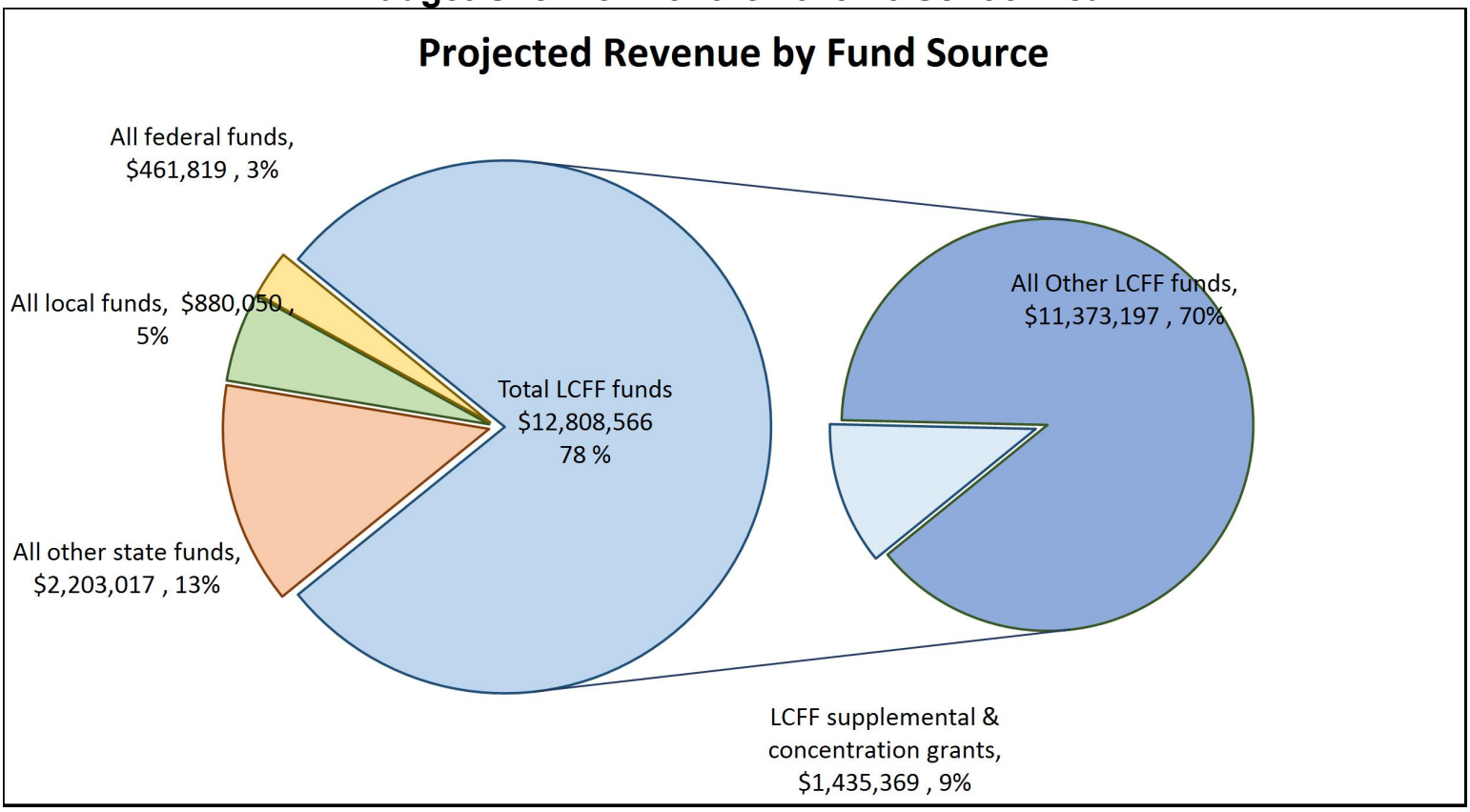
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Evergreen Union Elementary School District
CDS Code: 52715220000000
School Year: 2025-26
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 2025-26 School Year

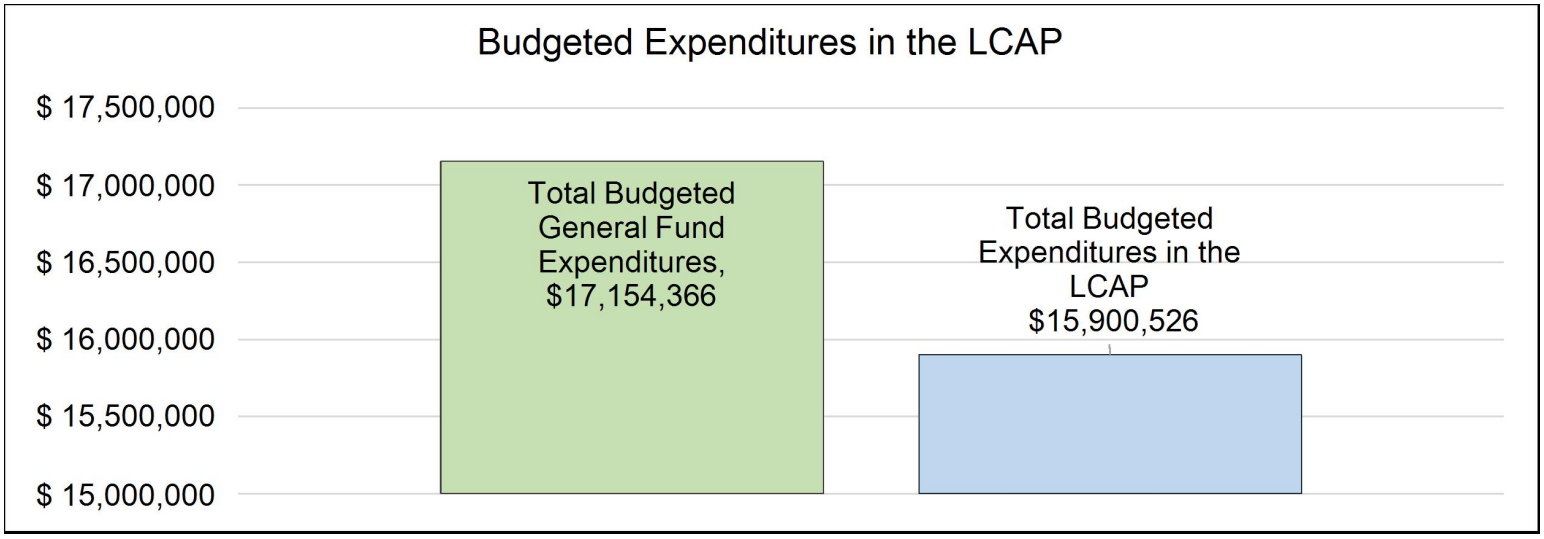


This chart shows the total general purpose revenue Evergreen Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Evergreen Union Elementary School District is $16,353,452, of which $12,808,566 is Local Control Funding Formula (LCFF), $2,203,017 is other state funds, $880,050 is local funds, and $461,819 is federal funds. Of the $12,808,566 in LCFF Funds, $1,435,369 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Evergreen Union Elementary School District plans to spend for 2025-26. 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 $17,154,366 for the 2025-26 school year. Of that amount, $15,900,526 is tied to actions/services in the LCAP and $1,253,840 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

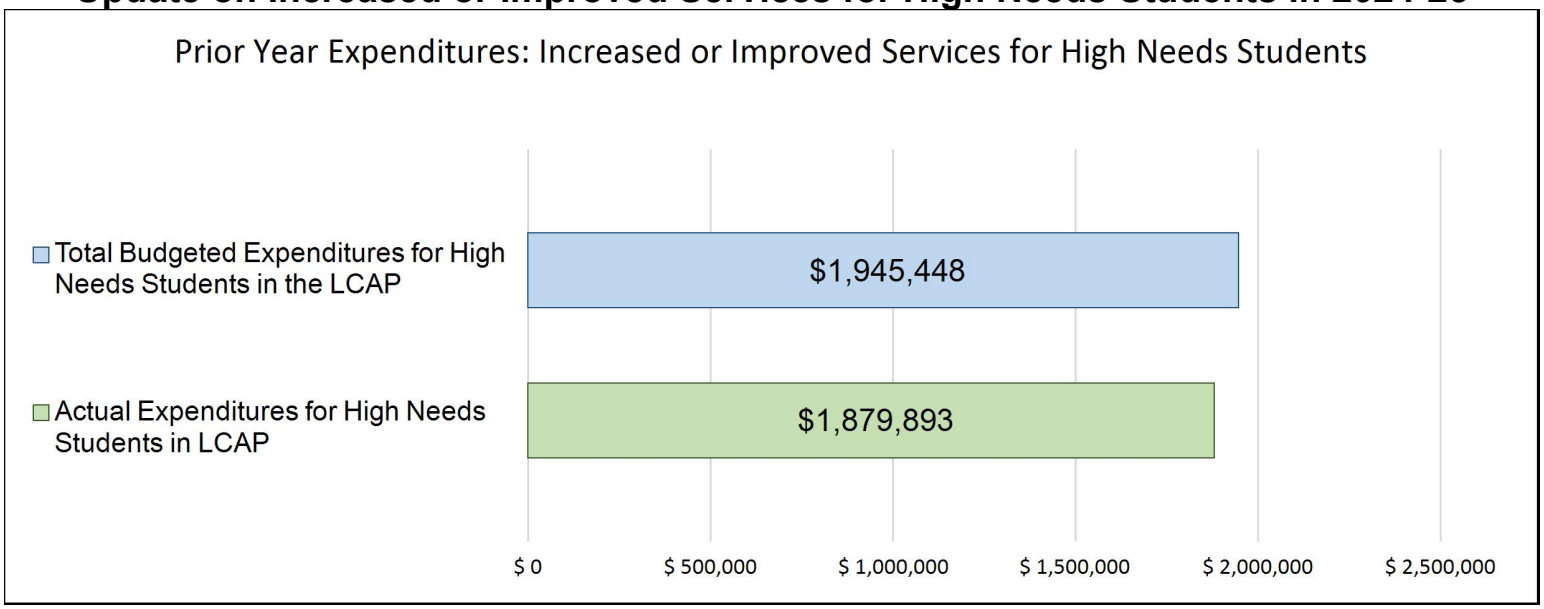
General Fund expenditures for the 2025-2026 school year not included in the Local Control and Accountability Plan (LCAP), include but are not limited to, contracts and services for legal, compliance, audit and consulting in regards to EUSD district expenses as well as professional development for district office personnel. Special Education Mental Health pass thru expenditures are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Evergreen Union Elementary School District is projecting it will receive $1,435,369 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 $2,418,208 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 2024-25



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 2024-25, Evergreen Union Elementary School District's LCAP budgeted $1,945,448 for planned actions to increase or improve services for high needs students. Evergreen Union Elementary School District actually spent $1,879,893 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $65,555 had the following impact on Evergreen Union Elementary School District’s ability to increase or improve services for high needs students:

There was zero negative impact in the Evergreen Union School District's ability to increase or improve services for our high needs students. Evergreen Union School District recognizes, addresses, and services the needs for each individual students.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 Tehama-Shasta 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 approximately 193 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 540 students);
Evergreen State Preschool (serving approximately 70 students), which is not a part of the Local Control Accountability Plan.
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 185 students), which has its own Local Control Accountability Plan.

The analysis and reflection of student outcomes from the 2023-2024 LCAP coupled with the Local Performance Indicator Self-Reflection, and feedback from our educational partners, have informed the development of the 2025-2026 LCAP. We have kept the same broad goals for the 2024-2027 LCAP that we had for the 2021-2024 LCAP to ensure that as we move forward into the future, we do not lose sight of our historical values - a school system that is centered on the learner, infused with equity, and grounded in engagement.

We included a goal for the 2025-2026 school year to attend to the needs of our Community Day School Students as we received Equity Multiplier Funds specifically for that purpose.

To that end, EUSD will strive to achieve these three goals from 2024-2027:

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 uniqueness's of the students and families each campus serves.

And, this goal will be in place for the 2024-2025 school year and continue going forward throughout the 3 year LCAP cycle:

LCAP Goal #4 - Improve outcomes for students in our Community Day School Programs.

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.

Reflections: Annual Performance

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

Successes from the 2024/2025 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 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. This is demonstrated through our annual LCAP Survey results where 82% of the respondents gave the district a 4 or higher mark (5 being the highest) up from 76% the previous year regarding Goal 1.

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. This demonstrated by the academic growth shown on the CA Dashboard.

