



DRAFT

Evergreen School District

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
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Plan Summary [2024-25]

General Information

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

MISSION STATEMENT:

Evergreen Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global- mindedness and a commitment to achieving academic and civic excellence.

VISION STATEMENT

Evergreen Elementary School District, in partnership with the community, will be a place where teachers, staff and students are partners in developing each student's unique potential.

Evergreen School District has a very diverse population of 8,960 TK-8 students. There are sixteen schools; thirteen elementary and three middle schools. The ethnicity of our students are as follows: African American 1.14%, American Indian 0.25%, Asian 52.38%, Filipino 5.19%, Hispanic 27.23%, Pacific Islander 0.30%, White 3.78%, Two or More Races 4.3% Not Reported 0.6%. The significant subgroups are low income 31.54%, English learners 20.13% and foster youth 0.23%. Our unduplicated percentage is 44.73%, per CALPADs report.

The district's Strategic School Plan is comprised of five goals that align to improve student achievement and academic success (Updated August 2017):

- Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity
- Provide equitable education resources and facilities
- Achieve financial stability and sustainability
- Enhance the social-emotional well-being of students, teachers and staff
- Attract and retain teachers and staff, especially those with specialized credentials

All of the district's sixteen schools have been California Distinguished schools. The California Department of Education recognizes outstanding educational programs and practices. This Award was created to honor public schools since the program's inception. The California Gold Ribbon was awarded to four (Chaboya Middle School, LeyVa Middle School, Quimby Oak Middle School, Evergreen Elementary School) of our sixteen schools and the National Blue Ribbon to two (James Franklin Smith Elementary and Evergreen Elementary) schools. In May 2018, Carolyn Clark and Tom Matsumoto Elementary Schools were recognized as California Distinguished Schools. In April 2019, Chaboya and Quimby Oak Middle Schools were recognized as California Distinguished Schools. Evergreen School District was honored at SCCOE Multilingual Advocacy Symposium as one of 4 districts that implemented a board approved resolution for Prop 58 and the English Learner Roadmap. Most recently, during the 2022-2023 school year, 5 elementary schools were honored as California Distinguished Schools.

During the 2021-2022 school year, Evergreen launched its first dual immersion classes at Holly Oak with two classes, one in kindergarten and one in first grade. The students will matriculate during the school years into two sections for each grade level. Currently we have two sections through 2nd grade and one section in 3rd grade for the 2023-2024 school year. We will be adding one section of 4th grade to the 2024-2025 school year. There are over 850 employees in our district. Our school staffs work tirelessly to support their students. From teachers cultivating curiosity to food service staff dishing up nutritious meals, the dedication of school staff is evident!

Driving our vision for teaching and learning is our Profile of a Learner: We engage students in authentic learning that prepares them with the skills to be global minded citizens. With extensive parent, administrative, teacher, and community feedback we have identified six outcomes in our profile: Learner, Communicator, Collaborator, Critical Thinker, Innovator, and Advocate. This profile identifies the skills we believe that students will need, when leaving our district, to be successful in high school, career, and college. Our Profile of a Learner ties together our

district work to ensure all students with high quality education where each student demonstrates respect and a commitment to academic excellence. Our goals have guided the district priorities, actions and allocation of resources. These goals will continue to guide our efforts to identify best practices and close achievement and opportunity gaps.

We engage in three key practices to support reflection and cycles of improvement for our administrators and teachers. Our Professional Learning Communities (PLCs) and other professional learning opportunities have helped in the identification of best practices. Our efforts of using data to drive decisions show improved outcomes for some students and areas of challenge that we intentionally have on the forefront of this plan. District and teacher leaders participate in Instructional Leadership Team meetings in an effort to gauge student engagement and effective learning strategies to promote student discourse.

The diversity of our district is an asset for our schools and communities. Students who attend schools with a diverse population can develop an understanding of the perspectives of children from different backgrounds and learn to function in a multicultural, multi-ethnic environment. Yet, as we become more diverse, demands increase to find the most effective ways to help our students succeed academically as well as learn to get along with each other. Teachers are faced with the challenge of making instruction “culturally responsive”. On August 13, 2020, the Board of Trustees approved and adopted the Black Lives Matter Resolution. In it, the Evergreen School District has made a commitment to work tirelessly and collaboratively with staff, students, and families to dismantle institutionalized racism in our society. On November 12, 2020, the Board of Trustees approved and adopted an Equity Policy. This led to a further commitment of racial justice and on May 13, 2021, the Board of Trustees entered into a 3 year contract with Nicole Anderson, LLC to take actionable steps towards closing the equity gap in Evergreen School District. This work will be systems changing. The systematic approach will involve work from every facet of the organization, starting with the Board of Trustees, to district level staff, to principals, teachers, students and parent community. By involving every stakeholder and focusing on mindset and core beliefs, Evergreen School District will reimagine what is possible for every student we serve.

Increased need for collaboration, communication and transparency for our work is a significant driver behind change in our district.

Technology plays an important role in innovation and educational design. With the increase in technological devices and mind shifts, there has been an immense wide-spread change with the implementation of innovative educational programs. The challenge is to ensure that innovation plays a constructive role in improving educational opportunities for our students. We take pride in the district wide opportunities for teachers to provide 21st Century skill building for students as we prepare our students for college and careers.

Parent involvement is at an all time high. Parent engagement portrays innovation and is exemplary as it improves the quality of education for all students, boost academic achievement, and smooths the transition for students moving from elementary to secondary schools. Not only do our programs focus on core subject areas, but they also look at the importance of 21st Century skills and builds in that strand enabling parents to have access to academic language and skills that are a significantly critical for the 21st Century. The evidence of effectiveness is obvious through our data and the participation rate. The instructors’ content enable parents to become familiar with district standards as they enjoy classes tailored to meet their specific needs. Parent engagement in our district is unique because of the opportunities for parents to attend specified classes at the district level as well as attend various events at the school site. Parents also have the option of attending classes in their first language or attend sessions where they can hear both languages so that they can develop their language proficiency in English as well. The opportunities in which parents can participate is "cutting edge" and clearly above and beyond what is typically available to parents and community members. Although Parent University was suspended during school closures, it has been a priority to reopen this opportunity and has proven to be successful in the 2023-2024 school year.

When March 13, 2020 arrived, it brought with it life changing circumstances that not only altered the face of not just public education, but the entire world. The Covid-19 Pandemic has had resounding effects on public education and the way we support our students moving forward will be critical. It is imperative that we find ways to accelerate learning for academic success, but also support this generation of students through any social and emotional impact this pandemic has caused.

Post the Covid 19 Pandemic staff has continued to prepare, plan and be as proactive as possible in supporting students learning loss and learning recovery. One thing is certain. We are no longer living and learning in an environment that is familiar. Evergreen staff will continue to use cycles of inquiry to make certain our students experience continuous improvement.

Reflections: Annual Performance

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

Suspensions and chronic absenteeism rate for 2023-2024

Overall suspension rate:

Overall absenteeism rate:

CAASPP Data for 2022-2023

ELA Meets or Exceeds: 65.11%

MA Meets or Exceeds: 60.42%

English Language Learners

ELA Meets or Exceeds: 21.67%

MA Meets or Exceeds: 23.46%

Economically Disadvantaged Proficiency:

ELA Meets or Exceeds: 39.35%

MA Meets or Exceeds: 33.57%

SWD Proficiency:

ELA Meets or Exceeds: 21.62%

MA Meets or Exceeds: 19.30%

Foster Youth Proficiency:

ELA Meets or Exceeds: N/A

MA Meets or Exceeds: N/A

African American Proficiency:

ELA Meets or Exceeds: 35.13%

MA Meets or Exceeds: 29.73%

Hispanic Proficiency:

ELA Meets or Exceeds: 33.25%

MA Meets or Exceeds: 22.74%

Homeless Proficiency:

ELA Meets or Exceeds: 27.63%

MA Meets or Exceeds: 18.98%

I-Ready Data for 2023-2024

I-Ready ELA 2024-early, mid or above grade level 3rd Diagnostic:

K-6 = 4118, 67%

7-8 = 1417 students, 66%

ALL =5535 students, 67%

I-Ready MATH 2024 early, mid or above grade level 3rd Diagnostic:

K-6 = 3809 students, 62%

7-8 = 1395 students, 63%

ALL = 5174 students , 62%

EL proficiency 3rd diagnostic i-Ready ELA: 26%

26% early, mid or above grade level 3rd Diagnostic

EL proficiency 3rd diagnostic i-Ready MATH:

26% early, mid or above grade level 3rd Diagnostic

The following two elementary schools in our school district have received the lowest performance level on the English Learner Progress Indicator (ELPI) for the student groups affected (listed in parentheses next to the school's name):

Carolyn A. Clark Elementary (English learner students)

O. B. Whaley Elementary (English learner students)

Evergreen Elementary School District and the following three elementary schools and one middle school in the school district have received the lowest performance level on the English Language Arts Indicator, with the one or more student groups affected (listed in parentheses next to the school's name):

Evergreen Elementary School District (Students with Disabilities),

Katherine R. Smith Elementary (Students with Disabilities),

O. B. Whaley Elementary (Hispanic students)

Tom Matsumoto Elementary (Students with Disabilities),

George V. Ley Va Intermediate (Students with Disabilities and Hispanic students)

Evergreen Elementary School District and the following one elementary and two middle schools have received the lowest performance level on the Mathematics Indicator, with the one or more student groups affected (listed in parentheses next to the school's name):

Evergreen Elementary School District (Students with Disabilities),

Chaboya Middle (Students with Disabilities),

O. B. Whaley Elementary (Socioeconomically Disadvantaged and Hispanic students),

George V. LeyVa Intermediate (Students with Disabilities and Hispanic students)

