving needs of the District in support of student learning.

5) Nutrition/Food Service
Students across all campuses continue to have access to Universal Breakfast and Lunch for all; this is especially beneficial for our low income and homeless/foster youth who rely on a quality breakfast and lunch program each day.

6) Chronic Absenteeism/Average Daily Attendance
District and school site staff have continued to ensure the accurate and appropriate recording of attendance with support through the EUSD Tiered Reengagement Plan to support students/families who struggle with attending school, especially for those from our targeted subgroups.

7) Student Behavior/Suspension Rate

District staff continue to support all student behavior by using the EUSD Behavior Matrix and Choice Theory, in addition to the EUSD creed and District expectations. Our targeted sub-groups are a focus of this work, but all students benefit from their use. Most parents/guardians believe that their child is safe on campus as shown on the LCAP Survey.

8) Student Needs and Connectedness
District staff continued to be provided with professional development and support to attend to student needs and connectedness. In addition to professional development, staff were encouraged to collaborate together in support of students' needs.

9) Looping
Year one of looping was completed during the 2021-2022 academic year. This school year represented the second year of looping. We are still awaiting data on connectedness and academics as a result of looping.

10) Family Engagement (Gathering Input)
The EUSD committees, councils, and meetings continued to be essential in gathering input for the LCAP as well as all workings of the District. This year, we were able to also begin the Student Advisory Committee.

11) Family Engagement (Promoting Participation)
Across the academic year, conferences, events, and regular communication with parents were essential in promoting participation and many previous events that had gone away during Covid, resumed.

12) Family Engagement (Communication)
EUSD continued to communicate with parents throughout the academic year. However, as the EUSD Spring Parent/Guardian Survey shows, there is a decrease in the perception regarding communication between the home and the school, principal, and office staff. The EUSD website was updated to provide a more user-friendly interface for parents and students.

13) EUSD District Nurse and Health Aides
The EUSD District Nurse and Health Aides continued to provide support this year for all students, and in support of those who had more specific needs.

DATA -----

Our Williams Uniform Complaint outcome and Facility Inspection Tool outcome supports that our actions of Facilities Management and Transportation were effective.

The Teacher Assignment Review outcome, Standards-Based Instructional Materials Review outcome, and Williams Uniform Complaint outcome supports that our Educational Programs actions were effective.

Our EUSD LCAP Survey outcome shows that our actions in terms of Family Engagement were effective.

Our Chronic Absenteeism/Average Daily Attendance outcome is not significantly better than the year before.

Our Student Behavior/Suspension Rate outcome is also no significantly better than the year before.

The CA Healthy Kids Survey data has declined in most areas for EMS. We are still awaiting the Bend School data.

We are awaiting the CAASPP and iReady/CBM data to further assess the impact of looping

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Our specific actions were supportive of our LCAP Goal #1.

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.

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

There are no changes made to any of the goals for the upcoming year.

There are a few changes to the metrics:

For the metric for Chronic Absenteeism and Suspension Rate, the CA Dashboard has returned, so the metric notes - "Movement with improvement for all subgroups."

Math looping data has been added.

There are no changes to the other metrics.

Actions Changes

Educational Programs (Teachers and Standards-Aligned Materials)
During the 23-24 academic year, we will upgrade our primary ELA/ELD program to Benchmark 2.5 (in grades 1-4) which has a stronger phonics base and is more comprehensive to the needs of young learners coming out of the pandemic - ensuring strong phonics instruction is comprehensive through grade 4.

Student Needs and Connectedness
During the 23-24 school year, there will be a strong focus on Restorative Practices - with a heightened focus at our Middle School campus to help build a climate and culture that support all students.

Family Engagement (Participation and Communication)
In addition, this year we will focus on establishing a Family Literacy Initiative to promote the understanding of the importance of a literate populace and how parents and families can support literacy development at home.

There are no changes to the other actions.

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

Goals and Actions

Goal

Goal #	Description
2	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. 2019 = 54.77% met or exceeded benchmark	Spring 2022 - 50.08% met or exceeded benchmark 7.4 points below standard	Spring 2023 - 49.52% met or exceeded benchmark		60% met or exceeded benchmark An improvement in distance from standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021 = 49.18% met or exceeded benchmark			
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. 2019 = 45.87% met or exceeded benchmark	Spring 2022 - 36.64% met or exceeded benchmark 31.9 points below standard

2021 = 34.86% met or exceeded benchmark | Spring 2023 - 43.87% met or exceeded benchmark | | 50% met or exceeded benchmark

An improvement in distance from standard. |
| California Science Test (5th and 8th grades) | 5th Grade 2019 = 37% met or exceeded benchmark

8th Grade 2019 = 24% met or exceeded benchmark

*No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. | Spring 2022 - 5th Grade 35% met or exceeded benchmark

8th Grade 27.6% met or exceeded benchmark

Spring 2021 - 5th Grade 42% met or exceeded benchmark

8th Grade 28% met or exceeded benchmark | Spring 2023 - 5th Grade 41% met or exceeded benchmark