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, Electives 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. un

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2023 CA Dashboard Lowest Performing Groups:
Chronic Absenteeism: Our lowest performing groups (all Orange) were: EL 23.7%, Homeless 32%, Two or More Race 33.9% and Students With Disabilities 32.7%.
Suspension Rate: Our lowest performing groups (Orange and Red) were: Orange: Two or More Races 6.8% and Students With Disabilities 6%. Red was Foster Youth at 8.3%.
EL Progress: This was in the Green with 46.2% making progress.
ELA: Two groups in Yellow, English Learners 42 points below standard (+8pts from 2022) and Students With Disabilities 54.5 points below standard (+13.8pts from 2022).
Math: Three groups in Orange, English Learners 68.9 pts below standard (-10.5pts from 2022), Hispanic 29.4pts below standard (-6.9pts from 2022) and Socioeconomically Disadvantaged 26.1pts below standard (+1.4pts from 2022).

Reflection on annual performance from the 2024 CA Dashboard:

Our attendance and suspension rates are improving; however, our Homeless Students Chronic Absenteeism rate remains above the state average at 26.4%. Foster Youth were disproportionately suspended in 22-23, however in 23-24 their suspension rate was moved from "Orange" to "Yellow" as their rate dropped by over 4% to 4.3%. Our EL population is the only group below Yellow, as they are in the Orange, however their suspension rate is well below the state average at 1.6%.

Overall, our students are continuing to show gradual improvements in ELA and Mathematics (based off of the CAASPP assessment data), with our English Learners and Students with Disabilities needing the greatest focus of our attention moving forward as they remain in the 'Orange".

The English language development of our English Learners is a cause for concern as only 36% of our EL's made adequate progress on the ELPAC in 2023. That said, in 2024 82% of our EL students grew or maintained their levels on the ELPAC with an overall increase of 10% of students making adequate progress bringing that number up to nearly 46%.

As noted in the prior section, none of our goals have changed for the 2024-2027 LCAP, 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 2024/2025, there are lessons we have learned that have informed some changes to our actions for the 2025-2026 LCAP to continue this success forward in order to achieve our vision - "All students can learn, and together we make the difference'".

The following needs must be attended to:

For students, we must have a greater focus on attendance, and a continued focus behavior, safety & connectedness, academic performance (particularly literacy), EL development, supports and engagement.

For families, we must continue our focus on improved communication that leads to greater involvement and engagement.

For staff, we must find ourselves focused on professional development and our MTSS teamwork to bridge the family to student connection and ensure greater outcomes for students.

In regards to LREBG, this district does have unexpended funds. This district plans to use those funds in accordance with the allowable uses. More specifically those actions are described in 1.8, 1.9, 1.10and 3.14 and include increasing counseling/mentoring to address barriers to learning. Additionally the district completed the LREBG Needs Assessment (attached) which determined that our Students With Disabilities had the "greatest need", however our EL and Homeless populations too should be addressed.

Reflections: Technical Assistance

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

Our district partners with the county office (TCDE) for support in the following areas: SART/SARB, MTSS, SELPA, Foster/Homeless as well direct LCAP support.

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.

While none of our schools are eligible for comprehensive suppport and improvement, our districts continues to work closely with our county office to ensure that our LCAP and specifically our actions support our signifcant sub groups or any groups where a "gap" is demosntrated through the dashboard or our locally collected data.

Support for Identified Schools

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

Although none of our schools requires such support, the LEA continues to support all schools as if they did. Regular MTSS meetings, strict alignment of all schools regarding educational practices, curriculum, assesments and general expectations is a cornerstone of how our LEA operates.

Monitoring and Evaluating Effectiveness

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

The LEA will use the following tools to monitor and evauate: CA Dashboard, local academic data and real time attendance data as well as parent, student and staff survery data.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Bend Elementary School Site Council	September 11, 2023 At the Site Council Meeting, the group reviewed the EUSD 23-24 LCAP. April 8, 2024 At this Bend Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 24-25 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–8th grade student 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. April 14, 2025 At this Bend Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 25-26 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–8th grade student 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.
Evergreen Elementary School Site Council	September 11, 2023 At the Site Council Meeting, the group reviewed the EUSD 23-24 LCAP.

Educational Partner(s)	Process for Engagement
	April 8, 2024 At this EES Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 24-25 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–4th grade student 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. April 14, 2025 At this EES Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 25-26 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–4th grade student 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.
Evergreen Middle School Site Council	September 11, 2023 At the Site Council Meeting, the group reviewed the EUSD 23-24 LCAP. April 15, 2024 At this EMS Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 24-25 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its 5th–8th grade student 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. April 14, 2025 At this EMS Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 25-26 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its 5th–8th grade

Educational Partner(s)	Process for Engagement
	student 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.
EUSD District English Learner Advisory Committee (DELAC)	October 5, 2023 No EUSD DELAC existed yet as there were not enough English learner students, District-wide. February 29, 2024 At this EUSD DELAC Meeting, the group revisited the 23-24 LCAP goals and the action ideas considered at the first EES ELAC meeting in October 2023; additional ideas were brought forward during this meeting to be incorporated into the EUSD 24-25 LCAP. May 15, 2024 At this EUSD DELAC Meeting, the group reviewed the proposed EUSD 24-25 LCAP. Principal Gallagher reviewed a slidedeck which displayed the 2024-2027 LCAP goals. He then explained to parents the 2024-2025 areas of focus for each goal that apply to our EL students. **Supt. Mendenhall responded in writing to the comments received by the EUSD DELAC. February 27, 2025 At this EUSD DELAC Meeting, the DELAC committee reviewed the LCAP and were given a survey to fill out for feedback. They were also advised of our district compliance plan for teachers with EL students in their classroom. May 14, 2025 At this EUSD DELAC Meeting, the DELAC committee discussed conducting a district wide needs assessment on a school by school basis. They also reviews and commented on the development of the annual update of the LCAP.

Educational Partner(s)	Process for Engagement
Evergreen Elementary School English Learner Advisory Committee (ELAC)	October 5, 2023 At this ELAC Meeting, the group reviewed the 23-24 LCAP goals and discussed what increased services and support could be provided for English Learners and their families for each goal. February 27, 2025 At this EUSD ELAC meeting, the group covered the SPSA and a review of the LCAP. In addition, they reviewed our family engagement and attendance. May 14, 2025 At this EUSD ELAC Meeting, the group discussed the development of the EL programs needs assessment.
EUSD Parent/Guardian Advisory Committee (PAC) (which includes a Special Education Parent)	October 2, 2023 The EUSD Parent/Guardian Advisory Committee watched a video on Understanding School Funding and the LCAP, reviewed the EUSD LCAP graphic which explains how all District plans work in concert with one another, and reviewed the EUSD LCAP Summary (page 1). They also reviewed the EUSD LCAP Summary (page 2) and discussed current student data (chronic absenteeism, suspension rate, and academic performance of specific subgroups in ELA and Mathematics. The Committee discussed the EUSD Local Performance Indicator in terms of Parent Involvement and Family Engagement. Discussion of reflections, adjustments and additions were collected that would give voice to the 24-25 LCAP. This Committee work allowed educational partners to understand the why behind the LCAP and whether the actions are leading to improved opportunities and outcomes for students. May 30, 2024 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed the EUSD LCAP Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). Then, Supt. Mendenhall shared a slide deck of the proposed EUSD 24-25 LCAP and highlighted the key areas of focus.

Educational Partner(s)	Process for Engagement
	**Supt. Mendenhall responded in writing to the comments received by the EUSD PAC. February 13, 2025 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 Mid Year LCAP data. They also reviewed and provided feedback on the Spring Parent EUSD LCAP Surveys. May 8, 2025 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed the EUSD LCAP Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). Then, Supt. Mendenhall shared a slide deck of the proposed EUSD 25-26 LCAP and highlighted the key areas of focus.
EUSD Student Advisory Committee (SAC)	February 28, 2024 The EUSD Student Advisory Committee watched a video on Understanding School Funding and the LCAP, reviewed the EUSD LCAP graphic which explains how all District plans work in concert with one another, and reviewed the EUSD LCAP Summary (page 1). They also reviewed the EUSD LCAP Summary (page 2) and discussed current student data (chronic absenteeism, suspension rate, and academic performance of specific subgroups in ELA and Mathematics. The Committee discussed the EUSD Local Performance Indicator in terms of Parent Involvement and Family Engagement. Discussion of reflections, adjustments and additions were collected that would give voice to the 24-25 LCAP. This Committee work allowed students to understand the why behind the LCAP and whether the actions are leading to improved opportunities and outcomes for them and their peers. May 30, 2024 At this EUSD Student Advisory Committee Meeting, the group reviewed the EUSD LCAP Surveys (analyzing the Quantitative

Educational Partner(s)	Process for Engagement
	Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). Then, Assistant Principal White shared a slide deck of the proposed EUSD 24-25 LCAP and highlighted the key areas of focus. February 13, 2025 At this EUSD Student Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 Mid Year LCAP data. They also reviewed and provided feedback on the Spring Student EUSD LCAP Surveys. May 22, 2025 At this EUSD Student Advisory Committee Meeting, the group reviewed the EUSD LCAP Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). Then, Principal White shared a slide deck of the proposed EUSD 25-26 LCAP and highlighted the key areas of focus.
EUSD Student Body (Evergreen Middle School) - CA Healthy Kids Survey	May 2024 The Evergreen Middle School 7th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core). May 2025 The Evergreen Middle School 7th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core).

Educational Partner(s)	Process for Engagement
EUSD Student Body (Bend Elementary School) - CA Healthy Kids Survey	May 2024 The Bend Elementary School 6th-8th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core). May 2025 The Bend Elementary School 6th-8th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core).
EUSD Parent/Guardian 2024 LCAP Survey	April 2024 The EUSD Parent/Guardian 2024 LCAP Survey gave parents/guardians an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Parents/guardians were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals. April 2025

Educational Partner(s)	Process for Engagement
	The EUSD Parent/Guardian 2025 LCAP Survey gave parents/guardians an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Parents/guardians were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals.
EUSD Staff 2024 LCAP Survey	April 2024 The EUSD Staff 2024 LCAP Survey gave staff an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Staff were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals. April 2025 The EUSD Staff 2025 LCAP Survey gave staff an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Staff were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide

Educational Partner(s)	Process for Engagement
	feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals.
EUSD Student 2024 LCAP Survey	May 2024 The EUSD Student 2024 LCAP Survey gave 5th-8th grade students an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Students were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals. May 2024 The EUSD Student 2025 LCAP Survey gave 5th-8th grade students an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Students were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals.
Bend Elementary School Parent/Guardian 2024 Site Survey	May 2024 The Bend Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment,

Educational Partner(s)	Process for Engagement
	Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for Bend which will be used in the writing of their School Plan for Student Achievement. May 2025 The Bend Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for Bend which will be used in the writing of their School Plan for Student Achievement.
Evergreen Elementary School Parent/Guardian 2024 Site Survey	May 2024 The Evergreen Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for EES which will be used in the writing of their School Plan for Student Achievement. May 2025 The Evergreen Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more

Educational Partner(s)	Process for Engagement
	detailed feedback for EES which will be used in the writing of their School Plan for Student Achievement.
Evergreen Middle School Parent/Guardian 2024 Site Survey	May 2024 The Evergreen Middle School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for EMS which will be used in the writing of their School Plan for Student Achievement. May 2025 The Evergreen Middle School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for EMS which will be used in the writing of their School Plan for Student Achievement.
EUSD Bargaining Unit Meeting	May 20, 2024 On May 20th, the Superintendent met with the leaders of the EUSD Bargaining Units to discuss the 2024-2027 District LCAP goals. In addition, the group reviewed the data from the EUSD 2024 Parent/Guardian and Staff LCAP Survey, and a discussion ensued that brought rise to actions that need to be a part of the 24-25 LCAP. May16,2025 On May 16th, the Superintendent met with the leaders of the EUSD Bargaining Units to discuss the 2024-2027 District LCAP goals. In

Educational Partner(s)	Process for Engagement
	addition, the group reviewed the data from the EUSD 2025 Parent/Guardian and Staff LCAP Survey, and a discussion ensued that brought rise to actions that need to be a part of the 25-26 LCAP.
EUSD Site Staff Meetings	The LCAP goals are constantly discussed and reflected upon at regular staff and touchbase meetings at all sites (Bend, Evergreen Elementary, and Evergreen Middle School) over the entire school year and collected by site Principals and shared at monthly Administration meetings.
Tehama County Department of Education SELPA	April 16, 2024 At the monthly SELPA meeting at the Tehama County Department of Education, the SELPA Director discussed the LCAP and the corresponding SPED expectations for each participating District. April 29,2025 At the monthly SELPA meeting at the Tehama County Department of Education, the SELPA Director discussed the LCAP and the corresponding SPED expectations for each participating District.
EUSD Administration Meeting	March 2024-May 2024 The administration met as a group throughout the two months during their regularly scheduled meetings to attend to the following: a review of the mid-year monitoring report, a review of the local performance indicator self reflection, and the goals for the 2024-2027 LCAP. March 2025-May 2025 The administration met as a group throughout the two months during their regularly scheduled meetings to attend to the following: a review of the mid-year monitoring report, a review of the local performance indicator self reflection, and the goals for the 2024-2027 LCAP.
EUSD Community Day Schools 2024 LCAP Student/Parent Survey	May 2024

Educational Partner(s)	Process for Engagement
	Both the EUSD K-5th grade Community Day School and EUSD 5th-8th grade Community Day School parents and students participated in the Student/Parent Survey around Equity Multiplier funds, specifically, in the consideration of the LCAP goals and specific action steps. May 2025 Both the EUSD K-5th grade Community Day School and EUSD 5th-8th grade Community Day School staff, parents and students participated in the Student/Parent Survey around Equity Multiplier funds, specifically, in the consideration of the LCAP goals and specific action steps.
EUSD Public Hearing	June 18, 2024 A public hearing was held 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 25, 2024. June 17,2025 A public hearing was held 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.