Evergreen Elementary School District and the following one elementary and one middle school have received the lowest performance level on the Suspension Indicator, with the one or more student groups affected (listed in parentheses next to the school's name):

Evergreen Elementary School District (African American students),
Evergreen Elementary (Students with Disabilities),
Chaboya Middle (Students with Disabilities and Hispanic students),

Evergreen Elementary School District and the following 11 elementary schools and 3 middle schools (all school sites but 2 elementary schools in the district) have received the lowest performance level on the Chronic Absenteeism Indicator, with the one or more student groups affected (listed in parentheses next to the school's name):

Evergreen Elementary School District (All Students, English learner, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, Native Hawaiian or Pacific Islander, White, and Two or More Races),
Carolyn A. Clark Elementary (All Students, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students),
Evergreen Elementary (Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students),
Holly Oak Elementary (English learner, Socioeconomically Disadvantaged, and Hispanic students),
Katherine R. Smith Elementary (All Students, English learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students),
O. B. Whaley Elementary (All Students, English learner, Socioeconomically Disadvantaged, and Hispanic students),
Quimby Oak Middle (Socioeconomically Disadvantaged and Students with Disabilities),
Cedar Grove Elementary (All Students, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students),
George V. LeyVa Intermediate (All Students, English learner, Socioeconomically Disadvantaged, and Students with Disabilities),
Norwood Creek Elementary (All Students, English learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students),
Millbrook Elementary (All Students, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students),
Chaboya Middle (Socioeconomically Disadvantaged, and Hispanic students),
Silver Oak Elementary (All Students, Socioeconomically Disadvantaged, Asian, and Hispanic students),
Tom Matsumoto Elementary (Hispanic students)
James Franklin Smith Elementary (Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students)

Reflections: Technical Assistance

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

Evergreen School District was identified as eligible for Differentiated Assistance based on outcomes for African American Students in Suspension Rate and Chronic Absenteeism, as well as Students with Disabilities in Chronic Absenteeism and Academics (ELA/Mathematics). These academic trends are also reflected in the results of the local assessment, iReady Math and ELA.

In partnership with Santa Clara County Office of Education (SCCOE), Evergreen Elementary School District engaged in several improvement efforts to investigate and address areas of identified need including:

Conducted an in-depth analysis of quantitative and qualitative data to determine root causes of students' Chronic Absenteeism. The actions to address chronic absenteeism included:

Creating and hiring a Director of Child, Welfare and Attendance (CWA)

Establishing an Attendance Center

Facilitating district-wide Attendance Meetings with parents/guardians

Establishing re-engagement plans

Providing professional development for site administrators

Conducted empathy interviews to find out what was keeping students from school and then worked with families to provide supports

Implemented PBIS district-wide

Working on ways to expand Community Liaisons

The actions to address academic needs for our students with disabilities include:

Investigating consistent curriculum

Identifying essential standards in kindergarten through eighth grade, in ELA/ELD, math, and science

Working toward standards-based instruction in all classrooms, especially Special Education classes

Providing professional development on mindset with Vision Grants through Ascendancy (CCEIS Technical Assistance providers)

Creating a Special Education Handbook with systems and protocols outlined for all special education staff

Creating special education focus groups spring 2024 for all job-like groups to share feedback in order to build coherence within the field with new leadership

Creation of Special Education Advisory Committee to make recommendations to the Board of Education

These actions are embedded in the LCAP in goal 1 Condition of Learning; goal 2 Engagement; and goal 3 Student Outcomes. Elements of this work will be in all three goals.

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.

The California Department of Education has not identified any Evergreen schools for comprehensive support and improvement (CSI) under the Every Student Succeeds Act (ESSA).

Support for Identified Schools

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

The California Department of Education has not identified any Evergreen schools for comprehensive support and improvement (CSI) under the Every Student Succeeds Act (ESSA).

Monitoring and Evaluating Effectiveness

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

The California Department of Education has not identified any Evergreen schools for comprehensive support and improvement (CSI) under the Every Student Succeeds Act (ESSA).

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
Parents, staff and community members	Survey
District Advisory Committee	Meetings
DELAC	Meetings
Special Education Advisory Committee	Meetings
Professional Development Committee	Meetings
Student Advisory	Meetings
Community Feedback bit.ly	bit.ly/EPEF2324
2024 LCAP Survey for Sites	Survey
LCAP Survey of 2023-2024 LCFF	Survey
Special Education Focus Group Feedback Session	Meetings

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

Educational Partner Engagement sessions provided broad themes to address in the LCAP, including academic needs in mathematics, school safety, and Socio-Emotional Needs centered on a lack of a sense of belonging.

While the Local Control and Accountability Plan (LCAP) is a 3-year plan, Evergreen School District continues to work closely with all stakeholders to update and adjust it yearly. The Single School Plans for Student Achievement (SSPAs), function to share and explicitly state student outcomes and goals at the site level. The 2023-2024 annual update and the 2024-2027 LCAP update are specifically aligned with the Single School Plans for Achievement, and the District's over arching Strategic Plan.

Our yearly update began in September at the CCEIS Education Partners Meeting. The focused work EESD has completed in identifying goals and actions in the CCEIS plan has allowed a clear vision for building a better system for both academic and behavioral multi-tiered

systems of support. We felt a sense of urgency to tie our action planning and any new root cause analysis of the data to the LCAP. What we found was that we needed to include actions that addressed our chronic absenteeism efforts. This work was linked to the focus we were already doing in the Differentiated Assistance Plan as well. Our goal was to work smarter and to begin to interweave all these plans together.

Later in the fall we continued with our LCAP feedback by meetings with our District English Language Advisory Committee and District Advisory Committee (DELAC and DAC). We reviewed each LCAP goal, shared actions and services related to the goal and asked participants to discuss and document perceived strengths and challenges as well as share ideas and ask questions about each goal. We also asked community members to suggest items that they think we should "start," "stop," and/or continue.

In all we conducted multiple opportunities for outreach. The outreach included staff, parents, community members, inclusive of the Board once we take the LCAP to public hearing on June 20, 2024. The community outreach was extended through meetings both in person and via zoom. Meetings were advertised in parent and staff newsletters and via social media and were inclusive of various education partners. Those meetings took place on:

September 16, 2023 (Educational Partners-CCEIS)
October 23, 2023 (Student Leadership)
November 8, 2023 (DELAC/DAC)
February 12, 2024 (Student Leadership)
March 20, 2024 (DELAC/DAC)
April 22, 2024 (Professional Development Committee-ETA)
April 29, 2024 (Special Education Focus Group Feedback Session for SLPs)
May 2, 2024 (Special Education Focus Group Feedback Session for OT/BT/APE)
May 6, 2024 (Professional Development Committee-ETA)
May 6, 2024 (Student Leadership)
May 15, 2024 (Educational Partners-CCEIS)
May 16, 2024 (Special Education Focus Group Feedback Session for School Psychs)
May 14-31, 2024 (LCAP Survey administered)
May 30, 2024 (Special Education Focus Group Feedback Session for teachers)
May 30, 2024 (SELPA consultation)
May 28, 2024 (Educational Partners)
June 20, 2024 (Public Hearing)
June 27, 2024 (Board Approval)

In Spring 2024 a broad LCAP survey was sent via social media and e-mailed to Evergreen's Education Partners. During the two week survey window staff members (classified and certificated), parents and community members participated. In the survey, respondents rated how strongly they felt on 27 LCAP components including: My child/student takes pride in his/her work, I am aware of opportunities to learn more about the District budget, I understand the academic expectations for my child/student, our family feels/I feel valued by our school/district and I feel welcome at my child's school. 63.9% of respondents were from parents, 32.9% were from staff, and 3.2% were from other community members. 28.8% of the respondents were from Title I schools and 71.2% of the respondents were from non Title I schools. Sites also

presented data at site-based meetings that included feedback from both parents and student groups. Site leaders shared feedback and what equated to common threads in the feedback was included in the final LCAP.

