The LCFF represents a significant shift in the way schools are funded and how they spend their dollars. In the past, districts could develop a budget independently from any plan that is tied to student achievement. Beginning in 2014, the budget must be developed in alignment with the district’s plan to improve student achievement, particularly for English learners, foster youth, and low income students and it must be done with broad stakeholder input.
## Evergreen’s Process

How this plan was developed

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 4</td>
<td>Initial LCAP Stakeholder Meeting</td>
<td>To align the State’s 8 priorities with the Board’s 5 goals and to gather input on community’s desired student outcomes</td>
</tr>
<tr>
<td>February 26</td>
<td>Student Forum</td>
<td>To provide student voice to the plan</td>
</tr>
<tr>
<td>February 27</td>
<td>LCAP DLCT met to refine student outcomes</td>
<td>To find and articulate common themes and align with LEAP</td>
</tr>
<tr>
<td>March 17</td>
<td>Stakeholder LCAP Meeting</td>
<td>To identify actions and services that support desired student outcomes</td>
</tr>
<tr>
<td>March 31</td>
<td>LCAP DLCT prioritizes services &amp; actions</td>
<td>Determine whether they clearly supported student outcomes; aligned with 8 priorities and 5 Board goals; could be supported by data or evidence; and was viable in terms of resources</td>
</tr>
<tr>
<td>April 15</td>
<td>DAC/DELAC Presentation &amp; Input</td>
<td></td>
</tr>
<tr>
<td>April 29</td>
<td>Final Stakeholder Meeting</td>
<td></td>
</tr>
</tbody>
</table>
# 8 State Priorities & 5 Board Goals

<table>
<thead>
<tr>
<th>8 State Priorities</th>
<th>5 Board Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Conditions</td>
<td>Student Achievement</td>
</tr>
<tr>
<td>Implementation of Standards</td>
<td>Fiscal Health</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>Communication &amp;</td>
</tr>
<tr>
<td>Pupil Achievement</td>
<td>Transparency</td>
</tr>
<tr>
<td>Pupil Engagement</td>
<td>Quality Staff</td>
</tr>
<tr>
<td>School Climate</td>
<td>Safety &amp; Wellness</td>
</tr>
<tr>
<td>Pupil Outcomes</td>
<td></td>
</tr>
<tr>
<td>Course Access</td>
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</tr>
</tbody>
</table>
So What Did the Community Say?

What Student Outcomes does the Evergreen community want for all students and how will we get there?
Common Themes

Those Things Stakeholders Have Said They Want To See to Support All Students

Development of Technology Proficiency (based on digital competencies)
Professional Development on PBL, CCSS, Technology, & Digital Citizenship
Development of district and site plans for equitable acquisition of technological devices
Increased stakeholder input in budget process
Formation of a grant exploration and/or other funding committee
Increased family communication (webinars, Twitter, Schoolloop, Parent Portal, and virtual meetings)
Visibility of adults on campuses
Development of consistent protocols for school visitors
Training programs for students, staff, noon supervisors, substitutes to create warm and welcoming campuses
Mental health resources for students
Intervention programs and resources to strengthen social skills, develop assets, build conflict-resolution skills
Enrichment programs for students
Students will increase their ability to use technology seamlessly as a tool for learning

Students will read, write, apply, and articulate an understanding across content areas

Students will use the 4 C’s towards achieving grade level learning on the continuum of college and career readiness

Students will demonstrate a mastery of literacy and mathematical foundational skills and apply them to real world scenarios

Students will show an ownership of their learning, their communities, and themselves
Actions and Services to Support Student Outcomes for Goal 1

Develop tool to monitor student proficiency and continue to provide supports for digital citizenship and collaboration, communication, critical thinking, and creativity, career pathways, and partnerships

Equitable access of technology for all schools

Hands-on/Project Based Learning Implementation

Portion of funding allocated directly to schools based on unduplicated student population

Provide comprehensive professional development on Common Core State Standards

Common Core implementation with differentiated instruction
Student Outcomes for
Goal 2

Improve Fiscal Health

Students will become college and career ready through programs, resources, and facilities brought about by a fair, equitable, transparent district budget.
Parents, teachers, staff, and community will be given the opportunity to receive budget information in multiple venues and be given the opportunity to share their perspectives and input.