8th Grade 33% met or exceeded benchmark | | 5th Grade - 47% met or exceeded benchmark 8th Grade - 33% met or exceeded benchmark

An improvement in distance from standard. |
| English Language Proficiency Assessment for | 2021 = 25% well developed English | Spring 2022 - Summative Assessment | Spring 2023- Summative Assessment | | 60% making progress towards English Language Proficiency |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California - Summative Assessment (all identified English Learners)	No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. 2019 = 23.26% well developed English	54.1% making progress towards English Language Proficiency 54% maintained or increased at least one language proficiency levels	TBD% making progress towards English Language Proficiency TBD% maintained or increased at least one language proficiency levels		60% maintained or increased at least one language proficiency level
EUSD English Learner Reclassification Rate	EUSD reclassified two students in 2020-2021.	EUSD reclassified five students in 2021-2022.	EUSD reclassified three students in 2022-2023.		A consistent number of English Learners reclassified each year.
EUSD - Oral Reading Fluency Curriculum Based Measurement	March 2021-43.90% met or exceeded benchmark	March 2022 - 46.83% met or exceeded benchmark	March 2023 - 45.38% met or exceeded benchmark		55% met or exceeded benchmark
EUSD - Mathematics Fluency Curriculum Based Measurement	March 2021-44.72% met or exceeded benchmark	March 2022 - 66.93% met or exceeded benchmark	March 2023 - 70.54% met or exceeded benchmark		55% met or exceeded benchmark
Lincspring Professional Development Reflection & Grow	N/A	June 2022 - 93% of staff were able to accomplish most things on the curriculum map 80.5% of staff were able to incorporate most things in the collaborative agreements	June 2023- 100% of staff were able to accomplish most things on the curriculum map 97% of staff were able to incorporate most things in the collaborative agreements		100% of staff are able to accomplish most things on their curriculum map and most things in their collaborative agreements

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	EUSD provides professional development for staff that attends to the cycle of continuous learning and growth, curriculum and instruction with a focus on a broad course of study in. academics, and curriculum and instruction with a focus on social-emotional learning/health (Goal 1 - Action 7 and 8). 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. EUSD maintains Early Release Days on Fridays throughout the academic year to ensure teachers have the opportunity to engage in professional development and collaboration. For the 2023-2024 academic year, the Lincspring platform will again be used to help collaborative groups learn (spark, reflect, tinker, grow) from a myriad of topics that support them in their work with students.	$46,500.00	No
2.2	Materials and Supplies for Students and Staff	This action ensures all students and staff have access to materials and supplies to promote a broad course of study connected to their standards-aligned curriculum.	$165,878.00	No
2.3	Continuous Learning & Growth Cycle (Schoolwide Program)	We use a continuous cycle of learning and growth to ensure student progress for all students. This includes assessment, reflection, planning, and teaching. For our assessment purposes, we use iReady, ESGI, local school- based Curriculum Based Measurements, and the state-wide summative assessments that are a part of the CAASPP (SBAC, CAST, and ELPAC). Teachers reflect upon this	$388,241.00	No

Action #	Title	Description	Total Funds	Contributing
		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 grades TK through 2nd grade work to support teachers in their instruction. During the 2023-2024 academic year, focus will be on all these assessments noted above, with a specific focus on ensuring students and teachers in 3rd-8th grade use the Interim Assessments (IABs, and Focused IABs) to help them target instruction. The new TOSA Instructional Coach position will support the work pertaining to this goal. Through the use of student-centered coaching, they will support individual and pairs/groups of teachers to consider this growth cycle and how to provide lessons that increasingly attend to the needs of specific students/student groups. 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).		
2.4	Curriculum and Instruction (Academic Program)	We follow the CA state standards, frameworks, and use standards-aligned instructional materials to ensure student learning in the following areas: English Language Arts/English Language Development, Mathematics, History-Social Science, Science, and Health/Personal Growth. Teachers follow the EUSD Collaborative Agreements to ensure we are in sync with each other and staying true to our planned path of instruction. 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 2023-2024 school year, a focus will be on continuing to refine instruction across the content areas. There will also be a continued focus on establishing better understanding of intervention	$125,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs to target the needs of our subgroups. In addition, work in our updated ELA curriculum program (Grades 1-4) will occur. 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). During the 23-24 academic year, a main component will be the creation of the EUSD Literacy Plan - aimed to ensure all staff are providing consistent instruction for all students so that they can deepen their literacy.		
2.5	Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education)	EUSD has adopted Second Step as our social-emotional learning curriculum from Preschool through 8th grade. We provide physical education instruction for students in grades 4 through 8 and support for staff in Physical Education instruction in the lower grades, as necessary. In addition, we provide a thorough Health/Personal Growth course for fifth through eighth grade students. During the 2022-2023 academic year, the Health Department worked diligently to ensure all units and lessons are updated for the 2023-2024 academic year and beyond. These elements of curriculum and instruction will be essential for our unduplicated students during the 2023-2024 academic year as we strive to meet their needs for school connectedness. Professional development is provided so that staff understand how to promote social emotional supports for students based upon the curriculum materials and collaborative agreements (Goal 2 - Action 1).	$1,403,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	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). During the 22-23 school year, the Parent Advisory Committee provided feedback about the communication regarding student progress (Report Cards and Progress Reports). Those ideas were incorporated into the new forms.		No

Goal Analysis [2022-23]

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.