Educational Partner(s)	Process for Engagement
	Finally, the LCAP was adopted by the Evergreen Union School District Board of Trustees on June 24,2025

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

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.

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 goals.

For the 2025-2026 academic year, the most significant aspects of the LCAP influenced by stakeholder input were the following:

Goal #1:
Concerns and actions addressing them:
Nutrition (call for healthier cafe meals) Action 1.6
Behavior (call for consistency in addressing behavior) Action 1.8
Social Emotional Learning (call for implementation of new program, signage about program, training for staff) Action 1.9
Bullying (call for improved anti-bullying measures and improved perception of safety) Action 1.9
Family Involvement (call for support of EL families in participation) Action 1.10
Family Communication (call for improved communication between home and school) Action 1.10

Goal #2:
Concerns and actions addressing them:
Emotional Support (call for emotional support for students in academics) Action 2.1
Parent/Guardian/Student/Teacher Communication (call for improved communication about student progress, celebrations of learning) Action 2.1
Homework/Work Load (call for balanced and manageable work loads) Action 2.2
Classroom Dynamics (call for more engaging learning environments) Action 2.2
English Development for EL students (call for speaking opportunities, quality instruction) Action 2.4
Staff Development (call for PD for teachers and staff to address the needs of all students, but especially students from significant sub groups) Action 2.5
Parent/Guardian Support (call for Parenting Classes) Action 2.6

Goal #3:
Concerns and actions addressing them:

Student Supports (call for supports for all students, with emphasis on unduplicated students) Actions 3.1, 3.2, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.14
Diverse Learning Opportunities (call for classes in language, culture, and education to prepare students for adulthood) Actions 3.3, 3.12
Engaging Learning Experiences (call for more dynamic and challenging activities to promote learning) Action 3.11

Goal #4:
Concerns and actions addressing them:
Positive Learning Environment and Clear Academic Expectations support Actions 3.7, 4.1

"Educational partner input gathered throughout the year directly influenced the development of this LCAP. For example, feedback from parents and site councils emphasized the need for increased support for English Learners and students with disabilities, which led to the expansion of targeted intervention programs under Goal 2. Feedback from students and community members highlighted concerns about attendance and engagement, resulting in the addition of new attendance incentives and social-emotional supports described in Actions 1.7 and 1.8. Staff input prioritized professional development in instructional strategies for diverse learners, which is reflected in new training opportunities outlined in Goal 3. These voices shaped not only the actions but also the focus metrics used to monitor progress."
As such, there is work to be done in 2025-2026 to review current practices in the areas noted above, and make adjustments through the actions to attend to these concerns.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create a safe, healthy, inclusive space for students to have optimal opportunities to learn and grow.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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.

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 and drop out rates coupled with low rates of student behaviors resulting in 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	WILLIAMS UNIFORM COMPLAINT REVIEW	June 2024 Zero incidents resulting in a Williams Uniform	Zero incidents		Continued zero incidents resulting in a Williams Uniform Complaint	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Complaint regarding facility conditions, instructional materials, and teacher vacancies/misassignment			regarding facility conditions, instructional materials, and teacher vacancies/misassignment	
1.2	FACILITY INSPECTION TOOL	2023-2024; December 2003 FIT "Good" FIT Scores	All sites rank "Good" on the 2024-2025 FIT with two exceceptions at the Evergreen Elementary site where there were 2 "Fair" rankings. The "Fair" rankings were due to a damaged eve on one of the portable buildings and the need for restrooms to be refurbished.		Continued "Good" FIT Scores	0
1.3	APPROPRIATELY ASSIGNED TEACHERS REVIEW EUSD 2024 LCAP Local Performance Indicator Self-Reflection Teacher Assignment Review (Priority 1)	June 2024 No teachers are misassigned, and there are no vacancies	In 2024-2025 there is one misassigned teacher and there are no vacancies		Continue with no teacher misassignments and no vacancies	There was 1 misassigned teacher
1.4	ACCESS TO INSTRUCTIONAL MATERIALS REVIEW	June 2024 No students are without access to their own	No students are without access to their own copies of standards-aligned		Continue with 100% of students having access to their own copies of	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EUSD 2024 LCAP Local Performance Indicator Self-Reflection Standards-Based Instructional Materials Review (Priority 1)	copies of standards-aligned instructional materials to use at school and at home	instructional materials to use at school and at home		standards-aligned instructional materials to use at school and at home	
1.5	ABSENTEEISM RATE	June 2024 15.6% chronic absenteeism rate (CA Dashboard) 94.5% Average Daily Attendance (AERIES) ----- June 2023 25.2% chronic absenteeism rate (CA Dashboard) with an overall decrease of 6.1% from the year before. The following subgroups (EL, Foster, Hispanic, Homeless, White, SED, SWD) decreased by more than 5%. 2 or more races decreased by only 1.4%. 92.83% Average Daily Attendance (AERIES)	June 2025 Average Daily Attendance Rate is 94.66% and the Chronic absenteeism rate is 13.40%		Chronic Absenteeism CA Dashboard A decreased percentage should be noted over time, with an annual goal of 2% decrease each year. CA Dashboard movement with improvement for All Subgroups. A focus needs to be on English Learners, Homeless, Students with Disabilities, and Two or More Races where CA remains high, District-wide, in the orange band.	2.2% decrease in Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Average Daily Attendance An increase to 95% average.	
1.6	MIDDLE SCHOOL DROP OUT RATE	June 2024 0% Middle School Drop Out Rate	0%		Continue with no middle school dropouts.	0
1.7	SUSPENSION/EXPULSION RATE	June 2024 2.2% suspension rate (CA Dashboard) 1 expulsion Subgroups: EL: increased by1.6% to 1.6%, All other subgroups decreased by 1.4%-4.3%. ----- June 2023 4.1% suspension rate (CA Dashboard) with an overall decrease of 0.7% from the year before. The following subgroups (EL, Hispanic, Homeless, White, 2 or more races, SED) decreased by more than 3%.	June 2025 The current suspension rate is estimated at 3.2%. No expulsions Specific Subgroups will be reported when the dashboard is released.		Suspension Rate CA Dashboard A decreased percentage should be noted over time, with an annual goal of 2% decrease each year. CA Dashboard movement with a heightened focus on Foster Youth (red band) and students with Disabilities and Two or More Races (orange band). 0% Expulsion Rate	.9% Lower than baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth and Students with Disabilities increased by 1.9% and 0.3%, respectively. No expulsions				
1.8	SAFETY EUSD Site Parent/Guardian Survey CA Healthy Kids Survey	May 2024 EUSD Site Parent/Guardian Surveys 81% of p/g ranked a 4 or 5 on the question regarding: My child/children feel physically and emotionally safe at school. (Question #1) CA Healthy Kids Survey (Elementary Survey) 62% of students feel physically and emotionally safe at school. CA Healthy Kids Survey (Secondary Survey) 68% of students feel physically and emotionally safe at school.	May 2025 EUSD Site Parent/Guardian Surveys 91.4% of p/g ranked a 4 or 5 on the question regarding: My child/children feel physically and emotionally safe at school. (Question #1) CA Healthy Kids Survey (Elementary Survey) 76% of students feel physically and emotionally safe at school. CA Healthy Kids Survey (Secondary Survey)		An increased percentage of rankings of 4 and 5 on a scale of 1 (strongly disagree) to 5 (strongly agree); with a desired outcome of 90% or higher.	All metrics increased with the exception of the secondary CA Healthy Kids Survey which decreased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			67% of students feel physically and emotionally safe at school.			
1.9	CONNECTEDNESS EUSD LCAP Surveys	April 2024 Parent/Guardian LCAP Survey Responses 85.5% of p/g ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting and respectful relationship with our family. (Question #1) Staff LCAP Survey Responses 82.5% of staff ranked a 4 or 5 on the question regarding: We have created a welcoming environment and built trusting and respectful relationships within our staff and with our families. (Question #1) Student LCAP Survey Responses 59.7% of students ranked a 4 or 5 on the question regarding:	April 2025 Parent/Guardian LCAP Survey Responses 91.4% of p/g ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting and respectful relationship with our family. (Question #1) Staff LCAP Survey Responses 85.3% of staff ranked a 4 or 5 on the question regarding: We have created a welcoming environment and built trusting and respectful relationships within our staff and with		An increased percentage of rankings of 4 and 5 on a scale of 1 (strongly disagree) to 5 (strongly agree); with a desired outcome of 90% or higher.	All three stakeholder groups increased their ratings in relationship to Question/Goal #1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EUSD has created a welcoming environment and has built a trusting and respectful relationship with me as a student. (Question #1)	our families. (Question #1) Student LCAP Survey Responses 69.1% of students ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting and respectful relationship with me as a student. (Question #1)			
1.10	FAMILY INVOLVEMENT EUSD LCAP Surveys	April 2024 Parent/Guardian LCAP Survey Responses 83.6% of p/g ranked a 4 or 5 on the question regarding: EUSD has helped our family understand student progress and provided information and resources to support student learning and development in our home. (Question #2) Staff LCAP Survey Responses	April 2025 Parent/Guardian LCAP Survey Responses 86.2% of p/g ranked a 4 or 5 on the question regarding: EUSD has helped our family understand student progress and provided information and resources to support student learning and		An increased percentage of rankings of 4 and 5 on a scale of 1 (strongly disagree) to 5 (strongly agree); with a desired outcome of 90% or higher.	Regarding question/goal #2 both the students and parents improved their rankings of the district. The staff ranking dropped from 89.% to 79.4% mostly citing more support is needed in the primary grades for student with behavioral struggles.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		89.5% of staff ranked a 4 or 5 on the question regarding: We have helped our families understand student progress and provided information and resources to support student learning and development in the home. (Question #2) Student LCAP Survey Responses 63.9% of students ranked a 4 or 5 on the question regarding: EUSD has helped me understand my academic progress progress and provided information and resources to support my learning at home. (Question #2) --- Parent/Guardian LCAP Survey Responses 74.6% of p/g ranked a 4 or 5 on the question regarding: EUSD has provided family engagement opportunities and encourages ways for	development in our home. (Question #2) Staff LCAP Survey Responses 79.4% of staff ranked a 4 or 5 on the question regarding: We have helped our families understand student progress and provided information and resources to support student learning and development in the home. (Question #2) Student LCAP Survey Responses 71.4% of students ranked a 4 or 5 on the question regarding: EUSD has helped me understand my academic progress progress and provided information and resources to support my			All three stakeholder groups increased their ratings in relationship to Question/Goal #3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		our family to work together with them to support our children's learning and growth; including supporting our family's strength, cultures, languages, and goals. (Question #3) Staff LCAP Survey Responses 80.8% of staff ranked a 4 or 5 on the question regarding: We have provided family engagement opportunities and encouraged ways for our families to work with us to support their children's learning and growth, including supporting their family's strength, cultures, languages, and goals. (Question #3) Student LCAP Survey Responses 63.2% of students ranked a 4 or 5 on the question regarding: EUSD has provided engagement opportunities for me and my family and	learning at home. (Question #2) --------- Parent/Guardian LCAP Survey Responses 86.2% of p/g ranked a 4 or 5 on the question regarding: EUSD has provided family engagement opportunities and encourages ways for our family to work together with them to support our children's learning and growth; including supporting our family's strength, cultures, languages, and goals. (Question #3) Staff LCAP Survey Responses 91.2% of staff ranked a 4 or 5 on the question regarding:			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		encourages ways for my family to work together with them to support my learning and growth; including supporting our family's strength, culture/s, language/s, and goals. (Question #3)	We have provided family engagement opportunities and encouraged ways for our families to work with us to support their children's learning and growth, including supporting their family's strength, cultures, languages, and goals. (Question #3) Student LCAP Survey Responses 67.7% of students ranked a 4 or 5 on the question regarding: EUSD has provided engagement opportunities for me and my family and encourages ways for my family to work together with them to support my learning and growth; including supporting our family's strength,			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			culture/s, language/s, and goals. (Question #3)			

Goal Analysis [2024-25]

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

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

This year our attendance and chronic absenteism have continued to improve as the effectiveness of our planned actions continue to make a positive impact. While suspensions have also improved, student behavior continues to be a challenge and is addressed in 1.8 with additional counslening time addes for 2025-26.