Identify supplemental funding sources and write grants to provide students with access to additional programs and resources.

Maintain facilities that are in good repair.
Parents will increasingly understand academic expectations to support student success.

To connect student learning to real world experiences, students will be exposed to community service learning opportunities and career pathways.
Additional support in academic expectations for students through increased parent/school communications and programs

Students will be exposed to and involved in real world experiences
Student Outcomes for Goal 4

Attract, develop, and retain quality staff at all levels

As a result of attracting and retaining high quality staff, students will feel valued, engaged, and successful within the classroom and school community.
Provide high quality instruction and learning opportunities to prepare every student to graduate ready for college or career

Provide collaborative instructional planning time to develop high quality lessons and learning experiences for students
Student Outcomes for Goal 5

Enhance the climate of safety and wellness throughout the District

Students are safe at school

Students travel safely to and from school

Students are resilient and able to adapt to changes

Students feel welcomed, respected, and valued

Students are well nourished and healthy both physically and mentally

Students, parents, staff, and the community collaborate to support the emotional and social well-being of students to increase their connectedness to school
Actions and Services to Support Student Outcomes for Goal 5

Provide training programs for students, staff, noon supervisors, substitutes, volunteers, parents, and other adults on campus to help create an environment where students feel safe, welcomed, respected, and valued.

Continue transportation services for high needs areas and work collaboratively with City on additional crossing guards.

Provide interventions, programs, and resources to support students socially and emotionally.

Provide opportunities for after school sports and enrichment programs.

Provide more fresh food options in school meal programs.

Provide more opportunities for physical fitness.
### Evergreen School District 2014-2015

General Fund Revenue Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Budget</strong></td>
<td>$96.4 Million</td>
</tr>
<tr>
<td>Base Funding</td>
<td>$80.7 Million</td>
</tr>
<tr>
<td>Supplemental</td>
<td>$5.5 Million</td>
</tr>
<tr>
<td>Restricted/Local</td>
<td>$10.2 Million</td>
</tr>
</tbody>
</table>
District spending target for English Learners, Foster Youth, and Low Income students is $8 Million when LCFF is fully implemented in 2020-2021. Each year the District must make proportional spending increases to close the gap between current spending and the spending target.

<table>
<thead>
<tr>
<th>Year</th>
<th>Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>$5.5 Million</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$6.3 Million</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$6.7 Million</td>
</tr>
</tbody>
</table>

In 2013-2014 the District spent $4.5 Million on actions and services for these students. The District must increase spending on services and actions by $1 million in 2014-2015.
Evergreen School District serves *3,094 English learners in all 18 schools. The District routinely reclassifies 20% each year.

There is a need to continue reclassifying at least 20% each year. There is a need to reduce the number of Long Term English Learners (LTELs)

Services and Actions that have been identified to help us reach our goals include:

- Instructional coaches at each school
- English Learner teachers and instructional aids at high needs schools
- Professional development for administrators, teachers & instructional aides
- Formative Assessment System and Intervention Programs
- Expanded translation services
- Incorporation of integrated and designated ELD standards into CCSS Units
- Increase EL parent education opportunities

*Per 2014 CalPads Report
Supplemental Grant Allocation for Foster Youth

Evergreen School District serves 26 foster youth in 11 schools.

There is a need to systematically identify and provide outreach to these students and their caregivers.

Services and Actions that have been identified to help us reach our goals include:

- Develop a protocol for identification and early assessment of foster youth
- Set aside resources at the district level to support the unique needs of foster youth (transportation, counseling, supplies)
- Develop materials to inform foster youth and their guardians about available support services
Evergreen School District serves 4,167 low income students in all 18 schools. Some schools have higher concentrations of low-income students who are also English learners.

There is a need to ensure that low income students at all sites are able to reach the same high levels of academic achievement as non low income students.