Presentations and feedback sessions were held for the following district advisory groups: District English Language Advisory Committee, Parent Advisory Committee(s), and the District Advisory Committee. After significant work by the LCAP writing team to digest and summarize community input, a summary of suggested revisions, all input was synthesized and incorporated into the final draft which was presented to the Evergreen School Board of Trustees on June 20, 2024 when the Board held a Public Hearing. The 2024-2025 LCAP was recommended to the Board of Trustees for approval on June 27, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achieve equitable access and excellence in education by ensuring qualified staff assignments and effective implementation of academic standards.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was created to ensure that all students have access to rigorous and innovative learning opportunities. Evergreen staff believe that providing high-quality instruction and innovative programs are not only essential for educational equity but also the right of every student. To achieve this, we recognize the necessity of offering professional development for staff, generating equitable resources, and addressing inequitable practices. This involves examining biases and fostering inclusive, culturally responsive environments for both students and staff. Professional development is aimed at enhancing skills in effective teaching methods, supporting English language learners, and promoting culturally responsive instruction. Initiatives found in Goal one are instrumental in building these capacities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1.A: Basic (Conditions of Learning) Percentage of teachers in Evergreen Elementary School District (EESD) who are appropriately assigned and fully credentialed (they have an assignment	(2021-2022) 91.3%			(2024-2025) 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	monitoring outcome of "clear") (Source: DataQuest)					
1.2	Priority 1.B: Basic (Conditions of Learning) Percentage of students that have access to their own copies of standards-aligned instructional materials for use at school and at home.	(2023-2024) 100%			(2026-2027) 100%	
1.3	Priority 1.C: Basic (Conditions of Learning) Number/percentage of sites passing the Williams Compliance review (facilities are in good repair, as measured by the FIT tool)	(2023-2024) 100%			(2026-2027) 100%	
1.4	Priority 2.A: State Standards (Condition of Learning) Percent of teachers who participate in professional development in CA Academic Content Standards and Curriculum Frameworks (MTSS district-wide in October)	(2023-2024) 80%			(2026-2027) 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Priority 7.B: Course Access (Conditions of Learning) Percentage of middle school socioeconomically disadvantaged (SED) and English learners (EL) enrolled in AVID class at Chaboya and George V. LeyVa Intermediate	(2023-2024) EL: 11.76% SED: 29.41%			(2026-2027) EL: 23% SED: 60%	
1.8	Priority 7.A: Course Access (Conditions of Learning) Percentage of students enrolled in a Visual and Performing Arts Course at O. B. Whaley Elementary School	(2023-2024) 0%			(2026-2027) 100%	
1.9	Priority 2.A: State Standards (Condition of Learning) Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	(2023-2024) 17 out of 23 - 74%			(2026-2027) 20 out of 23 - 87%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Priority 7.C: Course Access (Conditions of Learning) Percentage of students with disabilities who are in general education classes 80% or more of the time, as of May 31st (Source: SEIS)	(2023-2024) 44.36%			(2026-2027) 54%	
1.11	Priority 1.A: Basic (Conditions of Learning) Number of year 1 and 2 teacher candidates	(2023-2024) Year 1: 12 Year 2: 8 2 teachers with preliminary and mentorship 1 teacher fully credentialed and mentorship			(2026-2027) Year 1: 15 Year 2: 11 4 teachers with preliminary and mentorship 3 teacher fully credentialed and mentorship	
1.12	Priority 2.A: State Standards (Condition of Learning) Average response rating on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool (rating scale) 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation	(2023-2024) 3.9			(2026-2027) 4.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5-Full Implementation and Sustainability					

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain all ELD Assistants	<p>English learner (EL) assistants will work with EL students in a push-in/pull-out model to support students to achieve English proficiency.</p> <p>This addresses the English learner students who were in the lowest performing level in the English learner progress indicator (ELPI) on the CA School Dashboard at our two elementary schools, Carolyn A. Clark and O. B. Whaley Elementary, as well as our English learner students who experienced a decline of 9% on the ELPI in Evergreen Elementary School District (EESD).</p>	\$892,776.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development	<p>Provide ongoing professional development to address districtwide initiatives. This includes EESD teacher leaders and outside agencies.</p> <p>The impact of this action will be important for our student groups in Evergreen Elementary School District and the following schools, who were in the lowest performing level in the academic indicators on the CA School Dashboard, both English Language Arts/Literacy and Mathematics Indicators: Evergreen Elementary School District (Students with Disabilities), George V. Ley Va Intermediate (Students with Disabilities; Hispanic students), and O. B. Whaley Elementary (Hispanic students)</p> <p>English Language Arts/Literacy Indicator only: Katherine R. Smith Elementary (Students with Disabilities) and Tom Matsumoto Elementary (Students with Disabilities)</p> <p>Mathematics Indicator only: O.B. Whaley Elementary (Socioeconomically Disadvantaged) Chaboya Middle (Students with Disabilities)</p> <p>Metric: We will monitor our progress in increasing our students' reading and math iReady diagnostic and CAASPP ELA and math results.</p>	\$431,000.00	No
1.3	Hire 1 ELD coach	<p>English Language Development (ELD) Coach will support teachers to implement effective instructional practices that support English learners, inclusive of supporting long-term English learners (LTEL).</p> <p>This addresses the English learner students who were in the lowest performing level in the ELPI indicator on the CA School Dashboard at our two elementary schools, Carolyn A. Clark and O. B. Whaley Elementary, as well as our English learner students who experienced a decline of 9% on the ELPI in Evergreen Elementary School District (EESD).</p>	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Maintain Educational Tech TOSA	<p>Maintain an Educational Tech Teacher-on-Special-Assignment (TOSA) to continue to bridge technology instruction in 21st Century skills embedded in the classroom.</p> <p>The Educational Tech TOSA develops a culture of digital literacy for teachers, staff, and students. 70% of our parent and staff responses on EESD's 2023-2024 Staff and Community Engagement Feedback Survey rated agree and strongly agree that their child's/student's ability to use technology as a tool for learning has increased. Our Ed Tech TOSA coordinates our district-wide professional development.</p> <p>Metric: We will monitor our progress in increasing our students' ability to use technology as a learning tool and our teachers' participation rate in district-wide professional development.</p>	\$180,055.00	No
1.5	Maintain Induction TOSA	<p>Maintain 1 full-time equivalent (FTE) Teacher on Special Assignment (TOSA) to support the Induction Program.</p> <p>Metric: We will monitor our progress in increasing our number of year 1 and 2 teacher candidates and fully credentialed teachers.</p>	\$183,510.00	No
1.6	Summer School	<p>Provide summer school to underperforming students through interventions dependent on funding and eligibility from iReady results.</p> <p>Metric: We will monitor our progress in increasing the iReady reading and math diagnostic results of our students, who are two or more grade levels below standard.</p>	\$2,096,517.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Teacher Support	<p>Continue the identification and implementation of the Essential Standards.</p> <p>Metric: We will monitor our progress in increasing our students' reading and math iReady diagnostic and California Assessment of Student Performance and Progress (CAASPP) ELA and math results.</p>	\$88,000.00	No
1.8	Assessment team	<p>Hire an Assessment team of 5 test examiners for district-wide assessments to monitor proficiency level of learners across all EL groups, analyze the data and work with the teachers to provide support for EL students.</p> <p>This addresses the English learner students who were in the lowest performing level in the English learner progress (ELPI) on the CA School Dashboard at our two elementary schools, Carolyn A. Clark and O. B. Whaley Elementary, as well as our English learner students who experienced a decline of 9% on the ELPI in Evergreen Elementary School District (EESD).</p>	\$205,191.00	Yes
1.9	Supplemental Resources to Support ELD	<p>Purchase supplemental resources to support Integrated and Designated English language development (ELD) for all English learner students, inclusive of long-term English learners (LTELs).</p> <p>This addresses the English learner students who were in the lowest performing level in the ELPI indicator on the CA School Dashboard at our two elementary schools, Carolyn A. Clark and O. B. Whaley Elementary, as well as our English learner students who experienced a decline of 9% on the ELPI in Evergreen Elementary School District (EESD).</p>	\$12,000.00	Yes
1.10	Maintain RTI Coaches	Maintain Response to Intervention (RTI) coaches at 8 elementary sites, Cadwallader, Cedar Grove, Holly Oak, Katherine R. Smith, Millbrook, John J. Montgomery, Norwood Creek, and O. B. Whaley Elementary to support professional development and intensive ELA instruction for students.	\$1,383,201.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Metric: We will monitor our progress in increasing the iReady reading and CAASPP ELA results our students, who are Hispanic, African American, and are two or more grade levels below standard.</p>		
1.11	Supplemental resources to support students with disabilities	<p>Purchase supplemental resources to ensure instruction is based on content and grade level state standards, based on the red (lowest performance level) on the ELA indicator from the results of the CA School Dashboard for the SWD (name them here with the schools).</p> <p>The impact of this action will be important for our student groups in Evergreen Elementary School District and the following schools, who were in the lowest performing level in the academic indicators on the CA School Dashboard, both English Language Arts/Literacy and Mathematics Indicators: Evergreen Elementary School District (Students with Disabilities), George V. Ley Va Intermediate (Students with Disabilities)</p> <p>English Language Arts/Literacy Indicator only: Katherine R. Smith Elementary (Students with Disabilities) and Tom Matsumoto Elementary (Students with Disabilities)</p> <p>Mathematics Indicator only: Chaboya Middle (Students with Disabilities)</p> <p>Metrics: We will monitor our progress in increasing our students with disabilities' iReady reading and math diagnostic and CAASPP, which includes SBAC and CAA, ELA and math results.</p>	\$75,000.00	No
1.12	Maintain 3 SEAL Coaches	Maintain 3 SEAL coaches. One coach for each SEAL site: Montgomery, Holly Oak and Cadwallader.	\$506,088.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics: We will monitor our progress in increasing our students' iReady reading and math diagnostic and CAASPP ELA and math results.		
1.13	Maintain Kindergarten Aides	Maintain classified personnel salaries and benefits for instructional assistants to support full day kindergarten. Metrics: We will monitor our progress in increasing our kindergarten students' iReady reading and math diagnostic results.	\$699,488.00	No
1.14	Educational Services staff to support all learners	Maintain district level staff to support English learners, foster youth, SED, McKinney Vento (homeless youth), SWD.	\$723,495.00	Yes
1.15	Additional support for sites with pass through money	Portion of funding will be allocated directly to school based on unduplicated student population to enhance specific student needs at the school site.	\$1,305,722.00	Yes
1.16	Supplement costs of outdoor science school	Allocate funds sufficient to meet the cost of outdoor science school for SED students at Title 1 schools and Title 1 adjacent schools.	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student, parent, and community engagement and support programs that foster a stronger more positive connection between school and home	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

This goal was created to enhance the social and emotional well-being of students, staff, and families while fostering a strong connection between school and home. It aims to ensure robust communication pathways (district to family, school to family, teacher to family) and provide opportunities for parents to engage with their children both socially and academically. The goal is informed by qualitative and quantitative data indicating a need for strategies, support, and opportunities that promote social-emotional learning and wellness among students, families, and staff.