Modest gains were seen in our attendance as well as student ELA performance and significant gains in math demonstrated solid progress towards this goal.
There are no substantive differences in planned actions and actual implementation of these actions.

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

There are material differences between the Budgeted Expenditures and Estimated Actual Expenditures during this past year in the following areas:
Action 2.1 Professional Development - Resource 6266 (Educator Effectiveness) was identified for this Action. While many resources have a component of professional development along with a deadline earlier than resource 6266, the PD was focused on those "pots" of money to expend by deadlines. Total PD for the 22/23 is estimated at $175,000.
Action 2.2 Materials and Supplies - There was an increase in expeditures in resource 1100 (unrestricted lottery) in materials, supplies, and software due to increaseds needs of students and staff.

Action 2.5 Curriculum and Instructon - Resource 0200 (Supp/Conc) was identified for this action. There were increases to salaries/benefits for certificated and classified instruction as well as materials (4300) and services (5000's) due to increase in need. Supplemental student furniture ($23,977.00) was purchased in 22/23 and was not budged in original budget.

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

1) Professional Development
Professional development has continued in alignment with the EUSD needs and vision, the contractual agreement with the Evergreen Federation of Teachers, and the ever-changing needs of students/staff. In addition, the EUSD Mentor program and ATE program has continued to support new teachers and teachers new to Evergreen.

2) Materials and Supplies for Students and Staff
Teachers have continued to have access to funding to purchase materials and supplies in support of their curriculum and instruction.

3) Continuous Learning & Growth Cycle (Schoolwide Program)
The continuous cycle of learning and growth continues to ground our programs. We use assessment data to reflect upon students' needs and growth to plan forward for teaching. The kickoff Professional Development Lincspring cycle in August of 2022, asked teachers to consider planning forward after reviewing student data. All subsequent cycles were aimed to attend to building the teachers' knowledge in the areas where they felt their students needed the most support.

4) Curriculum and Instruction (Academic Program)
Teachers year-long curriculum maps aim to ensure each grade level is following the standards, framework, and standards-aligned materials to ensure student areas across the content areas. The end of year Professional Development Lincspring cycle on "Planning Forward" was focused on
grade level teams reflecting on these maps and making adjustments to it for the upcoming year. In addition, Professional Development for SIPPS and iReady targeted specific programs so that teachers could better use them for their students.

5) Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education)
Social emotional learning instruction was provided across all grade levels as well as Physical Education. Health and Personal Growth were provided for upper grade students from our specialized instructors. Some grade levels moved away from consistently using the social emotional learning curriculum and that will need to be revisited in the upcoming year.

6) Family Engagement (Communication about Student Achievement)
Families continue to receive information about their child's progress across the academic year.

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DATA

The reclassification data and Oral Reading Fluency and Math Fluency data show that our actions were effective in ensuring student achievement outcomes.

The CAASPP and ELPAC data will be updated in the fall and further analysis and adjustments will be made then.

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Our specific actions were supportive of our LCAP Goal #2.
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.

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.

Planned Goal Changes

There are no changes to the planned goal for the upcoming year.

Metrics and Desired Outcomes Changes

For the ELPAC, the metric will no longer be % of well-developed English. Instead, it will be focused on % making progress towards English Language Proficiency and % maintaining or increasing at least one language proficiency level to be in alignment with the CA Dashboard.

There are no other changes to the metrics/desired outcomes.

Actions Changes

Continuous Learning & Growth Cycle

During the 2023-2024 academic year, there will be a specific focus on ensuring students and teachers in 3rd-8th grade use the Interim Assessments (IABs, and Focused IABs) to help them target instruction. In addition, the new TOSA Instructional Coach position will support the work pertaining to this goal. Through the use of student-centered coaching, they will support individual and pairs/groups of teachers to consider this growth cycle and how to provide lessons that increasingly attend to the needs of specific students/student groups.

Curriculum and Instruction (Academic Program)
During the 23-24 academic year, a main component will be the creation of the EUSD Literacy Plan, as described above.

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

Goals and Actions

Goal

Goal #	Description
3	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.