Services and Actions that have been identified to help us reach our goals include:

* Intervention Programs
* Portion of supplemental funding provided directly to schools
* Increased Parent/School Communication and Outreach
* Transportation
* Expanded Breakfast Programs
Current Supplemental Budget Allocations

What current services and actions are provided to English learner, low income, and foster youth students?

Intervention Programs  
Front Load for Success  
Instructional Coaches  
Professional Development  
ELD Instructional Aides  
ELD Teachers  
Transportation (Meadowfair/Lanai)  
Katherine Smith STEM Teacher  
Bulldog Tech  
Direct Support to Schools

Total 2013-2014 Budget $4.59 Million
New Supplemental Budget Allocations

What additional services and actions will be provided?

Support 5th Grade Science Camp for high needs students
Professional Development for Classified Staff
(digital competency/citizenship)
Foster Youth Outreach
CCSS Unit Development (w/ELD alignment)
Expanded Breakfast Programs
Assistant Principals @ K. Smith & Whaley (shift of expense from Parcel Tax to General Fund)
Translation Services (written and oral)
Implementation of Formative Assessment System
Expansion of Informational Text Resources
Expanded Direct Support to Schools
Increased parent education opportunities

Total 2014-2015 Budget Addition $ 1 million
While Supplemental fund spending is directed toward supplemental student groups, all students will benefit from some of the expenditures.

For example, Accelerated Reader expansion, formative assessment system, informational texts, etc.
To That End...

The 2014-2015 Budget includes support for the following...

Project Cornerstone at all sites
YWCA CAPP Program at all sites
Increased allocation of dollars to support school enrichment activities at all sites
Allocation of a portion of supplemental funds directly to all sites
Professional development to support CCSS, Deeper Learning, and Digital Citizenship
Additional staff to support increased technology
Support for 5th grade Science Camp program for high needs students
Expansion of informational text resources to support EL students at all sites
Foster Youth Support Fund
Expansion of Accelerated Reader
Implementation of a formative assessment system to support EL students at all sites
Development of CCSS units with EL alignment for all sites
Increased translation services for all sites
Continued transportation for students in high needs areas
Continued support for Bulldog Tech and Katherine Smith staffing and New Tech Relationship
Continued Assistant Principal support at Katherine Smith and O.B. Whaley
Marriage and Family Therapist intern program at all sites
Parent education and outreach
Thank you!

This LCAP was developed with the support of WestEd and the dedication of the following Evergreen School District stakeholders:

Tina Choy       Mercedes Serrano
Julie Clark     Kathy Shepard
Loan Dinh       Sandy Silva
Dolores Garcia  Lisa Soares
Gracie Garcia-Ramos  Mark Stolan
Rosemary Gellman  Lucia Velez
Ginny Gomez     Brian Wheatley
Kathy Gomez     Denise Williams
Carole MacLean
Jennifer Meagher
Tiffanie Nguyen
Gina Ornellas
Katie Orsburn
The Board has provided District staff with direction in the form of the strategic plan. This LCAP has been developed to comply with both the State’s eight priorities and the Board’s strategic plan goals.

Our community of parents, staff, and students have provided input that is reflected in the services and actions that are incorporated into this plan. Next steps include a public hearing on **June 4** and adoption of the LCAP and District Budget on **June 12**.
2007-2008 is recognized as the “high” point in California school district budgets

In 2007-2008, Evergreen’s total revenue was $98,162,094*
Total expenses were $97,401,752

In 2013-2014 Evergreen’s total revenue was $96,138,625
Total expenses were $99,781,204

In 2014-2015, Evergreen’s total revenue is projected to be $96,431,020
Total expenses are projected to be $102,072,974