To achieve this, the district will build the capacity of educators to support students’ self-regulation and engagement. These approaches emphasize positive reinforcement, conflict resolution, and building relationships, fostering a sense of belonging and safety for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3.A: Parental Involvement (Engagement) Average response rating on the CA School Dashboard Implementation of Parent Involvement and Family Engagement: Seeking Input for	(2023-2024) 3.5			(2026-2027) 4.3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Decision Making Self-Reflection Tool (rating scale) 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability					
2.2	Priority 3.B: Parental Involvement (Engagement) Total parent attendance counts at parent meetings that meet the needs of low income, English learner, and foster youth students	(2023-2024) Representing District English Learner Advisory Committee (DELAC) only: 18 Representing both DELAC & District Advisory Committee (DAC): 16 O. B. Whaley Elementary John J. Montgomery Elementary Holly Oak Elementary George V. Ley Va Elementary Katherine R. Smith Elementary Cedar Grove Elementary			(2026-2027) Representing DELAC only: 23 Representing both DELAC & DAC: 21 O. B. Whaley Elementary John J. Montgomery Elementary Holly Oak Elementary George V. Ley Va Elementary Katherine R. Smith Elementary Cedar Grove Elementary For the Aforementioned Schools	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		For the Aforementioned Schools ELAC only: 124 Both Coffee with Principal and ELAC: 43 'Coffee/Tea with the Principal' only: 657 Parent University: 159			ELAC only: 150 Both Coffee with Principal and ELAC: 50 'Coffee/Tea with the Principal' only: 750 Parent University: 190	
2.3	Priority 3.C: Parental Involvement (Engagement) Percent of parents of students with a disability that indicated full participation in the IEP process as of May 24th (Source: SEIS)	(2023-2024) 86.78%			(2026-2027) 97%	
2.4	Priority 6.C: School Climate (Engagement) Percentage of students in grades 3-8 reporting that they feel safe or very safe at school (Source: EESD Student Safety Survey)	(2023-2024) Elementary School: 82.0% Middle School: 75.4%			(2026-2027) Elementary School: 86% Middle School: 79%	
2.5	Priority 5.A: Pupil Engagement (Engagement) District Average Daily Attendance rate as of May 22nd (Source: PowerSchool)	(2023-2024) All: 95.58% English learner (EL): 95.03% Low Income (LI): 94.04%			(2026-2027) All: 96.12% EL: 95.57% LI: 94.58% SWD: 93.73% African American: 93.61% Hispanic: 93.72%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD): 93.19% African American: 93.07% Hispanic: 93.18% Pacific Islander: 89.62% White: 95.70% Two or More Races: 96.22% Asian: 96.94%			Pacific Islander: 90.16% White: 96.24% Two or More Races: 96.76% Asian: 97.48%	
2.6	Priority 5.B: Pupil Engagement (Engagement) Percentage of students who were chronically absent: all students, English learners (EL), low income (LI), students with disabilities (SWD), African American, Hispanic, Pacific Islander, White, Two or More Races, and Asian students (Source: PowerSchool)	(2023-2024) Student Groups in EESD All: 8.86% EL: 12.67% LI: 16.94% SWD: 19.71% African American: 18.92% Hispanic: 18.70% Pacific Islander: 41.38% White: 7.27% Two or More Races: 5.98% Asian: 4.01%			(2026-2027) Student Groups in EESD All: 6% EL: 10% LI: 14% SWD: 17% African American: 16% Hispanic: 16% Pacific Islander: 38% White: 4% Two or More Races: 3% Asian: 1%	
2.7	Priority 5.B: Pupil Engagement (Engagement) Chronic absenteeism rate (Source: CA School Dashboard)	(2022-2023) Student Groups in EESD All students: 14.4% English learners (EL): 16.3%			(2025-2026) Student Groups in EESD All students: 11% English learners (EL): 13%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 25.7% Students with Disabilities (SWD): 28.9% African American: 30.6% Hispanic: 29.8% Pacific Islander: 46.7% White: 13.1% Two or More Races: 14.4% Asian: 6.8%			Socioeconomically Disadvantaged (SED): 21% Students with Disabilities (SWD): 23% African American: 25% Hispanic: 27% Pacific Islander: 44% White: 10% Two or More Races: 8% Asian: 4%	
2.8	Priority 5.C: Pupil Engagement (Engagement) Number of middle school dropouts as of May 30th	(2023-2024) 0%			(2026-2027) 0%	
2.9	Priority 6.A: School Climate (Engagement) Percent of students suspended one or more times (Source: PowerSchool)	(2023-2024) All students: 1.70% African American: 5.41% Students with Disabilities: 4.95% Hispanic: 3.46% English learners: 3.12% SED (Low Income): 3.68%			(2026-2027) All students: 1.2% African American: 4.0% Students with Disabilities: 2.8% Hispanic: 2.8% English learners: 1.2% SED (Low Income): 2.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Priority 6.A: School Climate (Engagement) Percent of students suspended one or more times (Source: CA School Dashboard)	(2022-2023) Student Group in EESD All students: 1.6% African American: 9.4% Students with Disabilities: 3.6% Hispanic: 3.3% English learners: 1.5% Socioeconomically Disadvantaged: 2.9%			(2025-2026) Student Group in EESD All students: 1.2% African American: 4.0% Students with Disabilities: 2.8% Hispanic: 2.8% English learners: 1.2% Socioeconomically Disadvantaged: 2.6%	
2.11	Priority 6.B: School Climate (Engagement) Number of students expelled as of June 7th (Source: PowerSchool)	(2023-2024) 1			(2026-2027) 0	
2.12	Priority 6.C: School Climate (Engagement) Percentage of parents reporting sense of safety and school connectedness (Staff and Community Engagement Feedback Survey)	(2023-2024) Safety and Wellness: 72.17% School Engagement and Involvement: 60.32%			(2026-2027) Safety and Wellness: 82% School Engagement and Involvement: 76%	
2.13	Priority 6.C: School Climate (Engagement) Percentage of staff reporting adequate resources for safety	(2023-2024) 73%			(2026-2027) 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Staff and Community Engagement Feedback Survey)					
2.14	Priority 6.C: School Climate (Engagement) Percentage of students in grades 3-8 reporting that they have experienced harrassment or bullying (Source: EESD Student Safety Survey)	(2023-2024) Elementary School: 28.9% Middle School: 27.8%			(2026-2027) Elementary School: 31% Middle School: 30%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Enrichment Opportunities	Provide before and after school enrichment or intervention opportunities to students as long as funding is available.	\$50,000.00	Yes
2.2	Attendance and re-engagement	<p>Improve student attendance by establishing site based attendance teams that will partner with families to identify and provide supports to students to address chronic absenteeism.</p> <p>This addresses the student groups who were at the lowest performance level in the Chronic Absenteeism indicator on the CA School Dashboard:</p> <p>Evergreen Elementary School District (All Students, English learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic, Native Hawaiian or Pacific Islander, White, and Two or More Races), Carolyn A. Clark Elementary (All Students, SED, SWD, and Hispanic students), Evergreen Elementary (SED, SWD, and Hispanic students), Holly Oak Elementary (EL, SED, and Hispanic students), Katherine R. Smith Elementary (All Students, EL, SED, SWD, and Hispanic students), O. B. Whaley Elementary (All Students, EL, SED, and Hispanic students), Quimby Oak Middle (SED and SWD), Cedar Grove Elementary (All Students, SED, SWD, and Hispanic students), George V. LeyVa Intermediate (All Students, EL, SED, and SWD), Norwood Creek Elementary (All Students, EL, SED, SWD, and Hispanic students), Millbrook Elementary (All Students, SED, SWD, and Hispanic students), Chaboya Middle (SED, and Hispanic students), Silver Oak Elementary (All Students, SED, Asian, and Hispanic students), Tom Matsumoto Elementary (Hispanic students) James Franklin Smith Elementary (SED, SWD, and Hispanic students)</p> <p>Metrics: We will monitor our progress in decreasing our students' chronic absenteeism rates and increasing their attendance rates.</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Create Equitable Actions and Policies	<p>Work with consultants to create equitable actions and policies to impact change for marginalized students. An Equity Learning Walk Tool is being utilized, in order to develop equity plans. The goal is to establish equity actions at each school site in Evergreen Elementary School District.