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.

No material differences.

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

In particular the ongoing implementation of Restorative Pracitices along with a strong MTSS structure we have seen a marked improvement in both student attendance and behavior. Specifically the actions taken in 1.7 and1.8 have led to consistency due to regular attendance and connection to school.

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

Beginning in the Spring of 2025 and moving into the 25-26 school year, the Bend school will be moving to "Recess Before Lunch" in an effort to increase students meal consumption and reduce waste. Additionally, the Evergreen Middle School campus will be participating in "Second Chance Breakfast". Finally as noted above additional counseling time will be added accross the district.

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.

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.	$1,502,981.00	No
1.2	Educational Programs (Teachers and Staff)	This action ensures that EUSD teachers are fully qualified and are properly assigned with no vacancies. The Human Resources Department is positioned to support and enhance staffing, knowledge of position control, new teacher support, employee/employer relations, and negotiations. The HR Director manages health welfare benefits, employee services for certificated and classified staff in accordance with the California Education Code, Board Policies and Collective Bargaining Agreements.	$5,296,778.00	No
1.3	Educational Programs (Standards-Aligned Instructional Materials)	This action ensures EUSD will provide standards-aligned instructional materials for all students in English Language Arts/English Language Development, Mathematics, Science, and Social Science. We continue to augment these curriculum 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.	$332,202.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Transportation (Maintenance and Operations)	This action includes the routine maintenance of as well as the day-today operations in regards to District transportation. This action 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. 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 be offered for Bend students to attend Intersession and Summer School during the 2025-2026 academic year to ensure that students who are homeless, foster youth or low income can attend.	$536,168.00	Yes
1.5	Educational Programs (Devices and Connectivity)	This action includes the routine maintenance of as well as the day-today 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.	$308,066.00	No
1.6	Nutrition/Food Service	This action ensures students will continue to have access to a quality breakfast and lunch program. 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. For the 2025-2026 school year, this work will include a review of the nutritional offerings to ensure they follow federal/state guidelines and also	$1,209,188.00	No

Action #	Title	Description	Total Funds	Contributing
		provide healthier options for students. Additionally the Bend campus will institute "Recess Before Lunch" and the Middle School will utilize "Second Chance Breakfast".		
1.7	Student Attendance	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 involves the review by the MTSS teams on the root cause of chronic absenteeism for school sites. It will target the significant subgroups that are recognized as being chronically absent (in the orange category) on the 2025 CA Dashboard (English Learners, Homeless, Students with Disabilities, and Two or More Races) and those who become identified on the 2026 CA Dashboard. This action also involves the Districts participation in the County SARB program for those families that are habitually truant.	$686,328.00	Yes
1.8	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	This action supports the maintenance of a District-wide climate whereby staff respond to behavior 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, inclusive space for learning. This action involves the review by the MTSS teams on the root cause of suspensions for school sites. This action will target the significant subgroups that are recognized on the 2024 CA Dashboard as being suspended more frequently (in the orange category - EL Students). In addition, a heightened focus will be in place for the 2025-2026 on Foster Youth and 2 or More Races, who are recognized on the CA Dashboard in the Yellow category and those who become identified on the 2025 CA Dashboard.	$88,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action also involves the revisiting of the EUSD Behavior Matrix across campuses as well as the use of Choice Theory and Restorative Practices to help promote improved student behavior. All classrooms will ensure that they are embracing the EUSD creed and District expectations. This efforts and more will be supported by hiring 1.5 FTE Counseling Services. These services will be supported by predominately with the Learning Recovery Emergency Block Grant Funds addressed in Goal 3 Action 14. We also aim to continue with no drop outs and no expulsions by using the above noted strategies and use of our Community Day School as part of our Multitiered Systems of Support for students who need Tier III intervention.		
1.9	Student Safety and Connectedness	This action supports the maintenance of a school system where students feel safe and connected. It involves the review by the EUSD Parent Advisory Committee, EUSD Student Advisory Committee, and EUSD staff/administration of the EUSD LCAP Surveys, Site Surveys, and CA Healthy Kids data on student safety and connectedness data to inform next best steps beyond what is in place already, as noted below. Staff are provided with professional development to attend to student safety and connectedness across the academic year. EUSD staff are annually trained in: Bloodborne Pathogen Exposure Prevention, Injury and Illness Prevention, Mandated Reporter (Child Abuse and Neglect), Slips, Trips and Falls, Cyber Training, and Sexual Harassment Training. In addition, EUSD staff are also trained in trauma-invested practices, student depression and suicide, and building relationships so that they can attend to the unique needs of all students. During the 24-25 school year, there was a strong focus on Restorative Practices - with a heightened focus at our Middle School campus to help	$244,645.00	No

Action #	Title	Description	Total Funds	Contributing
		build a climate and culture that support all students. During the 25-26 school year, this work will continue, and, in addition, staff will continue their implementation of the Character Strong SEL program (an evidence-based multi-tiered solution to support whole child success) to improve behavior, increase safety, and support mental health.		
1.10	Family Involvement	This action encourages continued and expanded family involvement. It involves the review by the EUSD Parent Advisory Committee, EUSD Student Advisory Committee, EUSD District English Language Advisory Committee, EES English Learner Advisory Committee, and EUSD staff/administration of the EUSD LCAP Surveys, Site Surveys, and EUSD EL Needs Survey data to inform next best steps to expand family involvement beyond what is already being accomplished in the areas below. Gathering Input EUSD seeks parent/guardian input in making decisions for the District and school resources. The EUSD Parent Advisory Committee, the respective School Site Councils, the EUSD District English Learner Advisory Committee, and the Evergreen Elementary School English Learner Advisory Committee meet regularly to gather input. In addition, parents/guardians often attend the EUSD Board of Trustees monthly meetings to speak during the public comment section and have the opportunity to attend the annual site Title I Meetings to give input on the Parent and Family Engagement Policy and the School Compact. In addition, students have the opportunity to participate in the Student Advisory Committee. --- Promoting Participation EUSD promotes family participation through the encouragement of parents/guardians to participate in the annual Title I Meeting, special	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		events on campus, and the inclusion of parents/guardians 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/guardian, and student. In addition, EUSD promotes community events (such as the EMS Annual Sports Barbecue and the District Fall Festival) for family engagement. _____ Additionally the District offers two 6-8 week parenting class opportunites (one for TK-4 and one for 5-8) twice a year, once in the Fall and once in the Spring to support and engage parents. These classes are led by staff trained in Tripple P Parenting as well as Nurtured Heart. ----- 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. 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.		
1.11	EUSD District Nurse and Health Aides	This action ensures student health is supported. 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.	$120,605.00	No

Action #	Title	Description	Total Funds	Contributing
		School Health Aides provide support for the school nurse by attending to basic first aide and charting immunizations and screenings.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil 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.

We want to ensure that all students are provided with:
Academic content learning, including that for significant subgroups, whereby the state standards are aligned with the EUSD Collaborative Agreements; 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ENGLISH LANGUAGE ARTS CA Assessment of Student Performance and Progress Smarter Balanced Summative Reading (3rd-8th grade)	Smarter Balanced Summative Reading May 2024 52.48% met or exceeded benchmark iReady Reading March 2024	Smarter Balanced Summative Reading May 2025 (Expected in June 2025) TBD% met or exceeded benchmark		Smarter Balanced Summative Reading 60% to meet or exceed benchmark and improve distance from standard	While the Smarter Balanced Summative assesements won't be available until the fall of 2025, our local district data shows a slight decline in iReady

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iReady Reading (Kindergarten-8th grade) EUSD Oral Reading Fluency Curriculum Based Measurement (1st-8th grade)	56.34% met or exceeded benchmark EUSD Oral Reading Fluency CBM March 2024 46.94% met or exceeded benchmark --- 22-23 Academic Year Data Smarter Balanced Summative Reading May 2023 49.52% met or exceeded benchmark The average scale score was 0.6 points below the standard and increased 6.8 points over the 22-23 school year.	iReady Reading March 2025 52.31% met or exceeded benchmark EUSD Oral Reading Fluency CBM March 2025 47.77% met or exceeded benchmark		iReady Reading 60% to meet or exceed benchmark EUSD Oral Reading Fluency CBM 60% to meet or exceed benchmark	ELA (-4%) and a slight increase in reading fluency (CBM +1%).
2.2	MATHEMATICS CA Assessment of Student Performance and Progress Smarter Balanced Summative Mathematics (3rd-8th grade) iReady Mathematics (Kindergarten-8th grade)	Smarter Balanced Summative Mathematics May 2024 43.84% met or exceeded benchmark iReady Math March 2024 46.04% met or exceeded benchmark	Smarter Balanced Summative Mathematics May 2025 (Expected in June 2025) TBD% met or exceeded benchmark iReady Math		Smarter Balanced Summative Math 50% to meet or exceed benchmark and improve distance from standard iReady Math 50% to meet or exceed benchmark	While the Smarter Balanced Summative assesements won't be available until the fall of 2025, our local district data shows a slight increase in iReady Math (+2%) and a slight increase in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EUSD Mathematics Fluency Curriculum Based Measurement (1st-8th grade)	EUSD Math Fluency CBM March 2024 76.62% met or exceeded benchmark ----- 22-23 Academic Year Data Smarter Balanced Summative Math 43.87% met or exceeded benchmark The average scale score was 14.4 pts below standard and increased 17.5 points over the 22-23 school year.	March 2025 48% met or exceeded benchmark EUSD Math Fluency CBM March 2025 78% met or exceeded benchmark		EUSD Math Fluency CBM 80% to meet or exceed benchmark	math fluency (CBM +1.5%).
2.3	SCIENCE CA Assessment of Student Performance and Progress Science Test (5th and 8th grade)	Smarter Balanced Science Test May 2024 5th Grade 34% met or exceeded benchmark 8th Grade 27% met or exceeded benchmark -----	Smarter Balanced Science Test May 2025 (Expected in June 2025) 5th Grade 42% met or exceeded benchmark 8th Grade 40% met or exceeded benchmark		Smarter Balanced Science Test 5th Grade - 45% to meet or exceed benchmark and improve distance from standard 8th Grade - 45% to meet or exceed benchmark and improve distance from standard	5th grade was 4% above the baseline and 8th grade was 8% above the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 Academic Year Data 5th Grade 38% met or exceeded benchmark 8th Grade 32% met or exceeded benchmark				
2.4	ENGLISH LANGUAGE DEVELOPMENT English Language Proficiency Assessment for CA Summative Assessment (all identified English Learners) EUSD English Learner Reclassification Rate	English Learner Summative Assessment May 2024 46.2% making progress towards English Language Proficiency 82% maintained or increased at least one language proficiency level EUSD reclassified 0 students in 2023-2024. ----- 22-23 Academic Year Data 36.1% making progress towards English Language Proficiency	English Learner Summative Assessment May 2025 (Expected when the 2025 CA Dashboard is released) TBD% making progress towards English Language Proficiency TBD% maintained or increased at least one language proficiency level EUSD reclassified 4 students in 2024-2025.		English Learner Summative Assessment 60% to make progress towards English Language Proficiency 60% to maintain or increase at least one language proficiency level A consistent number of English Learners reclassified each year	For the 2024 results, we had a 10% increase in students making progress and a 13.5% increase in students that maintained or increased at least one proficiency level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This was a decrease of 17.9% over the 22-23 school year. 68.5% maintained or increased at least one language proficiency level over the 22-23 school year EUSD reclassified three students in 2022-2023.				
2.5	EARLY ENGLISH LANGUAGE ARTS AND MATH DEVELOPMENT Reading and Mathematics (TK-2nd grade)	March 2024 English Language Arts Letter-Sound Fluency 71% of Kindergarten students were able to identify 39 sounds within 1 minute, as measured by Aimweb Letter Sound Fluency Assessment Basic Phonics Skills Test Baseline data does not exist but target outcomes were developed, based on teacher benchmarks and input Mathematics Assessment TBD Fall 2024	March 2025 English Language Arts Letter-Sound Fluency 65% of Kindergarten students were able to identify 39 sounds within 1 minute, as measured by Aimweb Letter Sound Fluency Assessment Basic Phonics Skills Test 75% of all K-2 students are meeting the benchmark		English Language Arts Letter-Sound Fluency By March 2025, 75% of Kindergarten students will be able to identify 39 letter sounds within 1 minute, as measured by Aimsweb Letter Sound Fluency assessment. By March 2026, 77% of Kindergarten students will be able to identify 39 letter sounds	In March of 2025 we experienced a drop in our Kindergarten Letter-Sound Fluency measure of 6%. The BPST was implmented this year and 75% of students are meeting the benchmark as well as 86% meeting the math fluency measure. Both the BPST and the Math CBM will serve as a baseline going forward.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mathematics 86% of all 1st and 2nd grade students met the Math CBM March benchmark.		within 1 minute, as measured by Aimsweb Letter Sound Fluency assessment. By March 2027, 80% of Kindergarten students will be able to identify 39 letter sounds within 1 minute, as measured by Aimsweb Letter Sound Fluency assessment. Basic Phonics Skills Test By March 2025, 75% of K-2 students will meet the grade level benchmark (K-31/ 1st-51 /2nd-81) By March 2026, 77% of K-2 students will meet the grade level benchmark (K-31/ 1st-51 /2nd-81) By March 2027, 80% of K-2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					students will meet the grade level benchmark (K-31/ 1st-51 /2nd-81) Mathematics By March of 2026 80% of 1-2 students will meet the gradel evel benchmarks on the Math CBM	
2.6	ACADEMIC STANDARDS EUSD 2024 LCAP Local Performance Indicator Self-Reflection Implementation of State Academic Standards Review (Priority 2 - Questions # 1 & 3)	May 2024 Full Implementation of State Standards Full Implementation of Curriculum Frameworks Full Implementation of Policies/Programs to support staff in instructional delivery	Completed		Continued to full Implementation of State Standards, Curriculum Frameworks, and Policies/Programs to support staff in instructional delivery with expansion, over time, to full implementation with sustainability	N/A
2.11						