We are still not restored to 2007-2008 funding levels

• Note, Evergreen’s 2008-2009 total revenue exceeded 2007-2008 total revenue by $3.4 million because of federal ARRA support
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>$98,162,094</td>
<td>$101,584,788</td>
<td>$96,569,161</td>
<td>$92,889,665</td>
<td>$94,303,833</td>
<td>$91,135,796</td>
<td>$96,138,626</td>
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<tr>
<td>Certificated Salaries</td>
<td>$54,487,122</td>
<td>$55,131,281</td>
<td>$55,133,243</td>
<td>$52,495,269</td>
<td>$52,822,284</td>
<td>$53,218,846</td>
<td>$54,857,286</td>
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<tr>
<td>Classified Salaries</td>
<td>$10,023,210</td>
<td>$9,832,329</td>
<td>$9,978,558</td>
<td>$9,131,542</td>
<td>$9,011,189</td>
<td>$8,828,896</td>
<td>$9,228,744</td>
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<tr>
<td>Books &amp; Supplies</td>
<td>$4,892,458</td>
<td>$3,420,175</td>
<td>$4,368,894</td>
<td>$2,423,882</td>
<td>$3,168,657</td>
<td>$3,491,183</td>
<td>$4,443,180</td>
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<tr>
<td>Operations</td>
<td>$6,062,450</td>
<td>$5,618,584</td>
<td>$5,229,419</td>
<td>$5,649,966</td>
<td>$5,700,347</td>
<td>$6,574,501</td>
<td>$7,190,107</td>
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<td>Facilities</td>
<td>$124,506</td>
<td>$78,080</td>
<td>$24,756</td>
<td>$41,056</td>
<td>$49,633</td>
<td>$102,679</td>
<td>$57,248</td>
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<tr>
<td>Financing</td>
<td>$1,591,604</td>
<td>$250,592</td>
<td>$309,213</td>
<td>$29,578</td>
<td>$124,362</td>
<td>$349,468</td>
<td>$282,010</td>
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<tr>
<td>Total Expenses</td>
<td>$97,401,752</td>
<td>$96,210,886</td>
<td>$97,849,292</td>
<td>$91,671,064</td>
<td>$94,223,585</td>
<td>$96,040,889</td>
<td>$99,781,205</td>
</tr>
<tr>
<td>Deficit/Surplus</td>
<td>$760,342</td>
<td>$5,373,902</td>
<td>-$1,280,131</td>
<td>$1,218,601</td>
<td>$80,248</td>
<td>-$4,905,093</td>
<td>-$3,642,579</td>
</tr>
</tbody>
</table>
State flexibility in categorical programs has helped
One time federal dollars have helped
Programs (and the positions that support them) have been reduced or eliminated
Budget reserves have helped
The parcel tax has annually contributed $1.3 million to K-3 CSR
Collaboration with bargaining units to contain health care increases
What Are the Differences in Revenue and Expenditures Between 2014-2015 and 2013-2014?

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Year</th>
<th>Revenue</th>
</tr>
</thead>
</table>

Additional revenue in 2014-2015 $0.29 million
• LCFF revenue increase $5.9 million
• Loss of one time Common Core revenue $2.7 million
• Loss of Parcel Tax revenue $2.2 million

Additional expenses in 2014-2015 $2.29 million
• Personnel costs $1.47 million
• Benefits $1.25 million
  • Health cost increase $0.78 million
• Reduce Books & Supplies by $0.5 million
Additional services will be provided with general, unrestricted funds. They will be set aside, off the top, from our total unrestricted revenue. Pressure will increase on all other areas of the District budget.
# So How Are These Supplemental Dollars Being Spent?