</p> <p>This action addresses the indicators, based on the California School Dashboard, where EESD and our schools need to focus, in order for our student groups to show improvement and/or meet standards:</p> <p>The following two elementary schools in our school district have received the lowest performance level on the English Learner Progress Indicator (ELPI) for the student groups affected (listed in parentheses next to the school's name): Carolyn A. Clark Elementary (English learner students) O. B. Whaley Elementary (English learner students)</p> <p>Evergreen Elementary School District and the following three elementary schools and one middle school in the school district have received the lowest performance level on the English Language Arts Indicator, with the one or more student groups affected (listed in parentheses next to the school's name): Evergreen Elementary School District (Students with Disabilities), Katherine R. Smith Elementary (Students with Disabilities), O. B. Whaley Elementary (Hispanic students) Tom Matsumoto Elementary (Students with Disabilities), George V. Ley Va Intermediate (Students with Disabilities and Hispanic students)</p> <p>Evergreen Elementary School District and the following one elementary and two middle schools have received the lowest performance level on the Mathematics Indicator, with the one or more student groups affected (listed in parentheses next to the school's name): Evergreen Elementary School District (Students with Disabilities), Chaboya Middle (Students with Disabilities), O. B. Whaley Elementary (Socioeconomically Disadvantaged and Hispanic students),</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>George V. LeyVa Intermediate (Students with Disabilities and Hispanic students)</p> <p>Evergreen Elementary School District and the following one elementary and one middle school have received the lowest performance level on the Suspension Indicator, with the one or more student groups affected (listed in parentheses next to the school's name): Evergreen Elementary School District (African American students), Evergreen Elementary (Students with Disabilities), Chaboya Middle (Students with Disabilities and Hispanic students),</p> <p>Evergreen Elementary School District and the following 11 elementary schools and 3 middle schools (all school sites but 2 elementary schools in the district) have received the lowest performance level on the Chronic Absenteeism Indicator, with the one or more student groups affected (listed in parentheses next to the school's name): Evergreen Elementary School District (All Students, English learner, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, Native Hawaiian or Pacific Islander, White, and Two or More Races), Carolyn A. Clark Elementary (All Students, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), Evergreen Elementary (Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), Holly Oak Elementary (English learner, Socioeconomically Disadvantaged, and Hispanic students), Katherine R. Smith Elementary (All Students, English learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), O. B. Whaley Elementary (All Students, English learner, Socioeconomically Disadvantaged, and Hispanic students), Quimby Oak Middle (Socioeconomically Disadvantaged and Students with Disabilities), Cedar Grove Elementary (All Students, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), George V. LeyVa Intermediate (All Students, English learner, Socioeconomically Disadvantaged, and Students with Disabilities),</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Norwood Creek Elementary (All Students, English learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), Millbrook Elementary (All Students, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), Chaboya Middle (Socioeconomically Disadvantaged, and Hispanic students), Silver Oak Elementary (All Students, Socioeconomically Disadvantaged, Asian, and Hispanic students), Tom Matsumoto Elementary (Hispanic students) James Franklin Smith Elementary (Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students)</p> <p>Metrics: We will monitor our progress in increasing our students' ELPAC and CAASPP ELA and math results, along with decreasing chronic absenteeism and suspension rates.</p>		
2.4	Parent University classes	Increase Parent University classes with various topics and a variety of classes to increase parent involvement at Holly Oak Elementary, John J. Montgomery Elementary, Cedar Grove Elementary, O. B. Whaley Elementary, Katherine R. Smith Elementary, and George V. LeyVa Intermediate School.	\$150,000.00	Yes
2.5	Create a safe and caring climate	<p>Maintain 4 middle school counselors, 1 Individualized Education Plan (IEP) counselor, and 1 school social worker (SSW) in order to support Multi-Tiered System of Support (MTSS).</p> <p>Metric: We will monitor our progress in increasing our students' California Assessment of Student Performance and Progress (CAASPP) ELA and math results, while decreasing our chronic absenteeism and suspension rates.</p>	\$749,831.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Build student leaders	<p>Contract with Tyson Amir for B.L.A.C.K. (Building Leaders & Activists with Collective Knowledge) program at 3 middle schools to include 6th graders.</p> <p>This addresses Evergreen Elementary School District's African American students who were at the lowest performance level in the suspension and chronic absenteeism indicator on the CA School Dashboard.</p> <p>Metrics: We will monitor our progress in decreasing our students' suspension and chronic absenteeism rates of our students who are African American.</p>	\$100,000.00	No
2.7	Director of Child Welfare Safety and Attendance	<p>Maintain Director of Child Welfare and Attendance.</p> <p>This addresses the student groups who were at the lowest performance level in the Chronic Absenteeism indicator on the CA School Dashboard:</p> <p>Evergreen Elementary School District (All Students, English learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic, Native Hawaiian or Pacific Islander, White, and Two or More Races), Carolyn A. Clark Elementary (All Students, SED, SWD, and Hispanic students), Evergreen Elementary (SED, SWD, and Hispanic students), Holly Oak Elementary (EL, SED, and Hispanic students), Katherine R. Smith Elementary (All Students, EL, SED, SWD, and Hispanic students), O. B. Whaley Elementary (All Students, EL, SED, and Hispanic students), Quimby Oak Middle (SED and SWD), Cedar Grove Elementary (All Students, SED, SWD, and Hispanic students), George V. LeyVa Intermediate (All Students, EL, SED, and SWD), Norwood Creek Elementary (All Students, EL, SED, SWD, and Hispanic students), Millbrook Elementary (All Students, SED, SWD, and Hispanic students), Chaboya Middle (SED, and Hispanic students), Silver Oak Elementary (All Students, SED, Asian, and Hispanic students),</p>	\$126,117.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Tom Matsumoto Elementary (Hispanic students) James Franklin Smith Elementary (SED, SWD, and Hispanic students)</p> <p>Metrics: We will monitor our progress in decreasing our students' chronic absenteeism and suspension rates.</p>		
2.8	SSW and Counseling Interns	<p>Maintain School Social Worker (SSW) Interns and Counseling Interns to provide services to vulnerable students.</p> <p>Metrics: We will monitor our progress in decreasing our students' suspension and chronic absenteeism rates.</p>	\$304,972.00	No
2.9	Maintain Community Liaisons	Maintain Community Liaisons at all Title 1 schools to increase community engagement and involvement.	\$325,677.00	Yes
2.10	Re-Engagement Plan	<p>Develop a Re-Engagement Plan to support actions and processes that address chronic absenteeism, behavioral challenges and sense of belonging.</p> <p>This addresses the student groups who were at the lowest performance level in the Chronic Absenteeism indicator on the CA School Dashboard:</p> <p>Evergreen Elementary School District (All Students, English learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic, Native Hawaiian or Pacific Islander, White, and Two or More Races), Carolyn A. Clark Elementary (All Students, SED, SWD, and Hispanic students), Evergreen Elementary (SED, SWD, and Hispanic students), Holly Oak Elementary (EL, SED, and Hispanic students), Katherine R. Smith Elementary (All Students, EL, SED, SWD, and Hispanic students), O. B. Whaley Elementary (All Students, EL, SED, and Hispanic students),</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Quimby Oak Middle (SED and SWD), Cedar Grove Elementary (All Students, SED, SWD, and Hispanic students), George V. LeyVa Intermediate (All Students, EL, SED, and SWD), Norwood Creek Elementary (All Students, EL, SED, SWD, and Hispanic students), Millbrook Elementary (All Students, SED, SWD, and Hispanic students), Chaboya Middle (SED, and Hispanic students), Silver Oak Elementary (All Students, SED, Asian, and Hispanic students), Tom Matsumoto Elementary (Hispanic students) James Franklin Smith Elementary (SED, SWD, and Hispanic students)</p> <p>Metrics: We will monitor our progress in decreasing our students' chronic absenteeism rates.</p>		
2.11	Student Safety	<p>Use YWCA programming to continue to educate students and teach them how to be safe both at school and at home.</p> <p>Metrics: We will monitor our progress in increasing our students' students sense of safety.</p>	\$105,000.00	No
2.12	American Red Cross	<p>Cardiopulmonary resuscitation (CPR) training for staff is a partnership with YMCA.</p> <p>Metrics: We will monitor our progress in increasing the percentage of staff reporting adequate resources for safety, based on the Staff and Community Engagement Feedback Survey.</p>	\$3,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created to focus on pupil achievement and outcomes by creating strong, effective schools that offer rigorous and supportive learning environments. The Evergreen School District aims to provide diverse learning pathways and options to cater to various learning styles. This goal emphasizes the importance of 21st-century learning skills, including collaboration and critical thinking.