Goal Analysis [2024-25]

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

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

While there have been no substantive differences in planned actions, our district level data shows that our reading fluency has improved slightly while the iReady data shows a slight decline in ELA. In math we see a slight increase in both math fluency and iReady math scores. We continue to be challenged with student literacy gains, although data from K-2 demonstrates that significant improvement is being realized. When the 2025 CASSPP data is available we will further anaylize and evaluate our action steps. In the 2024-2025 year we have sucessefully implemented two Literacy Coaches and as a result have aligned our TK-2 reading program, instruction and assessments, aligned our writing program TK-8 and will have completed a district-wide literacy plan that will be in full effect during the 2025-2026 school year. Our focus will be on reading acquisition and writing. Regarding Math, we have piloted a supplement program (Next Gen Math) during the spring of 2025 in hopes to further focus our instruction and plan to implement a new Math Benchmark assessment for 2026-2026.

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.

No material differences.

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

We are seeing positive responses to our action steps and while not always reflected in the student academic data, a renewed focus on literacy in both ELA and Math can be seen in PLC's. As noted above, action 2.1 has led to better alignment of teaching strategies and assessments as well as the development of the district literacy plan (to be implemented in 25/26). Posting of the ABRE Dashboard (2.6) has led to furthing the conversation and connection with our families around the importance of attendance and its relationship to student acheivement. Finally in regards to 2.4, the addition of our ELD Teacher/Coridinator position, has led to gains with our EL population with 4 students being reclassified this year.

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

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continuous Learning & Growth Cycle (School-wide Program - Multi-tiered Systems of Support - Tier I)	This action attends to our school-wide continuous cycle of learning and growth; this includes assessment, reflection, planning, and teaching. Professional Development will continue to be provided, as necessary, aimed at ensuring staff know how to effectively use the cycle of learning and growth to plan for instruction in the core areas of English Language Arts/English Language Development, Math, Science, and History-Social Science. For our assessment purposes, we use the state-wide summative assessments that are a part of the CAASPP (SBAC, CAST and ELPAC), iReady, local school- based Curriculum Based Measurements, and ESGI. Teachers reflect upon this assessment data 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 2025-2026 academic year, the focus will be on these assessments noted above, with a specific focus on reflection and planning forward: • ensuring teachers in TK through 2nd grade understand how to use ESGI and other data (iReady and CBMs) to inform their instruction • ensuring students and teachers in 3rd-8th grade use the Interim Assessments (IABs, and Focused IABs) as well as other data (CAASPP, iReady and CBMs) to target instruction • exploring our current and other potential math fluency/skill assessments which can more directly support instructional decisions (this will be added to Metric 2.5) • exploring a Social Emotional Learning measure which will provide information about how to best support students, emotionally, so that they can attend to their academic development • onboarding a new educational assessment data platform to house all student data (state and local) for use by administrators and staff to provide a more thorough picture of of both individual and overall student progress that can be shared with parents	$263,904.00	No

Action #	Title	Description	Total Funds	Contributing
		• helping students set goals for future progress and reflect on goals met The TOSA Literacy & Instructional Coach positions will support the work pertaining to these focus areas. 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 the students they serve. Additionally they will support teachers in their implentation of the District Literacy Plan.		
2.2	Curriculum and Instruction (Academic Program - MTSS - Tier I)	This action attends to our goal of fully implementing the CA state standards, frameworks, and using standards-aligned curriculum and instructional materials to ensure we deliver a strong academic program. We have state-adopted curriculum programs in the following areas: English Language Arts/English Language Development, Mathematics, History-Social Science, and Science (Goal 1 - Action 3), in addition to devices and connectivity to ensure access to these curriculums (Goal 1 - Action 5). Students and staff also have access to materials and supplies to enhance the educational experience (Goal 2 - Action 3). 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 also ensure that we have a robust Social-Emotional Program. Professional development will continue to be provided, as needed, so that staff better understand the CA standards, frameworks, our curriculum, our collaborative agreements, and research-based instructional moves - aimed at student growth and learning. EUSD administrators, EUSD and ATE mentors, ELD Coordinator/Teacher, and our TOSA Literacy & Instructional Coaches will support this work. During the 2025-2026 school year, a focus will be on: • continuing to refine, align and bolster instruction, with a specific focus on ELA (Fluency, Reading Comprehension and Writing)	$31,021.00	No

Action #	Title	Description	Total Funds	Contributing
		• reflecting on student workload/homework and ensuring consistency and balance • continuing to attend to classroom dynamics and providing engaging learning experiences for all students across all content areas • expanding the staff's understanding of the updated CA Math Framework • deepening staff understanding of the ELD State Standards, ELD Framework sections, and the use of integrated ELD in daily instruction in classrooms that serve English Learners • the implementation of the EUSD Literacy Plan - aimed to ensure all staff are providing consistent instruction for all students so that they can deepen their literacy, with the goal forward of all students being able to read effectively by the end of third grade • a reflection and selection of a new TK through 8th grade Mathematics in alignment with the state-adoption, November 2025 • continuing to refine and bolster our social-emotional instruction, with a specific focus on understanding how to teach and use the new program, Character Strong		
2.3	Materials and Supplies for Students and Staff	This action ensures all students and staff have access to materials and supplies to enhance their standards-aligned curriculum.	$30,910.00	No
2.4	English Language Development	This action attends to EUSD English Learner students. All English Learner students at EUSD are provided with both Integrated and Designated ELD as part of our Structured English Immersion Program, detailed in the EUSD Master Plan for English Learners. However, as noted on the CA 2023 Dashboard, progress towards English Language Proficiency has declined and fallen below the state average. During the 2025-2026 school year, a continued focus will be on:	$104,515.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• ensuring all ELD students are provided with quality Designated ELD instruction (beyond Integrated instruction - Goal 2 - Action 2) • ensuring all staff who work with ELD students understand the needs of each English Learner (ELPAC assessment data - Goal 2 - Action 1) • ensuring all ELD students have the opportunity to build their English language skills, comparable to their grade level peers • Focus on our LTEL population and ensure that their needs are addressed and why they are not progressing. The new ELD Coordinator/Teacher position will support the work pertaining to these focus areas.		
2.5	Professional Development	Beyond embedded professional development, noted in Actions 2.1, 2.2, 2.4, 2.6, 3.1, 3.2 and 3.3, EUSD maintains Early Release Days on Fridays throughout the academic year to ensure teachers have the opportunity to engage in professional development and collaboration. A major focus of Professional Development for 2025-2026 will be the continued work through the Literacy Coaches and Reading Specialists (LCRS) Grant Program with a goal of raising student literacy achievement. Some of the work to be learned/accomplished is: science of reading understanding, conditions for learning exploration, root cause analysis understanding, needs assessment, literacy plan implementation, and the cycle of teaching (PDSA- Plan, Do, Study, Act). 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.	$412,270.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Family Engagement (Communication about Student Achievement)	This action encourages continued and expanded partnerships for student outcomes. It involves the review by the EUSD Parent Advisory Committee, EUSD Student Advisory Committee, EUSD District English Learner Advisory Committee, EES English Language Advisory Committee, and the EUSD staff/administration of the EUSD EL Needs Assessment Survey, EUSD LCAP Survey and Site Survey data to inform next best steps to improve communication with families about student achievement and build partnerships for student outcomes. EUSD families are provided with formal opportunities to learn about their student's learning several times per year - at fall parent/guardian-teacher conferences, in Progress Reports and Report Cards, at Back-to-School Night, and at Open House. In addition, less formal regular parent/guardian-teacher communication is available. Professional Development will continue to be provided, aimed at ensuring staff know how to effectively communicate with families about student achievement and needs. During the 2025-2026 school year, a focus will be on: • the Family Literacy Initiative, which began during the 23-24 school year, will be expanded to promote the understanding of the importance of a literate populace and how parents/guardians can support literacy development at home • providing Parenting Courses to support families • Finalizing the ABRE dashboard on the district website that highlights attendance and student reading and math fluency rates in real time for parents and the community to view.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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.

We want to ensure that all students are provided with:
An engaging learning experience in a broad course of study; and
Supports or challenges as needed to meet students where they are at and help them grow forward, targeting specifically significant subgroups.

We believe that students who are provided with engaging, supportive, and challenging social emotional and academic learning experiences are able to continually expand their literacy and mathematics skills along with their content knowledge.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ENGLISH LANGUAGE ARTS Disaggregated data for all subgroups CA Assessment of Student Performance	Smarter Balanced Summative Reading May 2024 English Learners 42 points below the standard	Smarter Balanced Summative Reading May 2025 (Expected in June 2025)		Smarter Balanced Summative Reading iReady Reading EUSD Oral Reading Fluency CBM	While the Smarter Balanced Summative assesements won't be available until the fall of 2025, our local district