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) -	No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures. 2019 = 54.77% met or exceeded benchmark	Spring 2022 - Summative Assessment Students with Disabilities • 80,4 points below standard	Spring 2022 - Summative Assessment Students with Disabilities • 80,4 points below standard		60% met or exceeded benchmark An improvement in distance from standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
disaggregated data for all subgroups		Socioeconomically Disadvantaged • 21.4 points below standard English Learners • 57 points below standard Homeless • 31.4 points below standard Two or More Races • 6.8 points below standard 2021 = 49.18% met or exceeded benchmark	Socioeconomically Disadvantaged • 21.4 points below standard English Learners • 57 points below standard Homeless • 31.4 points below standard Two or More Races • 6.8 points below standard		
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. 2019 = 45.87% met or exceeded benchmark	Spring 2022 - Summative Assessment Students with Disabilities • 109,8 points below standard Socioeconomically Disadvantaged • 43.4 pointe below standard English Learners	Spring 2022 - Summative Assessment Students with Disabilities • 109,8 points below standard Socioeconomically Disadvantaged • 43.4 pointe below standard English Learners		50% met or exceeded benchmark A improvement in distance from standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• 75.7 points below standard Homeless • 67.1 points below standard Foster Youth Two or More Races • 20.2 points below standard 2021 = 34.86% met or exceeded benchmark	• 75.7 points below standard Homeless • 67.1 points below standard Foster Youth Two or More Races • 20.2 points below standard		
California Science Test (5th and 8th grades) - disaggregated data for all subgroups	5th Grade 2019 = 37% met or exceeded benchmark 8th Grade 2019 = 24% met or exceeded benchmark No tests were administered in Spring 2020 due to Covid-19 and the subsequent school closures.	Spring 2022 - Summative Assessment Disaggregated data not available 5th Grade 2021 = 42% met or exceeded benchmark 8th Grade 2021 = 28% met or exceeded benchmark	Spring 2022 - Summative Assessment Disaggregated data not available 5th Grade 2021 = 42% met or exceeded benchmark 8th Grade 2021 = 28% met or exceeded benchmark		5th Grade - 47% met or exceeded benchmark 8th Grade - 33% met or exceeded benchmark An improvement in distance from standard.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-tiered Systems of Support (MTSS) Tier II	EUSD uses their multi-tiered systems of support - Tier II, at risk students - to grow the learning of students beyond Tier I, all students who receive universal supports. This model includes providing supports for students in social-emotional learning as well as academic learning. 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: • Student Success Team Meetings are held when students are not responding to Tier I interventions and subsequent interventions need to be put in place (eg. positive behavior plan, School Based Counseling, Learning Center, modified academic assignments). • Teachers or administrators may call for an SST: • Teachers call for an SST when they have tried to implement Tier I strategies and noted that the student is 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 Response to Intervention in Tier II is reflected upon during initial and subsequent SST Meetings, Language Assessment Team Meetings, as well as 504 Meetings.	$861,985.00	No

Action #	Title	Description	Total Funds	Contributing
		Staff are provided with professional development to attend to student needs in coordination with integrated student supports and to address student barriers to learning.		
3.2	Multi-tiered Systems of Support (MTSS) Tier III	EUSD uses their multi-tiered systems of support - Tier III, high risk students - to grow the learning of students beyond Tier II, at risk students who receive designated supports. This model includes providing supports for students in social-emotional learning as well as academic learning. 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: • 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). 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.		No
3.3	Homeless/Foster Youth Liaison	EUSD ensures homeless/foster youth student rights are attended to. This includes: Administrative Regulations and updates, Board Policies and updates, Parent/Guardian Handbook, Letters and Notices to Parents/Guardians about Opportunities, Transportation, Nutrition, and Extracurricular Activities, as well as referrals and rights to other services.		Yes

Action #	Title	Description	Total Funds	Contributing
		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). This action will target the homeless/foster youth we serve and ensure their rights and needs are being attended to.		
3.4	English Learner Program	EUSD strives to ensure its' EL Program contains systems and policies that are effective and that students are attaining EL proficiency comparable to native speakers and that the programs used are effective. The EUSD English Learner Program is run in coordination with the Tehama County Department of Education Title III Consortium. This includes: • The EUSD Master Plan for English Learners (including program monitoring, evaluation, and accountability) • Board Policies and Administrative Regulations This action will target the English Learners we serve and ensure their rights and needs are being attended to. 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).		Yes
3.5	Special Education Program	EUSD strives to ensure its' Special Education Program contains systems and policies that are researched-based and effective in ensuring that students are making adequate growth and progress towards meeting their IEP goals and progressing through state standards, as appropriate. The EUSD Special Education	$1,134,705.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Led by the Special Education Director for EUSD, the following are part of the program: Two Special Day Classes - one at EES and one at EMS that serves students with the most significant needs who need Tier III supports and is staffed by teachers and paraprofessionals; Three Learning Centers - one at EES, EMS and one at Bend School that serves students with IEPs (and some school-based students, including English Learners who scored a 1 or 2 on the ELPAC) who need Tier II supports in place to attain their goals and is staffed by teachers and paraprofessionals; Two Speech Pathologists - that provide services to students with IEPs as well as some school-based primary students who are in the optimal zone for development, struggling with articulation and/or language, but not yet truly behind in mastering skills; One Clinical Psychologist - that provides services across the District to complete assessments for IEPs as well as provide counseling minutes as a part of IEPs This action will target the Special Education students we serve and ensure their rights and needs are being attended to. Professional Development is provided aimed at ensuring staff know how to support special education students.		
3.6	Community Day School	EUSD has a Community Day School that houses students who have been identified through the Multi-tiered Systems of Support process as needing Tier III intervention. Students from all campuses and grade levels are eligible for this program, as needed.	$211,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Before/After School Program	The EUSD Before/After School Program provides a safe and enriching environment both before and after school for students who need care and students who would benefit from care (homeless/foster youth). It is provided for a reasonable fee and accommodations are made for those students who may need support in paying. The program hires trained, classified staff who provide a balanced program that includes academic, enrichment and recreation curriculum. In addition, it provides a quality "Power Hour" Homework Hour during its operations to attend to student learning. The EUSD. Before/After School Expanded Learning Program is run in coordination with Tehama County Department of Education SERRF Expanded Learning Program. The goal of the program is: To enable students to perform at or above grade level as measured by summative state standardized tests; To provide recreational enrichment opportunities that will promote lifelong learning, community service, and personal growth; To provide social-emotional learning through the Second Step Out of School Time Program; To increase student awareness and reduce the incidence of juvenile crime, gang activities, and use of tobacco, alcohol, and drugs.	$378,744.00	Yes
3.8	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.		No
3.9	Summer School/Intersession	EUSD provides a robust Summer School and Intersession Program 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	$95,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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/intersession 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.		
3.10	Electives & Music	Electives and music have traditionally been a part of the programs at all sites as they enhance the educational experience. Music is provided by a credentialed teacher at EES and BES (gradesTK through grade 4) and will continue to be provided by our new music teacher. Electives have not been provided since Covid. We aim to bring them back during the 23-24 school year and ensure that we are attending to our Career Technical Education offerings through electives. Electives will be provided at EMS and BES (grades 5 through 8) by credentialed teachers.		No
3.11	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