To achieve this, the district will concentrate on:

- Implementing rigorous learning environments
- Providing professional development to support diverse learning environments
- Enhancing school pathways of choice

These efforts are measured by a standardized accountability system to ensure students reach their highest potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4.A: Pupil Achievement (Pupil Outcomes) Percentage of students performing at or above standard on the Smarter Balanced English Language Arts (ELA) and Math assessments and the California	(2022-2023) Evergreen Elementary School District (EESD) All Students ELA: 65.11% Math: 60.42% Science: 51.51% Focus Student Groups			(2025-2026) EESD All Students ELA: 68% Math: 63% Science: 54% Focus Student Groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Science Test (CAST); California Alternate Assessments (ELA, Math, Science) (Source: Test Results for California's Assessments)	<p>Students with Disabilities (SWD) ELA: 21.62% CAA ELA: 6.98% Math: 19.30% CAA Math: 6.98% CAST: 7.53%</p> <p>Hispanic ELA: 33.25% Math: 22.74% CAST: 20.36%</p> <p>Socioeconomically Disadvantaged (SED) ELA: 39.35% Math: 33.57% CAST: 26.83%</p> <p>English learners (EL) ELA: 21.67% Math: 23.46% CAST: 9.15%</p> <p>Long-term English learners (LTELs) ELA: 12.23% Math: 9.05% CAST: 6.90%</p>			<p>Students with Disabilities (SWD) ELA: 24% CAA ELA: 10% Math: 21% CAA Math: 9% CAST: 12%</p> <p>Hispanic ELA: 35% Math: 24% CAST: 23%</p> <p>Socioeconomically Disadvantaged (SED) ELA: 41% Math: 36% CAST: 30%</p> <p>English learners (EL) ELA: 25% Math: 25% CAST: 12%</p> <p>Long-term English learners (LTELs) ELA: 15% Math: 11% CAST: 9%</p>	
3.2	Priority 4.A: Pupil Achievement (Pupil Outcomes) 2023 CA School Dashboard: English	(2022-2023) EESD All Students: 33.4 points above standard Focus Student Groups			(2025-2026) EESD All Students: 38 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Arts Distance from Standard for students (Source: Dashboard)	SWD: 84.8 points below standard Hispanic: 44.2 points below standard SED: 30.5 points below standard EL: 15.2 points below standard			Focus Student Groups SWD: 81 points below standard Hispanic: 41 points below standard SED: 24 points below standard EL: 12 points below standard	
3.3	Priority 4.A: Pupil Achievement (Pupil Outcomes) 2023 CA School Dashboard: Mathematics Distance from Standard for students (Source: Dashboard)	(2022-2023) EESD All Students: 22.5 points above standard Focus Student Groups SWD: 99.4 points below standard Hispanic: 76.6 points below standard SED: 50 points below standard EL: 24.4 points below standard			(2025-2026) EESD All Students: 26 points above standard Focus Student Groups SWD: 96 points below standard Hispanic: 73 points below standard SED: 47 points below standard EL: 21 points below standard	
3.4	Priority 4.E: Pupil Achievement (Pupil Outcomes) 2023 CA School Dashboard English Learner Progress Indicator (ELPI): The percentage of current EL students who progressed at least one	(2022-2023) 54.6%			(2025-2026) 57%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELPI level, maintained ELPI level 4 for students (Source: Dashboard)					
3.5	Priority 4.F: Pupil Achievement (Pupil Outcomes) Percentage of English Learner students reclassified to Fluent English Proficient during the school year	(2023-2024), as of 4/15/24 16.18%			(2026-2027) 18%	
3.6	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes) Percentage of students who are early on, at, or above standard on the spring iReady Reading and Math diagnostic, formative assessments (Source: Performance Matters)	(2023-2024), as of 6/9/24 EESD All Students ELA: 66.54% Math: 62.27% Focus Student Groups (Reading) SWD: 29.87% Hispanic: 39.16% SED (low income): 43.53% EL: 26.85% Focus Student Groups (Math) SWD: 27.72% Hispanic: 28.70% SED: 37.99% EL: 27.33%			(2026-2027) EESD All Students ELA: 70% Math: 64% Focus Student Groups (Reading) SWD: 35% Hispanic: 43% SED (low income): 48% EL: 29% Focus Student Groups (Math) SWD: 31% Hispanic: 33% SED: 40% EL: 32%	
3.7	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes)	Pending Release of 2023-2024 Scores in Fall of 2024			(2026-2027) Grade 3: 349 Grade 4: 449	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mean scale score of students who are at or above standard on the California Spanish Assessment (CSA)	Language Arts			Grade 5: 546	
3.8	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes) Percentage of students who are at or above standard on the Spanish assessments in Language Arts and Mathematics Kindergarten (letter names) Grades 1-3 (phonics and decoding) (Source: Maravillas)	(2023-2024), as of 5/24/24 Language Arts Kindergarten: 85.50% Grades 1-3: 75.75% Mathematics Kindergarten: 82.50% Grades 1-3: 70.25%			(2026-2027) Language Arts Kindergarten: 89% Grades 1-3: 81% Mathematics Kindergarten: 86% Grades 1-3: 73% Grades 4-6: pending, as dual immersion program grows, with an additional grade level each school year	
3.9	Priority 4.E: Percentage of English learner students who are at or above standard on the Summative English Language Proficiency Assessments for California (ELPAC) (Source: Test Results for California's Assessments)	(2022-2023) 25.13% Long-term English learners (LTEL): 14.29%			(2025-2026) 28% Long-term English learners (LTEL): 16%	
3.10	Priority 4.F: State Standards (Condition of Learning)	(2023-2024) 16.18%			(2026-2027) 19%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Redesignated Fluent English Proficient Students					
3.11	Priority 4.A: State Standards (Condition of Learning) Percentage of Redesignated Fluent English Proficient students meeting or exceeding standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy	(2022-2023) 86.88%			(2025-2026) 89%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Dual Language Program	Provide staffing, resources, technical assistance and Professional Development to support students in the Dual Language Program at Holly Oak Elementary School.	\$123,000.00	Yes
3.2	Coordinator of Assessment and Accountability	Maintain the position of Coordinator of Assessment and Accountability to support standardized accountability system. Metrics: Develop a culture of data analysis fostered in EESD to inform practices toward increasing student outcomes.	\$152,773.00	No
3.3	Sobrato Early Academic Language (S.E.A.L.)	Continue the partnership with S.E.A.L. to support English Learners at Holly Oak, Cadwallader, and John J. Montgomery Elementary School.	\$75,000.00	Yes
3.4	Special Education Strategic Plan	Develop a Special Education Strategic Plan that includes professional development opportunities to support long term and short term goals. Metrics: We will monitor our progress in increasing the CAASPP ELA and Math results and iReady reading and math diagnostic results of our students with disabilities, as well as the percentage of students with disabilities who are in general education classes 80% or more of the time and the percentage of parents of students with a disability that indicated full participation in the IEP process.	\$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	New Tech Network	<p>Provide project based learning professional development at Katherine R. Smith Elementary, Quimby Oak Middle, and George V. Ley Va Intermediate.</p> <p>Metrics: We will monitor our progress in increasing our students' iReady reading and math diagnostic and CAASPP ELA and math results.</p>	\$132,000.00	No
3.6	Professional Development for behavior supports	<p>Provide professional development to standardize the suspension policies to ensure equitable treatment.</p> <p>Metrics: This action will be measured by the decrease of suspension rates to address suspension.</p>	\$50,000.00	No
3.7	English Language Learners	<p>English Language Learners and re-designated students will be assessed with formative assessments to monitor the proficiency level of learners across all EL groups.</p>	\$222,000.00	Yes
3.8	O.B. Whaley Rebranding	<p>Re-brand the school with an emphasis on Visual and Performing Arts (VAPA) and academic skills.</p> <p>Metrics: We will monitor our progress in increasing our students' iReady reading and math diagnostic, CAASPP ELA and math, percentage of students participating in VAPA, student enrollment, and attendance rate.</p>	\$28,600.00	No
3.9	Programs of choice	<p>Offer a broad variety of instructional models, such as project-based learning (PBL), Dual Immersion, and Virtual Pathways for students.</p> <p>Metrics: We will monitor our progress in increasing our students' iReady reading and math diagnostic, CAASPP ELA and math, and ELPAC results, in addition to increasing attendance rates.</p>	\$9,511.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	New Tech Network	<p>Maintain 3 full time employees (FTE) at 2 of our middle schools, George V. LeyVa Intermediate and Quimby Oak Middle, to support the co-teaching model in Bulldog Tech and Lobos School of Innovation (LSI), respectively.</p> <p>Metrics: We will monitor our progress in increasing our students' iReady reading and math diagnostic and CAASPP ELA and math results at Bulldog Bulldog Tech and Lobos School of Innovation.</p>	\$490,864.00	No
3.11	Educational Services TOSA	Maintain an Educational Services Teacher on Special Assignment (TOSA) to support categorical programs.	\$180,055.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7761596	\$

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
8.532%	39.833%	\$3,166,558.76	48.365%

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
1.14	<p>Action: Educational Services staff to support all learners</p> <p>Need: For our students who are foster youth, socioeconomically disadvantaged (SED), McKinney Vento (homeless youth), and students with disabilities (SWD), their district formative assessment and California Assessment of Student Performance and</p>	<p>We have two directors of Educational Services, each overseeing different programs, services, and personnel. One Director of Educational Services oversees the following plans, personnel, committees, professional learning, programs, surveys, oversight, and grants for our English learner (EL) students and socioeconomically disadvantaged (SED) students. She coordinated the Designated and Integrated professional development on Staff Development Day in the fall of 2023. In collaboration with site principals, she</p>	<p>We will monitor our progress in increasing the district reading and math iReady formative assessment and CAASPP ELA and math results of our students. Moreover, ELPAC will continue to be the metrics used to monitor the improved academic and language</p>

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
	<p>Progress (CAASPP), in addition to the English Language Proficiency Assessments of California (ELPAC) results for our English learners (ELs), indicate they are struggling in English language arts (ELA) and math, as compared to their peers. These personnel work with the sites directly.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>has provided guidance for the teachers' implementation of designated and integrated English language development (ELD), which includes the master schedules teachers developed and focused language instruction, along with the small group instruction provided by teachers at the student's EL level. The director restructured site assignments for ELD assistants, who provide push in or pull out services. She hired 2 additional staff that provide more support for EL students between additional schools, Katherine Smith, O. B. Whaley, Holly Oak, and John J. Montgomery. The director purchased supplemental curriculum, Benchmark Hello! for newcomer, emerging ELs; Benchmark Phonics for grades kindergarten through fifth grade; and Benchmark Rigor for grades four through eight, all of which the ELD assistants have been trained to implement this school year. She maintains and updates the district EL Master Plan, Federal Addendum, Federal Program Monitoring, and Consolidated Application and Reporting System (CARS). Annually, in addition to facilitating District English Learner Advisory Committee (DELAC)/District Advisory Committee (DAC) meetings, she leads the reclassification process annually, organizes the reclassification celebrations, Achievement for Latinos through Academic Success (ALAS), coordinates the bilingual teacher training/professional development and trains the ELD assistants for the administration of the Initial and Summative ELPAC. Moreover, she oversees English Language Development, Parent University, and Title I and Title III programs, supporting Sobrato Early Academic Language (SEAL), Pathway Awards, Migrant Education in partnership with</p>	<p>development progress of our EL students.</p>

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
		<p>SCCOE, ASES, Dual Immersion, and Summer Programs (José Valdes, Elevate Math, and Computer Science Institute). She meets with site principals of Title 1 schools on a monthly basis, plans equity work, and supervises prep teachers, EL instructional assistants, and a number of elementary school site principals. Her staff secretary of Educational Services coordinates the ordering and returning of testing materials, as well as monitors the completion of the Initial and Summative ELPAC. She updates the English Language Acquisition Status (ELAS) status and reclassification status, entering TBD status of students in PowerSchool. She also supports ELD Assistants with ordering materials, supplies and curriculum. In addition, she sends meeting invitations and records meeting attendees and minutes.</p> <p>Our second Director of Educational services oversees the following plans, personnel, committees, professional learning, programs, surveys, oversight, and grants for our foster youth and McKinney-Vento (MKV) for our homeless youth.</p> <p>PLANS: (Coordinated Early Intervening Services) CCEIS Plans Multi-Tiered Systems of Support (MTSS) Plan CA Community Schools Partnership Program (CCSPP)/Student Behavioral Health Incentive Program (SBHIP) Plan School Linked Services (SLS)/Prevention and Early Intervention (PEI) Plan District Wellness Center development plans Positive Behavioral Interventions and Supports</p>	