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Progress Smarter Balanced Summative Reading (3rd-8th grade) iReady Reading (Kindergarten-8th grade) EUSD Oral Reading Fluency Curriculum Based Measurement (1st-8th grade)	Students With Disabilities 54.5 points below the standard Socioeconomically Disadvantaged 3.5 points below the standard Homeless Youth 7.6 points above the standard Foster Youth NA too few students to report (3) iReady Reading March 2024 56.34% EUSD Oral Reading Fluency CBM March 2024 46.94% ----- 22-23 Academic Year Data Smarter Balanced Summative Reading May 2023	English Learners TBD points below the standard Students with Disabilities TBD points below the standard Socioeconomically Disadvantaged TBD points below the standard Homeless Youth TBD points below the standard Foster Youth TBD points below the standard Local Data iReady Reading March 2025 52.31% Met or exceeded EUSD Oral Reading Fluency CBM March 2025 48% Met or exceeded		English Learners Significant movement toward standard Students with Disabilities Significant movement toward standard Socioeconomically Disadvantaged At/above standard Homeless Youth At/above standard Foster Youth At standard	data shows a slight decline in iReady ELA (-4%) and a slight increase in reading fluency (CBM +1%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 50 points below the standard Students with Disabilities 68.4 points below the standard Socioeconomically Disadvantaged 12 points below the standard Homeless Youth 4.9 points below the standard				
3.2	MATHEMATICS Disaggregated data for all subgroups CA Assessment of Student Performance and Progress Smarter Balanced Summative Mathematics (3rd-8th grade) iReady Mathematics (Kindergarten-8th grade) EUSD Mathematics Fluency Curriculum Based Measurement (1st-8th grade)	Smarter Balanced Summative Mathematics May 2024 English Learners 68.9 points below the standard Students with Disabilities 72.1 points below the standard Socioeconomically Disadvantaged 26.1 points below the standard	Smarter Balanced Summative Mathematics May 2025 (Expected in June 2025) English Learners TBD points below the standard Students with Disabilities TBD points below the standard Socioeconomically Disadvantaged		Smarter Balanced Summative Mathematics iReady Math EUSD Math Fluency CBM English Learners Significant movement toward standard Students with Disabilities Significant movement toward standard	While the Smarter Balanced Summative assesements won't be available until the fall of 2025, our local district data shows a slight increase in iReady Math (+2%) and a slight increase in math fluency (CBM +1.5%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth 29.3 points below the standard Foster Youth NA too few students to report (3) iReady Math March 2024 46.04% Met or exceeded EUSD Math Fluency CBM March 2024 76.62% Met or exceeded ----- 22-23 Academic Year Data Smarter Balanced Summative Math May 2023 English Learners 58.4 points below the standard Students with Disabilities 78.2 points below the standard	TBD points below the standard Homeless Youth TBD points below the standard Foster Youth TBD points below the standard Local Data iReady Math March 2024 48% Met or exceeded EUSD Math Fluency CBM March 2024 78%		Socioeconomically Disadvantaged At standard Homeless Youth At standard Foster Youth At standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 27.5 points below the standard Homeless Youth 32.5 points below the standard				
3.3	BROAD COURSE OF STUDY EUSD 2024 LCAP Local Performance Indicator Self-Reflection Other Adopted Standards Review (Priority 2 - Question #4) Access to Broad Course of Study Review (Priority 7)	May 2024 A total of 17/25 on progress towards implementation	A part time music teacher has been employed as of November 2024 and will be fulltime during the 25-26 school year. Additionally several electives have been offered to middle school students in the area of CTE Exloration. Finally for the 25-26 school year 3rd grade will receive PE from a credentialed PE specialist as well as Health.		Progress to a total of 20/20 on progress towards full Implementation of other Adopted Academic Standards, over time, moving towards full implementation with sustainability	
3.4	OUTCOMES OF BROAD COURSE OF STUDY CA Physical Fitness Test	CA Physical Fitness Test Participation 2022-2023	PE teachers spent the January PD day developing activities and on going peridic assements that		CA Physical Fitness Test Participation 100% on all five subtests	2024-2025 Grade 5 (Compared to 23-24 Aerobic Capacity - 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5 Results unavailable Grade 7 Aerobic Capacity -98% Abdominal Strength and Endurance - 98% Trunk Extensor Strength and Flexibility - 99% Upper Body Strength and Endurance - 98% Flexibility - 99% 2023-2024 Grade 5 Aerobic Capacity - 98% Abdominal Strength and Endurance - 99% Trunk Extensor Strength and Flexibility - 100% Upper Body Strength and Endurance - 99% Flexibility - 100% Grade 7 Aerobic Capacity - 94% Abdominal Strength and Endurance - 96%	focus on improving students' success on the CA Physical Fitness Test.			Abdominal Strength and Endurance - -2% Trunk Extensor Strength and Flexibility - 3% Upper Body Strength and Endurance - 2% Flexibility - 3% Grade 7 Compared to 2022-23 Aerobic Capacity - 4% Abdominal Strength and Endurance -5% Trunk Extensor Strength and Flexibility - 5% Upper Body Strength and Endurance - 5% Flexibility -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Trunk Extensor Strength and Flexibility - 100% Upper Body Strength and Endurance - 95% Flexibility - 100% 2024-2025 Grade 5 Aerobic Capacity - 96% Abdominal Strength and Endurance - 97% Trunk Extensor Strength and Flexibility - 97% Upper Body Strength and Endurance - 97% Flexibility - 97% Grade 7 Aerobic Capacity - 94% Abdominal Strength and Endurance - 93% Trunk Extensor Strength and Flexibility - 94% Upper Body Strength and Endurance - 93% Flexibility - 93%				

Goal Analysis [2024-25]

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

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

There have been no substantive differences in planned actions. We continue to refine and align our MTSS processes as well as our EL, Homeless/Foster and Special Education programs in a effort to not only identify those students but too discover root cuases for their performance gaps. While those groups have improved since the 2023 Dashboard (indicating our efforts have had a positivie impact) they continue to perform below the district as a whole. We are planning to add aditional paraprofessional staff to support these students in the general edcuation setting as well as to provide interventions for both academics and behavior.

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.

No material differences.

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

Although we wait for the outcomes of the 2025 CASSPP, our district level data demonstrates limited student growth at this time. We see a 1% gain in Reading Fluency and a 1.5% to 2% gain in our local Math data. All areas are areas for growth.

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

We plan to maintain our goals and actions and will further reflect upon them when we receive the outcomes from the 2025 CASSPP. That said we are seeing some growth so we do not anticipate any signficant changes in action steps.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-tiered Systems of Support (MTSS) Tier II	This action attends to EUSD's 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. Staff are provided with professional development to attend to student needs in coordination with integrated student supports and to address student barriers to learning.		No

Action #	Title	Description	Total Funds	Contributing
		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 have an academic concern, attendance issue, behavior or mental health concern either on the yard or classroom (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 within the general education, pull out support provided by EL staff or 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 i corresponding data reveals the student is at risk of becoming a Long Term English Learner, whereby additional Designated ELD supports may b beneficial. Response to Intervention in Tier II is reflected upon during initial and subsequent SST Meetings, Language Assessment Team Meetings, as well as 504 Meetings.		
3.2	Multi-tiered Systems of Support (MTSS)	This action attends to EUSD's use of multi-tiered systems of support - Tier III, high risk students - to grow the learning of students beyond Tier II, at		No

Action #	Title	Description	Total Funds	Contributing
	Tier III	risk students who receive designated supports. This model includes providing supports for students in social-emotional learning as well as academic learning. Staff are provided with professional development to attend to student needs in coordination with integrated student supports and to address student barriers to 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 with success, and strategies used include: • Placing 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.		
3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	This action attends to our goal of fully implementing the other CA state standards and frameworks, and using standards-aligned curriculum and instructional materials to ensure we deliver a broad course of study. Professional development will continue to be provided, as needed, so that staff better understand the CA standards, frameworks, our curriculum, and our collaborative agreements in these areas. EUSD administrators, EUSD and ATE mentors and our TOSA Instructional Coaches will support this work. 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. Music is provided by a credentialed teacher at EES and BES (gradesTK through grade 4).	$627,024.00	Yes

Action #	Title	Description	Total Funds	Contributing
		During the 2025-2026 school year, a focus will be on: -Working on the expansion of our Visual and Performing Arts Program beyond just Music; perhaps through the use of electives; -Exploring how to develop our World Language program; -Continuing to build our Career Technical Education Program with a focus on Exploration.		
3.4	Homeless/Foster Youth Supports	This action ensures homeless/foster youth student rights are attended to. This includes: Administrative Regulations and updates, Board Policies and updates, Parent/Guardian Handbook, Letters and Notices to Parents/Guardians about Opportunities, Transportation, Nutrition, and Extracurricular Activities, as well as referrals and rights to other services. In addition, our homeless/foster youth liaison continually receives training and works in coordination with other agencies (Tehama County Department of Education - Homeless, Foster Youth), trains staff, annually, about homelessness/foster youth, and oversees registration/records (identification, enrollment, etc). For the 25-26 school year, this action involves the review by the MTSS teams on the root cause of suspensions for Foster Youth (as noted in Action 1.8) as well as the review by the team of academic and social-emotional growth by these same students and a plan forward of how to best support them as individuals and as a group. Aditional paraprofessional staff to support these students in the general edcuation setting as well as to provide interventions for both academics and behavior.		Yes
3.5	English Learner Program	This action strives to ensure EUSD's 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	$1,271.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 For the 25-26 school year: • This action involves the review by the MTSS team of academic growth by these same students and a plan forward of how to best support them as individuals and as a group. -Aditional paraprofessional staff to support these students in the general edcuation setting as well as to provide interventions for both academics and behavior.		
3.6	Special Education Program	This action strives to ensure EUSD's Special Education Program contains systems and policies that are researched-based and effective in ensuring that students are making adequate growth and progress towards meeting their IEP goals and progressing through state standards, as appropriate. The EUSD Special Education Department follows the guidelines set forth in the EUSD Board Policies and Administrative Regulations as well as follows the guidelines of the Tehama County Special Education Local Area Plan that they are a part of. 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 or Tier III supports in place to attain their goals and is staffed by teachers and paraprofessionals;	$2,199,373.00	No

Action #	Title	Description	Total Funds	Contributing
		One full time Speech Language Pathologist (SLP), one full time Speech Language Pathologist Assistant (SLPA), and Virtual contracted services provider (with district aide support) 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 determined to need special education evaluation; One full time Clinical Psychologist and one full time psychologist intern provide assessment and evaluation for special education. 2.25 FTE Counselors. Aditional paraprofessional staff to support these students in the general edcuation setting as well as to provide interventions for both academics and behavior. This action will target the Special Education students we serve and ensure their rights and needs are being attended to.		
3.7	Community Day School	This action attends to EUSD's 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. For the 25-26 school year, this action is incorporated into LCAP Goal #4, involving the review of the Community Day School Program to generate a plan forward of how to best support these students as individuals and improve the program, overall. (NOTE: Goal #4 of this LCAP also attends to CDS - but only for the Equity Multiplier Funds for 2024-2025.)	$203,310.00	Yes
3.8	Before/After School Program	This action attends to EUSD's Before/After School Program, which provides a safe and enriching environment both before and after school for students who need care and students who would benefit from care (our unduplicated students). It is provided for a reasonable fee and	$539,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 increase student awareness and reduce the incidence of juvenile crime, gang activities, and use of tobacco, alcohol, and drugs.		
3.9	Homework Club	This action supports EUSD's Homework Club Program which 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, especially our unduplicated students.	$31,621.00	Yes
3.10	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 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.	$330,444.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Student Engagement	This action aims to support staff with providing students with learning opportunities that are interactive and hands-on; this includes, but is not limited to, simulations, labs, and field trips.		No
3.12	Career and College Preparedness	This action attends to promoting 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	This action ensures our EUSD libraries continue 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 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.	$123,470.00	No
3.14	Mental Health Supports	This action ensures EUSD has sufficient Mental Health Supports in place for students and staff. EUSD has a Licensed Marriage and Family Therapist (LMFT), Pupil Personnel Services (PPS) Counselor, Wellness Coach, and Wellness Technician as part of our team. This efforts and more will be supported by hiring 1.5 FTE Counseling Services. These services will be supported by predominately with the Learning Recovery Emergency Block Grant Funds through the remainder of the grant period. LREBG funds are projected to be ($700,000) and will be used for this purpose as well as additional allowable expenditures under the LREBG grant.	$463,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Licensed Marriage and Family Therapist is trained to provide support and therapy for individual students, family and group therapy, crisis intervention, consultation, and referral and coordination of care. This role primarily serves those at our Middle School and Community Day School. The Pupil Personnel Services (PPS) Counselor plays a multifaceted role in supporting the academic, career, personal, and social development of students. This counselor works with students on a short term basis with the majority of time spent at the Bend Elementary and Evergreen Elementary School campuses, to provide social and emotional learning support in small group or individual contexts. Both counselors focus on creating a positive school culture and are trained in child development, learning strategies, self-management and social skills, and understand and promote success for the diverse students we serve. The Wellness Coach performs and implements a variety of behavior support tasks, assists in developing and delivering behavior-analytic services and practices, develops systems for data collection, provides feedback to school staff and provides direction to the wellness technician. The wellness technician works one-on-one with students to assist in the implementation of the behavior plan and provides feedback on student progress.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To improve outcomes for students in our Community Day School programs (Grades Kindergarten-5th grade & 5th-8th grade).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