Action #	Title	Description	Total Funds	Contributing
3.12	Career and College Preparedness	EUSD promotes career and college preparedness. 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.		No
3.13	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 Chromebook fleets through the use of Destiny Resource Manager.	$120,901.00	No
3.14	EUSD Mental Health and Educational Counselor	EUSD has a Mental Health Therapist and a Mental Health/Educational Counselor as part of our team. The mental health therapist is trained to provide support for students and serves those at our Middle School and Community Day School. The mental health/educational 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, with the majority of her time at the Bend Elementary and Evergreen Elementary School campuses, to provide social and emotional learning support in small group or individual contexts.		No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

We were able to offer consistent programing for students that provided a broad course of study. Music was also offered at the preschool through fourth grade levels.
There were not any substantive differences in the planned actions and actual implementation of these actions for this year.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures during this past year.

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

1) Multi-tiered Systems of Support (MTSS) Tier II
EUSD has continued to use MTSS Tier II to support students beyond Tier I through the use of SSTs, 504 plans, and support for English Learners. These practices need to be routinely used across all campuses.

2) Multi-tiered Systems of Support (MTSS) Tier III
EUSD has continued to use MTSS Tier III to support students beyond Tier II through the use of alternative settings, IEPs and SARB. These practices need to be routinely used across all campuses.

3) Homeless/Foster Youth Liaison
The Homeless/Foster Youth Liaison continues to support this population of students and ensure their rights and needs are being attended to. The EUSD website was updated to provide easier access to this liaison and information about homeless supports.

4) English Learner Program
The English Learner Program continues to support English Learners of the District to ensure their rights and needs are being attended to. It will be essential to review the ELPAC data in coordination with the CAASPP disaggregated data (when available from the Dashboard) from

Goal #3 and consider student growth in English Language Arts.

5) Special Education Program
The Special Education Program continues to support Special Education students of the District to ensure their rights and needs are being attended to.

6) Community Day School
The EUSD Community Day School Program continues to support students who need an alternative placement for a short-term or longer-term time frame.

7) Before/After School Program
The EUSD Before/After School Program continues to support students who need care both before and after school, including a "Power Hour" for homework and other expanded and enrichment learning opportunities. All of our Programs were full for the 22-23 academic year.

8) Homework Club
The EUSD Homework Club Program continues to provide students with the opportunity to work with their teacher after school to expand and enrich their learning.

9) Summer School
The EUSD Summer School Program continues to provide additional and enhanced learning opportunities for students who could benefit from it. However, it is not attended as much as would be desired. Parents note no specific reason; many just want to vacation with their child or keep them home.

10) Electives and Music
The EUSD Music Program continues to enhance students' learning experience. Electives were not yet re-instated for the 2022-2023 academic year.

11) Student Engagement
Staff continue to be provided with Professional Development to attend to student engagement, as they see fit. Lincspring cycles of study are selected as teachers review student data and determine what areas they need to focus on.

12) Career and College Preparedness
EUSD continues to promote career and college preparedness for students.

13) EUSD Library System
The EUSD Libraries continue to provide strong literary options for students across the grade spans and campuses. In addition to the above noted practices in Action #13, more books for English Learners were added to the library this year.

14) EUSD Mental Health and Educational Counselor
The EUSD counselors continue to support the mental health of students across the District.

DATA

The CAASPP and CAST disaggregated data (Reading, Math, Science) for all subgroups will be updated in the fall and further analysis and adjustments will be made at that time in relation to each of the actions noted above. This data will show if our Multi tiered systems of support, supports for homeless, foster youth, English Learners, and Special Education students is working.