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
		<p>(PBIS)</p> <p>SUPERVISION: Middle School Counselors and Interns Marriage and Family Therapist (MFT) Interns School Social Workers and Interns Middle School Principals and Assistant Principals Response to Intervention (Rtl) Coaches Middle Schools CCEIS Teacher on Special Assignment (TOSA) Community School Wellness Centers District Wellness Centers</p> <p>COMMITTEES: MTSS Comprehensive Sexual Health Education (Ed) Human Growth and Development Foster and Homeless Youth (FHY) Liaison Network</p> <p>PROFESSIONAL LEARNING: Partners/School Impact team (LeyVa) Social Emotional Learning (SEL)</p> <p>PROGRAMS SUPPORT: Student Study Teams 504 Coordinator Response to Intervention Acceleration/Retention</p> <p>SURVEYS: California Healthy Kids Survey (CHKS)</p> <p>OVERSIGHT: Human Growth & Development Comprehensive Sexual Health Ed.</p>	

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
		<p>Wellness Team Wellness Centers Spelling Bee Suicide Prevention Crisis Response Team Care Solace Home & Hospital</p> <p>GRANTS:</p> <ul style="list-style-type: none"> • California Community Schools Partnership Program (CCSPP)/Student Behavioral Health <p>Incentive Program (SBHIP) Grant- Wellness Centers and Community Schools</p> <ul style="list-style-type: none"> • SLS Coordinator Grant-intervention for the purpose of meeting the needs of the indicators, organize training of teachers <p>Her staff secretary of Educational Services, who supports our second director with our McKinney-Vento (homeless youth) and foster youth, supports our students with disabilities, as well, in the following ways.</p> <ul style="list-style-type: none"> • Tags all 504 Plan, McKinney-Vento (MKV) and Foster Youth in Power School, our student information system (SIS) • Collaborates with School Social Workers, Santa Clara County of Education (SCCOE), Evergreen Elementary School District (EESD) Information Services (IS)/California Longitudinal Pupil Achievement Data System (CALPADS), EESD Child Nutrition Services (CNS) and sites to ensure accuracy of lists • Utilizes SCCOE Foster Vision to maintain Foster Youth list 	

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
		<ul style="list-style-type: none"> • Maintains all digital and physical files for Special Education (SpEd) • Responds to all requests for forwarding SpEd files and prints and mails files and/or sends the electronically • Keeps records of MKV transportation requests, gas reimbursements • Billing for Hop Skip Drive as needed • Organizes district transportation when appropriate • Enters students taking alternate CAASPP/ELPAC assessments and test settings into TOMS • Uploads articles and resources to the district Wellness Connections website that are pertinent to students and their families 	
<p>1.15</p>	<p>Action: Additional support for sites with pass through money</p> <p>Need: From SPSA of Cadwallader: (1) Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Cadwallader, all students scored 68% proficient in Math, and 66% proficient in Language Arts. Proficiency gaps existed for Hispanic students and socioeconomically disadvantaged students in Language Arts. (2) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Cadwallader, all students scored 30% proficient. Proficiency gaps existed for socioeconomically</p>	<p>From SPSA of Cadwallader Elementary School: (1) Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, Professional Learning Community collaboration release time, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, SEAL (Sobrato Early Academic Language) funding for instruction, materials and release time for Unit Design Days or additional Professional Development, Reading and phonics instruction, Math Standards and Practice, Leadership, and Social-emotional learning. (2) Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. (3) Staff will regularly</p>	<p>iReady ELA/Math, CAASPP ELA/Math, CAST, ELPAC, chronic absenteeism rates, suspension rates, CA School Dashboard Indicators: ELA, Math, ELPI, Chronic Absenteeism, and Suspension Rate</p> <p>We will monitor our progress in increasing the results of our students' district reading and math iReady formative assessment and CAASPP ELA and math results of</p>

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
	<p>disadvantaged students and Hispanic students. (3) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 64% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for English Language Learners and Hispanic students. In March of 2024, 60% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for English Language Learners, socioeconomically disadvantaged students and Hispanic students.</p> <p>From SPSA of Cedar Grove: (1)The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Cedar Grove is rated in the orange. While suspensions at Cedar Grove are very low, the dashboard indicates a need to focus on students who are Hispanic and Socioeconomically disadvantaged. (2) Students designated as English Learners (ELS) take the ELPAC each year to measure their progress toward English fluency. 47% of ELS at Cedar Grove are making progress towards English language proficiency, putting Cedar Grove in orange. At Cedar Grove, 2% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (3) The California Science Test (CAST) measures progress toward Science standards for 5th</p>	<p>engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for PLC collaboration. (4) In order for students to access learning, staff will provide students with general operational supplies and services. [Reading Instruction CKLA 3-5 and Math Festival]</p> <p>From SPSA of Cedar Grove Elementary School: (1) Professional development will be made available to teachers through different means, including but not limited t staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (Professional development, professional consultants, and grade-level collaboration time will be utilized to implement best practices, such as but not limited to 21st Century Skills, Step Up To Writing strategies, Writers’ Workshop, Daily Five, Project-Based Learning, and Deeper Learning, and GLAD to ensure that students become more organized and proficient with all aspects of reading and writing in grades K-6.) Teachers will use grade level/cross grade level collaboration time to develop and analyze student assessments, discuss strategies, and best practices for improving student achievement. Teachers will use time to conduct individual student reading assessments, peer coaching,</p>	<p>our socioeconomically disadvantaged (SED), Foster Youth, McKinney-Vento (homeless youth), English learner (EL) students. Moreover, ELPAC will continue to be the metrics used to monitor the improved academic and language development progress of our EL students.</p>

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
	<p>graders. At Cedar Grove, all students scored 40% proficient. Proficiency gaps existed for Socioeconomically disadvantaged students. (3) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade-level proficiency. In March of 2024, 57% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated the need for support for English Language Learners. In March of 2024, 51% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support for Hispanic students and English Language Learners. (4) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Cedar Grove Elementary is rated in the red with 23% of students chronically absent. The dashboard indicates a need to focus on students who are Hispanic and socioeconomically disadvantaged. (5) The suspension rate indicates the amount of engagement that students have at school. Cedar Grove Elementary is rated orange on the California School Dashboard. While suspensions at Cedar Grove Elementary are very low, the dashboard indicates a need to focus on Hispanic and socioeconomically disadvantaged.</p> <p>From SPSA of Chaboya Middle: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Chaboya Middle</p>	<p>professional development, collaborative grade level planning and vertical articulation (2) Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. (Students who need additional intensive language arts intervention will be assisted by Language Arts (teachers/consultants) who will provide intensive small group instruction using a variety of intervention materials such as but not limited to (“Language!”, Explode the Code, Corrective Reading, and Leveled Literacy Intervention reading support programs). Students in the intervention program will be assessed regularly to determine their progress and make needed modifications. To support at-risk students, intervention may be provided during the school day. Additional teaching staff and instructional assistants may be necessary. (3) Students will have access to digital content that supports learning in Language Arts, Math, and Science. (4) Students will be provided with opportunities to enhance their reading, writing achievement, and 21st-century skills through the integration of technology and following the CCSS. Purchase of additional hardware and software and other technology, (such as but not limited to Raz-kids). Professional Development for the staff to monitor student achievement, differentiate instruction, and increase student engagement. (5) Staff will continue to implement a strong system of Positive Behavior and Support. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, and staff development to improve strategies for supporting students. This may include, but is not limited to:</p>	

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
	<p>School is rated in the orange color. While suspensions at Chaboya Middle School are low, the dashboard indicates a need to focus on students with disabilities and students who are Hispanic [because both student groups are at the lowest performance level in the suspension indicator]. (2) Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP. At Chaboya Middle School, all students scored 76% proficient in Math, and 82% proficient in Language Arts. Proficiency gaps existed for students with disabilities [who are in the lowest performance level in the Mathematics Indicator on the CA School Dashboard], English learners, and Hispanic students in Math and in Language Arts. (3) The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Chaboya Middle School, all students scored 66% proficient. Proficiency gaps existed for students with disabilities, Hispanic students, and English learner students. (4) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 78% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for students with disabilities, English learners, and Hispanic students. In March of 2024, 78% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for students with disabilities, English learners, and Hispanic students.</p>	<p>positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. (6) In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, [and] copier maintenance and supplies.</p> <p>From SPSA of Chaboya Middle School: (1) Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (2) Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. (3) Students will have access to digital content that supports learning in Language Arts, Math, and Science. (4) Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. (5) In order to foster collaboration with family and community, provide a variety of opportunities for</p>	