EUSD has received Equity Multiplier Funds for the Evergreen Community Day Schools (grades Kindergarten through 5th grade & 5th through 8th grade) for the 2024-2025 school year. These funds are given to schools with a nonstability rate greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. These one time monies, considered other state funds, and aimed to supplement, not supplant, LCFF funding, and will be used to refine this program, attend to the specific needs of these students through evidence-based services and supports, create proactive supports to lower the number of students entering this program as well as supports to ensure an effecitive transition back into the general education programs. This funding, and subsequent goal, will only be in place for the 2025-2026 school year and future years will be dependent on receipt of the one time funds. This goal will seek to address all state priorities, noted above, as a review of all components of these school programs will be necessary to ensure the appropriate actions are put in place to improve outcomes for students. This goal was reviewed and prioritized with our stakeholders using the annual parent/staff/student survery as well meeting with staff to review the goal and actions. Their feedback led to the adding of action 4.4.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CONDITIONS OF LEARNING	June 2024 Williams Uniform Complaint Review	There have been zero Williams		Target for Year 1 AND ONLY Outcome	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Williams Uniform Complaint Review Facility Inspection Tool Appropriately Assigned Teachers Review Access to Instructional Materials Review Academic Standards Review Broad Course of Study Review	Zero incidents resulting in a Williams Uniform Complaint regarding facility conditions, instructional materials, and teacher vacancies/misassignment December 2003 FIT "Good" FIT Scores June 2024 Appropriately Assigned Teachers Review No teachers are misassigned, and there are no vacancies June 2024 Access to Instructional Materials Review No students are without access to their own copies of standards-aligned instructional materials to use at school and at home Academic Standards Review June 2024 Academic Standards Review Full Implementation of State Standards	Complaints thus far. Our Fit Score remain "Good" Students continue to have access to apporpriately assigned staff and standards based materials. All appropiately credentialed.		Continued with: no Williams Uniform Complaints; "Good" FIT scores; no teachers being misassigned with no vacancies; and access to instructional materials. Continued to full Implementation of State Standards, Curriculum Frameworks, and Policies/Programs to support staff in instructional delivery with expansion, over time, to full implementation with sustainability Progress to a total of 20/20 on progress towards full Implementation of Broad Course of Study/Other Academic Standards, over time, moving towards full	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Full Implementation of Curriculum Frameworks Full Implementation of Policies/Programs to support staff in instructional delivery June 2024 Broad Course of Study Review A total of 17/25 on progress towards implementation			implementation with sustainability	
4.2	ENGAGEMENT Absenteeism Rate Middle School Drop Out Rate Suspension/Expulsion Rate Pupil Safety & Connectedness - CA Healthy Kids Survey Family Involvement - EUSD CDS Survey	The sample size of this student population is less than 10, and therefore, data cannot be displayed here. For more information about the Baseline data, please contact Supt. Mendenhall.	Absenteeism continues to improve with a current attendance rate of 92% and a Chronic Absenteeism rate of 14.80%		Target for Year 1 AND ONLY Outcome The sample size of this student population is less than 10, and therefore, data cannot be displayed here. For more information, please contact Supt. Mendenhall.	N/A
4.3	PUPIL OUTCOMES READING CA Assessment of Student Performance and Progress Smarter	The sample size of this student population is less than 10, and therefore, data cannot be displayed here. For more information about the Baseline data,	iReady March 2025 Reading 24% Meet/Exceed Math 11% Meet/Exceed		Target for Year 1 AND ONLY Outcome The sample size of this student population is less	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Balanced Summative Reading (3rd-8th grade) iReady Reading (Kindergarten-8th grade) EUSD Oral Reading Fluency Curriculum Based Measurement (1st-8th grade) MATHEMATICS CA Assessment of Student Performance and Progress Smarter Balanced Summative Mathematics (3rd-8th grade) iReady Mathematics (Kindergarten-8th grade) EUSD Mathematics Fluency Curriculum Based Measurement (1st-8th grade) EARLY READING AND MATH DEVELOPMENT EUSD ESGI - Reading and Mathematics (TK-2nd grade) SCIENCE CA Assessment of Student Performance and Progress Science Test (5th and 8th grade) ENGLISH LEARNER DEVELOPMENT	please contact Supt. Mendenhall.	33% One grade below CBM Reading: 37.5% Met Benchmark Math: 37.5% Met Benchmark		than 10, and therefore, data cannot be displayed here. For more information, please contact Supt. Mendenhall.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Proficiency Assessment for CA Summative Assessment (all identified English Learners) EUSD English Learner Reclassification Rate OUTCOMES OF BROAD COURSE OF STUDY CA Physical Fitness Test CA Healthy Kids Survey					
4.4	Beginning with the 2025-26 school year we will measure the % of students that successfully transition back to the General Education setting. Success defined as return to the GenEd Setting and remain there for the rest of the school year.	Percent of students with successful transition back to General Education 2024-2025 3/10 = 30%	Baseline was created in 2024-25 (year 1)		Percent of students that succesfully tranisiton back the General Education setting will be 70% by 2027	4 students or 40%

Goal Analysis [2024-25]

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

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

There have been substantive differences in implementation strategies or actions as noted below. Our Community Day School has an ever changing student population however we connect every student with a general education teacher to ensure that there is continuity in the curriculum and expecations, helping to ensure students have. a smoother transition when they return the regular program. In the future the

program will have two focus items, 1) Proactive stratgies to limit placement in CDS and 2) Successfull transition back to the General Education Setting.

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.

Equity Multiplier expenditures will begin in the 25/26 fiscal year.

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

Contistency is the key, and as a result we focus on relationships/communication with families and regular attendance in the program in addition to the appropriate supports for both parents and students as noted in the action below.

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

We have made an additional metric to track successfull tansitions back to the Gen Ed Setting and inlcuded student data on local academic assessments. We have also expanded the action item as noted.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Evidenced-Based Services & Support	This action has two components: The CDS MTSS team will review of all components of their school program (Conditions of Learning, Engagement, and Pupil Outcomes) to ensure the appropriate and subsequent actions will improve outcomes for students. After review the folliwing items were added to this action for the 2025-26 school year: • Additional Counseling time will be allocated to support students as both a preventative measure as well as to support current CDS students progress towards exiting the program and support during and after their exit. • Emphasis on resotorative practices.	$201,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Cointniued implmentation of Character Strong to support transfer of skills from the CDS program to the Gen Education. • Additional Support for parents through parenting classes offered by the district. -Additional para support for idenified students in the general education to avoid the need for placement into CDS		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,435,369	$43,860

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
12.876%	0.000%	$0.00	12.876%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Transportation (Maintenance and Operations) **Need:** Transportation to and from school **Scope:**	Transportation is needed to support families in our vase 575 square mile area. In order to address this need also experienced by our socioeconomically disadvantaged and foster/homeless 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/Intersession programs, we will provide transportation to ensure	1.5 - Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	that our unduplicated students are able to access these enhanced learning opportunities; 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.	
1.7	**Action:** Student Attendance **Need:** Attend school regularly **Scope:** LEA-wide	By reviewing the root cause of chronic absenteeism for all students, but also for our significant subgroups, the MTSS teams can put Tier 1 supports in place to attend to this need and change the outcome for these students across the District. For example, 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/Intersession 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.	1.5 - Absenteeism Rate
1.8	**Action:** Student Behavior (Suspension, Drop Out, and Expulsion Rate) **Need:** Improved behavior and ensuring that the consequences of behavior do not negatively impact having access to education and being present at school	By reviewing the root cause of suspensions/drop out rate/expulsions for all students, but also for our significant subgroups, the MTSS teams can put Tier 1 supports in place to attend to this need and change the outcome for these students across the District. For example, 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	1.6 - Drop Out Rate 1.7 - Suspension/Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	development of their social emotional learning and have the tools to appropriately respond to student behavior. These subgroups are 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. SUSPENSION RATE OF English Learner was NOTED AS Orange ON THE 2024 CA DASHBOARD	
2.5	**Action:** Professional Development **Need:** Quality instruction that ensures pupil outcomes in ELA and Mathematics **Scope:** LEA-wide	Providing professional development for teachers and staff will ensure the needs of all students (with a heightened focus on unduplicated pupils) are understood and that next steps for best instruction occur. 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.	2.1 - English Language Arts 2.2 - Mathematics 2.5 - Early English Language Arts and Mathematics Development 3.1 - English Language Arts (Disaggregated data) 3.2 - Mathematics (Disaggregated data)
3.3	**Action:** Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language) **Need:** Access to a broad course of study **Scope:** LEA-wide	Having the opportunity to explore CTE and other areas of study, beyond the core subjects, will provide all students with an opportunity to expand their learning. For unduplicated students, they will be exposed to engaging learning opportunities that will support their continued engagement and give them insight into future learning interests. This enhances the educational experience for our significant subgroups (students with disabilities, homeless, foster youth, English Learners, and low income students) who often do not have access to these experiences out of the school setting for a myriad of reasons.	3.3 - Broad Course of Study 3.4 - Outcomes of Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** Community Day School **Need:** To ensure students are making progress in behavior and academics so that they can return to the regular education setting **Scope:** Schoolwide	We must provide support to ensure all of our CDS students, with a focus on our unduplicated students in this program, so that they are not disproportionately suspended and are also making adequate progress in ELA and Mathematics. We must ensure these students are provided with more focused and individual instruction in an environment where they 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 so that they can return to the regular education program.	1.8-Suspension Rate 3.1-ELA (disaggregated data for CDS students) 3.2-Mathematics (disaggregated data for CDS students)
3.8	**Action:** Before/After School Program **Need:** Academic Progress **Scope:** LEA-wide	By providing before/after school support for learning (ELA and Mathematics), we aim to support all students and their families, 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.	3.1-ELA (disaggregated data) 3.2-Mathematics (disaggregated data)
3.9	**Action:** Homework Club **Need:** Academic Progresss **Scope:** LEA-wide	By providing after school support for learning (ELA and Mathematics), we aim to support all students and their families, 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.	3.1-ELA (disaggregated data) 3.2-Mathematics (disaggregated data)
3.14	**Action:** Mental Health Supports **Need:** Social Emotional Supports	All students can benefit from social emotional/mental health supports so that they feel safe and connected. As such, by focusing on Restorative Practices, we will support the work of the classroom teachers to foster an asset-based	1.8 - Safety 1.9 - Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	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.	
4.1	**Action:** Evidenced-Based Services & Support **Need:** Ensure they are making growth to be able to exit the program and return to the regular education setting **Scope:** Schoolwide	By reviewing all the components of the Community Day School program, the needs of unduplicated students will be better understood and the appropriate supports can be put in place to ensure their engagement and academic and social-emotional growth. (See action 3.7)	4.2 - Engagement 4.3 - Pupil Outcomes

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** English Language Development	Understanding each English learner student's ELPAC assessment data and providing them with	2.4 - English Language Development

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Building their English language skills **Scope:** Limited to Unduplicated Student Group(s)	quality Integrated and Designated ELD in response will ensure they make adequate yearly progress in developing their English language skills. ELPI WAS NOTED AS RED ON THE 2023 CA DASHBOARD. IN 2024 THE ELPI INDICATOR IS NOW GREEN ELPI for 2025 is expected in June of 2025	
3.4	**Action:** Homeless/Foster Youth Supports **Need:** Decreased Suspension Rate, Academic Progress **Scope:** Limited to Unduplicated Student Group(s)	Reflecting on the specific needs of this subgroup, and providing appropriate supports, will ensure Foster Youth are not disproportionately suspended and are also making adequate progress in ELA and Mathematics. SUSPENSION OF FOSTER YOUTH WAS NOTED AS RED ON THE 2023 CA DASHBOARD. IN 2024 THIS GROUP HAS MOVED TO YELLOW The 2025 data is expected in June of 2025	1.8-Suspension Rate 3.1-ELA (disaggregated data for Foster Youth) 3.2-Mathematics (disaggregated data for Foster Youth)
3.5	**Action:** English Learner Program **Need:** EL students are not making sufficient progress in ELA and Mathematics **Scope:** Limited to Unduplicated Student Group(s)	To ensure our program is supporting EL students in making adequate progress in ELA and Mathematics, extending beyond their English language development. ELPI IS NOTED AS RED ON THE 2023 CA DASHBOARD. IN 2024 THE ELPI INDICATOR IS NOW GREEN ELPI for 2025 is expected in June of 2025	3.1 - English Language Arts (disaggregated data for ELs) 3.2 - Mathematics (disaggregated data for ELs)

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

Additional Concentration Grant Funding

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

Additional Concentration Grant Funding is used for our increased instructional aide staffing for direct services to students. Specifically they will support EL Students and students with significant behaviors while in the general education setting.