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Our specific actions were supportive of our LCAP Goal #3.
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.

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.

Planned Goal Changes

There are no changes to the planned goal for the upcoming year.

Metrics and Desired Outcomes Changes

The metrics for the CAASPP and CAST do not have any changes necessary, other than to be made available in disaggregated form on the CA Dashboard.

Actions Changes

The MTSS process needs to be routinely used across all campuses to ensure supports for all students, but specifically for significant subgroups, are working.

Electives with a focus on CTE/world language need to be provided in the middle school range (Grades 5-8).

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,504,583	$61,123

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.19%	0.00%	$0.00	14.19%

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

Required Descriptions

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

Goal 1 - Action 2 - Educational Programs (Teachers and Standards-Aligned Materials) have been evaluated in coordination with academic data. As such, consumable and intervention materials connected to our standards-based curriculum will be purchased in support of our students who have noted academic needs coming out of the pandemic, targeting our homeless, foster youth, English Learners, and low-income students. When disaggregated the Spring 2023 CAASPP and CAST data become available, further reflection will fine tune the performance discrepancies and what additional materials are needed to attend to the specific needs of these subgroups. Based upon our initial analysis of 2022 data, we know that our unduplicated count have wider gaps in academic outcomes and would benefit from additional materials in support of their learning both inside and outside of the school setting.

Goal 1 - Action 3 - Transportation is needed to support families in our vast 575 square mile area. 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 2023 an 2024, as well as for 2023-2024 Intersessions, 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. We know that many of our families of unduplicated students do not have reliable transportation and/or adults in the home are working and are unable to transport their children. This causes a barrier to their children accessing school programs.

Goal 1 - Action 5 - 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. We know that these students do not have access to as many healthy food choices as our other students due to the economic needs of their families. Having a healthy meal before and during school supports classroom learning.

Goal 1 - Action 6 - Chronic Absenteeism has been evaluated and has increased in 2021-2022; and showing little improvement for 22-23 based upon our AERIES data. By providing transportation for our low income and homeless/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.   These subgroups are impacted in this area since we know that access to school for these subgroups can be hindered by inconsistent transportation.

Goal 1 - Action 7 - Student Behavior/Suspension Rate has also increased in 2021-2022; and showing little improvement for 22-23 based upon our AERIES data. In order to address this condition of our low income, English Learners and homeless/foster students, we plan to continue 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. These subgroups are still impacted in this area since we know that these students often have higher rates of trauma impacting grit and persistence and this is often played out in higher negative behavior.

Goal 1 - Action 9 - 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 aimed 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 because we know these students need to form positive relationships with peers and school staff in order to become academically successful. Data continues to support this program and the impact it has on students. As such, looping will continue for the 2023-2024 academic year.

Goal 2 - Action 1 - Professional Development - After assessing the academic needs of all students coming out of the pandemic, we know that we need to continue to ensure that our staff has the knowledge and information they need to provide quality instruction to all students; specifically students in significant subgroups who have data that supports their elevated needs. We know that teachers need training to effectively work with children who have behavioral challenges connected to trauma history and to attend to the wider gaps in academic outcomes that these students, specifically, have.

Goal 2 - Action 4 - Curriculum and Instruction (Academic Program) - In reflecting on the academic needs of all students, and as noted in Goal 1, Action 2, consumable and support intervention materials connected to our standards-based curriculum, in addition to other resources that support teaching and learning, will need to be purchased to enhance the educational experience for our significant subgroups (students with disabilities, homeless, foster youth, English Learners, and low income students). We know that these students need both Integrated and Designated ELD with a standards-based curriculum, the habit of making language connections across the curriculums that reinforce vocabulary and knowledge, and access to reading books that relate to one's reading level and interests.

Goal 2 - Action 5 - Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education) - In reflecting on the social emotional needs of all students, and as noted in Goal 1, Action 8, students need opportunities to feel connected and need increased attention to that end. As such, by focusing on Restorative Practices, specifically at EMS, we will support the work of the classroom teachers there to foster an asset-based school culture, as we know that students from our significant subgroups often come from environments that aren't affirming, inclusive and are riddled with safety concerns. Students across all campuses from these specific subgroups often believe school is not a priority due to self-need for survival, welfare and safety, therefore, trauma invested practices will be reviewed in Professional Development and used more intently with these specific students to attend to their needs and support them in appropriate school engagement.

Goal 3 - Action 6 - As identified by staff, behavior logs, and student performance outcomes, we have identified that some of our unduplicated students are in need of more intensive services in a more restrictive environment. As a result, we will provide a CDS option for these students that will allow us to provide more focused and individual instruction in an environment where these students receive intensive focus and attention by staff. As these students participate in this program we expect that they will demonstrate more success than their peers as measured by increased summative assessment scores.

Goal 3 - Action 7 - Before/After School Program - We will be continuing our Before/After School Program for the 2023-2024 academic year, with a focus on targeting our homeless, foster and low income students as we know that these students often have a lack of support for completing homework, preparing for tests, or other class/projects and this program would target support for these students.