*Expenditures budgeted under Supplemental Grant 1590, 1591, and 1593*

<table>
<thead>
<tr>
<th>ELD Specific Services &amp; Actions</th>
<th>$1,335,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translations</td>
<td></td>
</tr>
<tr>
<td>ELD Teachers - Middle School</td>
<td></td>
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<tr>
<td>ELD Teachers - Resource Teachers</td>
<td></td>
</tr>
<tr>
<td>Instructional Aides</td>
<td></td>
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<tr>
<td>Information Text Resources</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Income Specific Services &amp; Actions</th>
<th>$1,756,000</th>
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<tbody>
<tr>
<td>Science Camp</td>
<td></td>
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<tr>
<td>STEM/21st Century School Staffing (BDT &amp; K. Smith)</td>
<td></td>
</tr>
<tr>
<td>Frontload for Success</td>
<td></td>
</tr>
<tr>
<td>AP Support @ K. Smith &amp; Whaley</td>
<td></td>
</tr>
<tr>
<td>Expanded Breakfast Program</td>
<td></td>
</tr>
<tr>
<td>Formative Assessment System</td>
<td></td>
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<tr>
<td>Transportation</td>
<td></td>
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<tr>
<td>Parent Engagement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foster Youth Specific Services &amp; Actions</th>
<th>$10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach Materials</td>
<td></td>
</tr>
<tr>
<td>Foster Youth Fund</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Supplemental Students Services &amp; Actions</th>
<th>$2,452,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coaches</td>
<td></td>
</tr>
<tr>
<td>New Tech Network Contracts</td>
<td></td>
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<tr>
<td>Travel &amp; Conference</td>
<td></td>
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<tr>
<td>CCSS Unit Development</td>
<td></td>
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<tr>
<td>Instructional Aides Training</td>
<td></td>
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<tr>
<td>PBL 101 Training</td>
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<tr>
<td>Summer Institute</td>
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<tr>
<td>DELCCo/DLT</td>
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<tr>
<td>AVID</td>
<td></td>
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<tr>
<td>Staff Development (Common Core)</td>
<td></td>
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<tr>
<td>District Support</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7090-1590 Non-Personnel items</th>
<th>$2,634,919</th>
</tr>
</thead>
<tbody>
<tr>
<td>7090-1591 Personnel</td>
<td>$2,896,693</td>
</tr>
<tr>
<td>7090-1593 ELD Testing</td>
<td>$   21,490</td>
</tr>
</tbody>
</table>
What Assumptions Does this Budget Include?

The 2014-2015 budget assumes Department of Finance revenue projections and the following expense assumptions:

- Proportionality Requirement met
- Declining enrollment
- All groups with 3% salary increase beginning 2013-2014 & cost sharing of health care increases beyond 2012-2013
- Addition of 2.25 FTE Information Services positions (to support district and site technology needs required for CAASPP)
- Addition of 1 FTE Human Resources position (to support ACA)
- No transfer of GASB 45 funds
- Library Services at 5 days for 2014-2015 only
- Assistant Principal support status quo
- Transportation status quo
- H&W increases at 5.14% in future years
- No parcel tax revenue in 2014-2015 and beyond
- Parcel Tax programs status quo in 2014-2015
Yes, the 2014-2015 multiple year budget reflects deficit spending in each of the three years.
The passage of Measure H will provide budget relief and allow us to file a positive budget certification. Remember, $1.3 million of Measure T funds supports the K-3 CSR program. Measure H will also allow us to support small class sizes.

Transfer of GASB 45 funds would provide temporary budget relief.

Additional funding from the State will help. There is talk of an additional round of Common Core implementation funds. The State Superintendent of Public Instruction has also called for universal technology support for schools.

May Revise expected to be released May 9.
So, What is Being Done to Address the Deficit?

What is the short term plan and what is the long term plan?

Short Term

The district still faces a number of challenges that make balancing its budget in the short term difficult. Declining enrollment (down 213 in 2013-2014), escalating pension (out of our control) and healthcare costs, and special education costs are the largest contributors to our structural deficit. In the short term, the District will need to continue to manage its deficit on a year to year basis. The reserve will help but is quickly being drawn down.

Long Term

For the long-term, the slowing rate of health care cost increases will begin to have a positive impact on our deficit. The Superintendent recommends the formation of a Budget Advisory Committee, which will provide input in the development of the budget and which will help with communication. Finally the LCAP calls for the formation of a committee to explore opportunities for grants and other supplemental funding sources.
Next steps…

Governor’s May Revise released May 9

Measure H decision on June 3

Public Hearing on LCAP and Budget on June 4

Board approval of LCAP/LEAP and adoption of Budget on June 12