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	5:97	40:948
Staff-to-student ratio of certificated staff providing direct services to students	8:97	49:948

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,147,654	1,435,369	12.876%	0.000%	12.876%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,030,058.00	$3,808,564.00	$203,621.00	$1,858,283.00	$15,900,526.00	$12,171,139.00	$3,729,387.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Facilities Management (Maintenance and Operations)	All	No			All Schools		$526,405.00	$976,576.00	$1,502,981.00				$1,502,981.00	
1	1.2	Educational Programs (Teachers and Staff)	All	No			All Schools		$5,224,153.00	$72,625.00	$5,296,778.00				$5,296,778.00	
1	1.3	Educational Programs (Standards-Aligned Instructional Materials)	All	No			All Schools		$0.00	$332,202.00		$332,202.00			$332,202.00	
1	1.4	Transportation (Maintenance and Operations)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Evergreen Elementary & Evergreen Middle School (Bend Elementary School during Intersession & Summer School) TK-8th grade		$381,818.00	$154,350.00	$536,168.00				$536,168.00	
1	1.5	Educational Programs (Devices and Connectivity)	All	No			All Schools		$229,291.00	$78,775.00	$308,066.00				$308,066.00	
1	1.6	Nutrition/Food Service	All	No			All Schools		$519,038.00	$690,150.00		$425,000.00		$784,188.00	$1,209,188.00	
1	1.7	Student Attendance	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$623,253.00	$63,075.00	$686,328.00				$686,328.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.8	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$88,350.00	$0.00		$63,408.00		$24,942.00	$88,350.00	
1	1.9	Student Safety and Connectedness	All	No			All Schools		$159,395.00	$85,250.00	$244,645.00				$244,645.00	
1	1.10	Family Involvement	All	No			All Schools		$2,000.00	$10,000.00		$12,000.00			$12,000.00	
1	1.11	EUSD District Nurse and Health Aides	All	No			All Schools		$109,345.00	$11,260.00	$33,002.00	$87,603.00			$120,605.00	
2	2.1	Continuous Learning & Growth Cycle (School-wide Program - Multi-tiered Systems of Support - Tier I)	All	No			All Schools		$173,950.00	$89,954.00				$263,904.00	$263,904.00	
2	2.2	Curriculum and Instruction (Academic Program - MTSS - Tier I)	All	No			All Schools		$0.00	$31,021.00				$31,021.00	$31,021.00	
2	2.3	Materials and Supplies for Students and Staff	All	No			All Schools		$0.00	$30,910.00	$25,410.00	$5,500.00			$30,910.00	
2	2.4	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$103,515.00	$1,000.00	$104,515.00				$104,515.00	
2	2.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$274,358.00	$137,912.00	$122,912.00	$289,358.00			$412,270.00	
2	2.6	Family Engagement (Communication about Student Achievement)	All	No			All Schools									
3	3.1	Multi-tiered Systems of Support (MTSS) Tier II	All 504 Students; English Learners	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Multi-tiered Systems of Support (MTSS) Tier III	Students with Disabilities	No			All Schools									
3	3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$567,024.00	$60,000.00	$468,781.00	$158,243.00			$627,024.00	
3	3.4	Homeless/Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools									
3	3.5	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$1,271.00				$1,271.00	$1,271.00	
3	3.6	Special Education Program	Students with Disabilities	No			All Schools		$1,832,372.00	$367,001.00	$77,498.00	$1,368,918.00		$752,957.00	$2,199,373.00	
3	3.7	Community Day School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community Day School		$192,310.00	$11,000.00	$203,310.00				$203,310.00	
3	3.8	Before/After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$404,665.00	$134,722.00		$335,766.00	$203,621.00		$539,387.00	
3	3.9	Homework Club	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,621.00	$1,000.00		$31,621.00			$31,621.00	
3	3.10	Summer School/Intersession	All	No			All Schools		$178,019.00	$152,425.00		$330,444.00			$330,444.00	
3	3.11	Student Engagement	All	No			All Schools									
3	3.12	Career and College Preparedness	All	No			Specific Schools: Evergreen Middle									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School & Bend Elementary School Grades 7 & 8									
3	3.13	EUSD Library System	All	No			All Schools		$115,845.00	$7,625.00	$123,470.00				$123,470.00	
3	3.14	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$435,412.00	$28,213.00	$296,194.00	$167,431.00			$463,625.00	
4	4.1	Evidenced-Based Services & Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community Day Schools		$0.00	$201,070.00		$201,070.00			$201,070.00	

2025-26 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
11,147,654	1,435,369	12.876%	0.000%	12.876%	$2,418,208.00	0.000%	21.693 %	**Total:**	$2,418,208.00
								LEA-wide Total:	$1,574,215.00
								Limited Total:	$104,515.00
								Schoolwide Total:	$739,478.00

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	1.4	Transportation (Maintenance and Operations)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Evergreen Elementary & Evergreen Middle School (Bend Elementary School during Intersession & Summer School) TK-8th grade	$536,168.00	
1	1.7	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$686,328.00	
1	1.8	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$104,515.00	
2	2.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,912.00	

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	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$468,781.00	
3	3.4	Homeless/Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
3	3.5	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.7	Community Day School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	$203,310.00	
3	3.8	Before/After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.9	Homework Club	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.14	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$296,194.00	
4	4.1	Evidenced-Based Services & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,189,047.00	$15,380,660.00

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	**1.1**	Facilities Management (Maintenance and Operations)	No	$1,379,638.00	1,444,608.00
1	**1.2**	Educational Programs (Teachers and Staff)	No	$5,483,764.00	5,191,264.00
1	**1.3**	Educational Programs (Standards-Aligned Instructional Materials)	No	$227,115.00	294,702.00
1	**1.4**	Transportation (Maintenance and Operations)	Yes	$590,929.00	548,331.00
1	**1.5**	Educational Programs (Devices and Connectivity)	No	$306,224.00	304,912.00
1	**1.6**	Nutrition/Food Service	No	$1,052,616.00	1,313,973.00
1	**1.7**	Student Attendance	Yes	$684,280.00	682,326.00
1	**1.8**	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	Yes		32,880.00
1	**1.9**	Student Safety and Connectedness	No	$391,350.00	369,213.00
1	**1.10**	Family Involvement	No		2,000.00

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	1.11	EUSD District Nurse and Health Aides	No	$104,231.00	96,762.00
2	2.1	Continuous Learning & Growth Cycle (School-wide Program - Multi-tiered Systems of Support - Tier I)	No	$351,576.00	451,553.00
2	2.2	Curriculum and Instruction (Academic Program - MTSS - Tier I)	No	$36,665.00	30,429.00
2	2.3	Materials and Supplies for Students and Staff	No	$51,783.00	27,564.00
2	2.4	English Language Development	Yes		1,271.00
2	2.5	Professional Development	Yes	$356,955.00	396,242.00
2	2.6	Family Engagement (Communication about Student Achievement)	No		
3	3.1	Multi-tiered Systems of Support (MTSS) Tier II	No		
3	3.2	Multi-tiered Systems of Support (MTSS) Tier III	No		
3	3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	Yes	$540,158.00	247,239.00
3	3.4	Homeless/Foster Youth Supports	Yes		
3	3.5	English Learner Program	Yes	$32,918.00	49,130

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	3.6	Special Education Program	No	$2,235,712.00	2,492,053.00
3	3.7	Community Day School	Yes	$213,175.00	198,704.00
3	3.8	Before/After School Program	Yes	$390,961.00	488,364.00
3	3.9	Homework Club	Yes	$4,500.00	21,970.00
3	3.10	Summer School/Intersession	No	$324,308.00	313,473.00
3	3.11	Student Engagement	No		
3	3.12	Career and College Preparedness	No		
3	3.13	EUSD Library System	No	$134,756.00	121,254.00
3	3.14	Mental Health Supports	Yes	$295,433.00	260,443.00
4	4.1	Evidenced-Based Services & Support	Yes		

2024-25 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)
1,478,764	$1,945,448.00	$1,879,893.00	$65,555.00	15.800%	15.450%	-0.350%

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	1.4	Transportation (Maintenance and Operations)	Yes	$590,929.00	548,321.00	5.42	5.04
1	1.7	Student Attendance	Yes	$684,280.00	682,326.00	6.28	6.27
1	1.8	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	Yes				
2	2.4	English Language Development	Yes				
2	2.5	Professional Development	Yes	$67,705.00	101,812.00	.62	.94
3	3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	Yes	$301,101.00	247,239.00	2.67	2.27
3	3.4	Homeless/Foster Youth Supports	Yes				
3	3.5	English Learner Program	Yes	$32,918.00	49,130.00	.30	.45
3	3.7	Community Day School	Yes	$213,175.00	198,704.00		
3	3.8	Before/After School Program	Yes				
3	3.9	Homework Club	Yes	$4,500.00		.04	0
3	3.14	Mental Health Supports	Yes	$50,840.00	52,361.00	.47	.48

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)
4	**4.1**	Evidenced-Based Services & Support	Yes				

2024-25 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)
10,890,727	1,478,764	0	13.578%	$1,879,893.00	15.450%	32.711%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Needs Assessment

The LEA must identify pupils in the greatest need of learning recovery supports per EC32526(d)(2)(A)

English Language Arts (ELA)

Schools In Greatest Need of Learning Recovery Supports		Student Groups In Greatest Need of Learning Recovery Supports	
Based on the schools with status levels of "low" and "very low" in ELA (*see schools list on the "Data Collection ELA/Math" tab*), which schools are demonstrating the greatest need for learning recovery supports in ELA?	There are no schools in the "low" or "very low" categories. Proportionally none of the schools has a higher number of students in either category as well.	Based on the student groups with status levels of "low" and "very low" in ELA (*see "student groups" list on the "Data Collection ELA/Math" tab*), which student groups are demonstrating the greatest need for learning recovery supports in ELA?	Students with Disabilities and English Learners have the "Greatest Need"
Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level in ELA, are there any schools with a high number of students with low achievement levels in ELA?		Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level, are there any student groups with a high number in the lowest achievement levels in ELA?	
Based on local metrics for ELA/Literacy that are being administered in the current school year (screeners, diagnostics, interim assessments), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?		Based on local metrics for ELA/Literacy that are being administered in the current school year (screeners, diagnostics, interim assessments), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?	
Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, inteviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."		*Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, inteviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports.*	

Mathematics

Schools In Greatest Need of Learning Recovery Supports		Student Groups In Greatest Need of Learning Recovery Supports	
Based on the schools with status levels of "low" and "very low" in Mathematics (*see schools list on the "Data Collection ELA/Math" tab*), which schools are demonstrating the greatest need for learning recovery supports in mathematics?	List of schools: No Schools were in the "low" or "very low" categories	Based on the student groups with status levels of "low" and "very low" in mathematics (*see "student groups" list on the "Data Collection ELA/Math" tab*), which student groups are demonstrating the greatest need for learning recovery supports in math?	List of student groups: Students with Disablities and Homeless
Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level in mathematics, are there any schools with a high number of students with low achievement levels in mathematics?		Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level, are there any student groups with a high number in the lowest achievement levels in mathematics?	

Based on local metrics for mathematics that are being administered in the current school year (screeners, diagnostics, interim assessments), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?		Based on local metrics for mathematics that are being administered in the current school year (screeners, diagnostics, interim assessments), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?	
Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, inteviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."		*Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, inteviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports.*	

Chronic Absenteeism

Schools **In Greatest Need of Learning Recovery Supports**		Student Groups **In Greatest Need of Learning Recovery Supports**	
Based on the schools with status levels of "high" and "very high" in Chronic Absenteeism or comparable rates at high schools (*see schools list on the "Data Collection - Chronic Abs" tab*), which schools are demonstrating the greatest need for learning recovery supports in attendance?	List of schools: All schools ranked "High" regarding Chronic Absentiesm	Based on the student groups with status levels of "high" and "very high" in Chronic Absenteeism or comparable rates at high schools (*see schools list on the "Data Collection - Chronic Abs" tab*), which student groups are demonstrating the greatest need for learning recovery supports in attendance?	List of student groups: All Students Hispanic White Multiple Races Socially Economically DisAd Students with Disabilities English Learner Foster Youth Homeless
Based on the list of chronically absent students, are there any schools with a high number of chronically absent students?		Based on the list of chronically absent students, are there any student groups with a high number of chronically absent students?	
Based on local metrics for chronic absenteeism (daily attendance rates, numbers of unexcused absences, etc.), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?		Based on local metrics for chronic absenteeism (daily attendance rates, numbers of unexcused absences, etc.), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?	
Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, inteviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."		*Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, inteviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports.*	

Pupils in Greatest Need of Learning Recovery Supports

	List of Schools and Student Groups	Based on quantitative and qualitative data, what is the greatest need at each school or for each student group?	Using the Evidence-Based Resources tab, which resource aligns to the identified need (s)?
Based on the schools listed above in "Greatest Need" in ELA, Math, and Chronic Absenteeism, are there any schools appearing in all three lists (ELA, Math, Chronic Absenteeism? If yes, list in column b. If no, are there are any schools appearing in two of the three areas? If so, list in column b. (**NOTE**: LEA should also identify specific students for learning recovery supports based on data collected. Student names should NOT be included in LCAP actions.)	N/A		
Based on the student groups listed above in "Greatest Need" in ELA, Math, and Chronic Absenteeism, are there any student groups appearing in all three lists (ELA, Math, Chronic Absenteeism? If yes, list in column b. If no, are there are any student groups appearing in two of the three areas? If so, list in column b. Are there any schools with high percentages of student groups in greatest need that are NOT reflected in the "list of schools" above? If so, add to the "list of schools." (**NOTE**: LEA should also identify specific students for learning recovery supports based on data collected. Student names should NOT be included in LCAP actions.)	Students with Disabilities	Data illustrates that this group has improved significantly. Parents reported hesistancy sending their child to school post covid as many of these students were susuceptable to getting sick and often had difficulty expressing when they felt ill. Since that time student and parent confidence is improving and students in this group are attending more regularly.	Intersession/Summer School has been consistently offered to this student subgroup. The MTSS teams at each school site have been focused on identifying and supporting students in this group including holding IEP's as needed to address barriers to attending school regularly, additional transportation has been offered in many cases and ultimately students/families are placed in the SARB process. Additionaly the School Nurse has increased communication to families to answer their questions and build their trust and confidence in sending their child to school.