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

A review of our homeless, foster youth, English Learners, and low-income students' data and needs have been taken into account as we have prepared this LCAP. This is to ensure that these specific and targeted subgroups are obtaining increased or improved services in an attempt to ensure that they have the ability to catch up to their peers and the achievement gap between them narrows.

Homeless and foster youth will benefit from intervention and support curriculum and instructional materials (1.2, 2.4), transportation to and from school (1.3, 1.6), nutritious meals (1.5), support for their behavior and connection to school through looping (1.7, 1.9), Before and After School Program (3.7) and a strong Homeless/Foster Youth Program (3.3) to ensure these increased services are meeting their needs.

English Learners will benefit from intervention and support curriculum and instructional materials (1.2, 2.4), support for their behavior and connection to school through looping (1.7, 1.9), and a strong English Learner Program (3.4) to ensure these increased services are meeting their needs.

Low income students will benefit from intervention and support curriculum and instructional materials (1.2, 2.4), transportation to and from school (1.3, 1.6), nutritious meals (1.5), support for their behavior and connection to school through looping (1.7, 1.9), Before and After School Program (3.7) will support their learning across the year outside of school.

All subgroups will benefit from Professional Development (2.1) aimed at supporting teachers in meeting the needs of these specific subgroups.

Goal 3 - Action 3 - 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 as we know that these students often feel a lack of connection to school. due to their frequent moves and instability in housing.

Goal 3 - Action 4 - 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 (Integrated and Designated ELD) and continue to encourage our EL parents to be a part of our ELAC to bridge the home to school connection for these families.

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

*----------2023/2024

EUSD receives an additional $61,123 to increase staff at our schools with more than 55% unduplicated students. Until we are able to fill these positions, these funds are being utilized to retain current staff through PD as identified in Action 2.1.

*----------2022/2023
EUSD receives an additional $25,294 to increase staff at our schools with more than 55% unduplicated students. As we have been unable to fill positions, these funds are being utilized to retain current staff through PD as identified in Action 2.1.

*----------2021/2022
EUSD received an additional $16,284 in additional concentration grand add-on funding through the 2021. CA Budget ACt. The following documents that percentage of unduplicated students at each of our schools
Evergreen Elementary: 59.4%
Evergreen Middle: 54.8%
Bend Elementary: 52.6%
The additional dollars provided through the concentration grant were utilized to add instructional support positions at Evergreen Elementary School. Due to the difficulty in filling positions, the Evergreen District utilized these funds to retain our current staff in the following manner: by continuing to provide direct services to students using the staff we currently have in place. We continue to advertise and keep these positions open until filled.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	2:98	30:932
Staff-to-student ratio of certificated staff providing direct services to students	6:98	46:932

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,111,836.00	$2,054,571.00	$385,744.00	$3,234,058.00	$14,786,209.00	$12,664,676.00	$2,121,533.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Facilities Management (Maintenance and Operations)	All	$463,205.00			$858,204.00	$1,321,409.00
1	1.2	Educational Programs (Teachers and Standards-Aligned Materials)	All Students with Disabilities	$5,798,903.00				$5,798,903.00
1	1.3	Transportation (Maintenance and Operations)	Foster Youth Low Income	$581,174.00				$581,174.00
1	1.4	Educational Programs (Devices and Connectivity)	All	$306,281.00				$306,281.00
1	1.5	Nutrition/Food Service	All		$219,858.00	$7,000.00	$704,411.00	$931,269.00
1	1.6	Chronic Absenteeism	Students with Disabilities English Learners Foster Youth Low Income	$60,275.00			$658,561.00	$718,836.00
1	1.7	Student Behavior/Suspension & Expulsion Rate	Students with Disabilities					
1	1.8	Student Needs and Connectedness	All					
1	1.9	Looping	All		$40,000.00			$40,000.00
1	1.10	Family Engagement (Gathering Input)	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Family Engagement (Promoting Participation)	All					
1	1.12	Family Engagement (Communication)	All					
1	1.13	EUSD District Nurse and Health Aides	All	$40,851.00	$115,286.00			$156,137.00
2	2.1	Professional Development	All		$46,500.00			$46,500.00
2	2.2	Materials and Supplies for Students and Staff	All		$165,878.00			$165,878.00
2	2.3	Continuous Learning & Growth Cycle (Schoolwide Program)	All				$388,241.00	$388,241.00
2	2.4	Curriculum and Instruction (Academic Program)	English Learners Foster Youth Low Income	$125,711.00				$125,711.00
2	2.5	Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education)	English Learners Foster Youth Low Income	$1,403,512.00				$1,403,512.00
2	2.6	Family Engagement (Communication about Student Achievement)	All					
3	3.1	Multi-tiered Systems of Support (MTSS) Tier II	English Learners All Students with Disabilities		$237,344.00		$624,641.00	$861,985.00
3	3.2	Multi-tiered Systems of Support (MTSS) Tier III	All Students with Disabilities					
3	3.3	Homeless/Foster Youth Liaison	Foster Youth					
3	3.4	English Learner Program	English Learners					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Special Education Program	Students with Disabilities		$1,134,705.00			$1,134,705.00
3	3.6	Community Day School	Foster Youth Low Income	$211,023.00				$211,023.00
3	3.7	Before/After School Program	English Learners Foster Youth Low Income			$378,744.00		$378,744.00
3	3.8	Homework Club	All					
3	3.9	Summer School/Intersession	Incoming Transitional Kindergarten through 8th grade students. All		$95,000.00			$95,000.00
3	3.10	Electives & Music	All					
3	3.11	Student Engagement	All					
3	3.12	Career and College Preparedness	All					
3	3.13	EUSD Library System	All	$120,901.00				$120,901.00
3	3.14	EUSD Mental Health and Educational Counselor	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,601,689	$1,504,583	14.19%	0.00%	14.19%	$2,381,695.00	0.00%	22.47 %	**Total:**	$2,381,695.00
								LEA-wide Total:	$2,170,672.00
								Limited Total:	$0.00
								Schoolwide Total:	$211,023.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Transportation (Maintenance and Operations)	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Evergreen Middle, Evergreen Elementary; Bend-for Intersession and Summer School	$581,174.00	
1	**1.6**	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,275.00	
2	**2.4**	Curriculum and Instruction (Academic Program)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,711.00	
2	**2.5**	Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,403,512.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Homeless/Foster Youth Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
3	3.4	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.6	Community Day School	Yes	Schoolwide	Foster Youth Low Income	All Schools	$211,023.00	
3	3.7	Before/After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,754,304.00	$13,717,016.63

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Facilities Management (Maintenance and Operations)	No	$1,141,110.00	$1,245,289.12
1	1.2	Educational Programs (Teachers and Standards-Aligned Materials)	No	$5,225,559.00	$4,889,220.68
1	1.3	Transportation (Maintenance and Operations)	Yes	$482,621.00	$474,186.13
1	1.4	Educational Programs (Devices and Connectivity)	No	$273,680.00	$276,042.13
1	1.5	Nutrition/Food Service	Yes	$721,707.00	$877,893.37
1	1.6	Chronic Absenteeism	Yes	$629,442.00	$630,832.49
1	1.7	Student Behavior/Suspension & Expulsion Rate	Yes		
1	1.8	Student Needs and Connectedness	No		
1	1.9	Looping	No Yes	$40,000.00	$20,887.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Family Engagement (Gathering Input)	No		
1	1.11	Family Engagement (Promoting Participation)	No		
1	1.12	Family Engagement (Communication)	No		
1	1.13	EUSD District Nurse and Health Aides	No	$134,563.00	$154,276.24
2	2.1	Professional Development	No	$78,905.00	$45,719.59
2	2.2	Materials and Supplies for Students and Staff	No	$114,515.00	$166,329.66
2	2.3	Continuous Learning & Growth Cycle (Schoolwide Program)	No	$392,554.00	$388,241.00
2	2.4	Curriculum and Instruction (Academic Program)	Yes	$70,028.00	$72,317
2	2.5	Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education)	Yes	$1,026,162.00	$1,971,641.96
2	2.6	Family Engagement (Communication about Student Achievement)	No		
3	3.1	Multi-tiered Systems of Support (MTSS) Tier II	No	$593,995.00	$681,306
3	3.2	Multi-tiered Systems of Support (MTSS) Tier III	No		
3	3.3	Homeless/Foster Youth Liaison	Yes	$1,000.00	$915.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	English Learner Program	Yes		
3	3.5	Special Education Program	No	$956,665.00	$889,584.07
3	3.6	Community Day School	No	$134,496.00	$154,702.71
3	3.7	Before/After School Program	Yes	$310,822.00	$369,103.68
3	3.8	Homework Club	No	$15,000.00	$5,502.00
3	3.9	Summer School/Intersession	No	$172,073.00	$172,073.00
3	3.10	Electives and Music	No	$127,969.00	$129,197.57
3	3.11	Student Engagement	No		
3	3.12	Career and College Preparedness	No		
3	3.13	EUSD Library System	No	$111,438.00	$101,756.23
3	3.14	EUSD Mental Health and Educational Counselor	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,364,525	$2,294,047.00	$2,713,182.37	($419,135.37)	13.39%	19.34%	5.95%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Transportation (Maintenance and Operations)	Yes	$482,621.00	$474,186.00		
1	1.5	Nutrition/Food Service	Yes				
1	1.6	Chronic Absenteeism	Yes	$629,442.00	$111,532.41		
1	1.7	Student Behavior/Suspension & Expulsion Rate	Yes				
1	1.9	Looping	Yes				
2	2.4	Curriculum and Instruction (Academic Program)	Yes				
2	2.5	Curriculum and Instruction (Social Emotional Learning/Health and Personal Growth/Physical Education)	Yes	$1,026,162.00	$1,971,641.96	13.39%	19.34%
3	3.3	Homeless/Foster Youth Liaison	Yes				
3	3.4	English Learner Program	Yes				
3	3.7	Before/After School Program	Yes	$155,822.00	$155,822.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$10,193,982	$1,364,525	0	13.39%	$2,713,182.37	19.34%	45.96%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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** or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - o   This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o   This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o   This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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