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
	<p>From SPSA of Carolyn Clark Elementary: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Carolyn Clark is rated in the yellow. While suspensions at Carolyn Clark are very low, the dashboard indicates a need to focus on students that are subgroups ELLs, Hispanics, Socioeconomically Disadvantaged and Students with Disabilities. (2) Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Clark, all students scored 45.6 points above standard in Math, and 44.3 points above standard in Language Arts. Proficiency gaps existed for Hispanics and Students with Disabilities in Math. Proficiency gaps existed for Hispanics, Socioeconomically Disadvantaged and Students with Disabilities in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 37.7% of ELs at Carolyn Clark are making progress towards English Language proficiency, putting Carolyn Clark in the red, [the lowest performance level on the English Learner Progress Indicator (ELPI)]. (4) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 78% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. In March of 2024, 74% of all students were “Early on” or “Mid or Above” grade level proficiency in Math.</p>	<p>caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights. (6) The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. (7) Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: collaborations with local high school groups, field trips, and teacher led clubs. (8) Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p> <p>From SPSA of Carolyn Clark Elementary School: (1) Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. (2) During & After school school intervention programs (3) Substitutes for teachers to attend SST, IEP, 504 during school day. (3) Instructional materials to support intervention. (4) Conferences (5) Teacher OT for support services (6) Students will have access to digital content that supports learning in Language Arts, Math, and Science. RAZ Kids; Brainpop; Mystery Science; Learning A-Z (7) Staff will continue to implement a strong system of</p>	

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
	<p>(5) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Carolyn Clark is rated in the red, [the lowest performance level], with 11.5% of [all] students chronically absent. The dashboard indicates a need to focus on students that are in the Hispanic, Socioeconomically Disadvantaged and Student with Disabilities subgroup. (6) Suspension rate indicates the amount of engagement that students have at school. Carolyn Clark is rated yellow on the California School Dashboard. While suspensions at Carolyn Clark are very low, the dashboard indicates a need to focus on students that are in English Language Learners, Hispanic, Socioeconomically Disadvantaged and Student with Disabilities subgroups. (7) According to the PowerSchool Chronic Absenteeism report 10% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students aforementioned. (8) According to the PowerSchool Incident Management Report, there were 76 referrals to the office. Other means of correction (OMC) were used as a consequence in 92% of those incidents. The report indicated a need to focus on students aforementioned. (9) The California School Dashboard utilizes students' scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6 are assessed in Math and Language Arts on</p>	<p>Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. (8) Possible Expenditures: Incentives; Assemblies; Release days for teachers; Additional Noon duties to support students; Professional Development (9) In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights. (10) Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook. (11) The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. (12) Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and</p>	

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	<p>the CAASPP. (10) Carolyn Clark scored green in Math because students decreased their proficiency by 7.9 points. Carolyn Clark scored green in Language Arts because students declined their proficiency levels by 17.5 points. (11) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 78% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. In March of 2024, 74% of all students were “Early on” or “Mid or Above” grade level proficiency in Math.</p> <p>From SPSA of Evergreen Elementary: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Evergreen Elementary School is rated in the Orange. While suspensions at Evergreen Elementary School are very low, the dashboard indicates a need to focus on students that are Hispanic, Socioeconomically Disadvantaged, and Chronically Absent. 6.3% of Students with Disabilities were suspended, putting them in [the lowest performance level of the Suspension Indicator on the CA School Dashboard.](2) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Evergreen Elementary School is rated in the Orange with 9.1% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic, Socioeconomically disadvantaged and</p>	<p>teacher led clubs. (13) Sports (14) Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration. Possible Expenditures: Substitutes; OT; Materials needed for meetings</p> <p>From SPSA of Evergreen Elementary School: (1) Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. Fund a technology support liaison to keep systems for intervention and support updated (2) Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, sensory room, rewards system, and assemblies. (3) In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, student social events, volunteer opportunities, attendance workshops, and parent nights.</p> <p>From SPSA of Holly Oak Elementary School:</p>	

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	<p>students with disabilities, [who were at the lowest performance level in the Chronic Absenteeism Indicator of the CA School Dashboard]. (3) According to the PowerSchool Chronic Absenteeism report 4.2% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students that are Hispanic. (4) According to the PowerSchool Incident Management Report, there were 42 referrals to the office. Other means of correction (OMC) were used as a consequence in 90% of those incidents. The report indicated a need to focus on students that are Hispanic and students with disabilities. (5) Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Evergreen Elementary School, all students scored 82.76% proficient in Math, and 81.55% proficient in Language Arts. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged and English Learners in Math. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged and English Learners in Language Arts. (6) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 53.2% of ELs at Evergreen Elementary School are making progress towards English language proficiency, putting Evergreen Elementary School in Orange. At Evergreen Elementary School, 8.2% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (7) The California Science Test (CAST) measures progress</p>	<p>(1) Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Profile of a Learner, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (2) Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. Overtime for certificated to support all students by working extended hours providing services to students. (3) Provide services that keep the building and grounds maintained in a safe and welcoming condition. (4) Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. (5) Continue to partner with Little Heroes to provide a coach during the instructional day to support students' physical education, social-emotional development teaching sportsmanship, and run activities during recess and lunch time. (6) In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to, classroom budgets, office budgets, department budgets, library</p>	

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	<p>towards Science standards for 5th graders. At Evergreen Elementary School, all students scored 62% proficient. Proficiency gaps existed for English Learners and Socioeconomically Disadvantaged. (8) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 82% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for Hispanic and English Learners. In March of 2024, 80% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for Hispanic and English Learners.</p> <p>From SPSA of Holly Oak Elementary: (1) Students in grades 3rd - 6th are assessed in Math and Language Arts on the CAASPP. At Holly Oak Elementary School all students scored 43% proficient in Math, and 36% proficient in Language Arts. Proficiency gaps existed for English Learner, Hispanic, and Socioeconomically Disadvantaged students in Math and Language Arts. (2) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 8% of all ELs scored a 4 on ELPAC. 15 of the eligible students were reclassified as Fluent English Proficient. and/or 59% of English Learners making progress towards English language proficiency.(3) The California Science Test</p>	<p>budgets, copier maintenance, equipment and supplies, and overtime for staff to complete projects outside of their work hours. (7) Staff will regularly monitor academic progress. The processes and protocols followed for monitoring may include, but are not limited to, professional learning communities, Leadership Teams, Data Walks, Equity Walks, Gallery Walks, Instructional Rounds, and release time for collaboration.</p> <p>From SPSA of George V. LeyVa Intermediate School: (1) Teachers and instructional staff will get professional development and opportunities to collaborate on how to use literacy data (i.e. iReady and CAASPP) to improve instructional practices especially targeting underperforming groups. Professional Learning Communities, department collaboration, partnerships with networks (such as Partners in School Innovation and New Tech Network at Bulldog Tech) and school-wide learning opportunities. (2) Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition. (3) Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, and supporting students in Tier 2. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons (Second Step),PBIS lessons, rewards system, and assemblies. (4) In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to:re-activating PTSA, Open House, Back</p>	

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	<p>(CAST) measures progress towards Science standards for 5th graders. At Holly Oak Elementary School, all students scored 27% proficient. Proficiency gaps existed for English Learners. (4) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade level proficiency. In March of 2024, 48% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for Special Education and English Learners. In March of 2024, 41% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for Special Education and English Learners. (5) The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Holly Oak Elementary School is rated in orange, with 18% of students chronically absent. The dashboard indicates a need to focus on students who are English Learners, Hispanics, and socially disadvantaged. According to the PowerSchool Chronic Absenteeism report 6% of students were chronically absent from August of 2023 to May of 2024. The report indicates a need to focus on students that are Hispanic. (6) The suspension rate indicates the amount of engagement students have at school. Holly Oak Elementary School is rated green on the California School Dashboard. While Holly Oak Elementary School suspensions are low, the dashboard does not identify students in red, orange, or yellow. Of the groups identified, the</p>	<p>to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights. (5) In order for students to access learning, staff will be provided [with] overtime for staff to complete projects that are outside of their working hours. Release time coverage for teachers to participate in professional development opportunities that enhances their ability to create an effective learning environment (examples: coverage for walk throughs, training sessions, after school study halls for students, etc...); Director: Leadership Coverage</p> <p>From SPSA of James Franklin Smith Elementary: (1) Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (2) Students will have access to digital content that supports learning in Language Arts, Math, and Science. Activities include but are not limited to: Brain Pop, Mystery Science, Makership, Youth Science Institute, Software subscriptions and licenses (3) Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition. Activities include but are not limited to: copier maintenance, facilities supplies, office supplies (4)</p>	

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	<p>need to focus on students who are Asian and English learners.</p> <p>From SPSA of LeyVa Intermediate: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. LeyVa is rated in the yellow. While suspensions at LeyVa are very low, the dashboard indicates a need to focus on students that are Hispanic, Socioeconomic Disadvantage, and Students with Disabilities. (2) Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP. At LeyVa, all students scored 32.36% proficient in Math and 40.40% proficient in Language Arts. Proficiency gaps existed for Hispanic and Students with Disabilities in Math. Proficiency gaps existed for Hispanic and Students with Disabilities in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 56.8% of ELs at LeyVa are making progress towards English language proficiency, putting LeyVa in orange. At LeyVa, 29.59% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 8th graders. At LeyVa, all students scored 27.20% proficient. Proficiency gaps existed for Long-term English Learners, where none were proficient. (5) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level</p>	<p>Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies, Soul Shoppe, Peacemakers, PBIS</p> <p>From SPSA of Katherine Smith: (1) Teachers and instructional staff will receive professional development (PD) in the area of Project Based Learning by New Tech High, Center for Excellence. The training will occur monthly on site and will be differentiated according to the needs every staff member. (2) Instructional hardware, software, applications, and other resources will be purchased to support literacy skill development. These purchases may include replacement and repair costs. (3) Teachers will collaborate in grade level and cross grade level teams to monitor student performance, analyze student data, discuss strategies and best practices for improving language development, and communicate growth to parents, including Student Led Conferences. Teachers will use time to conduct individual student reading assessments, engage in peer coaching opportunities, participate in grade-level planning, and develop vertical articulation.</p> <p>From SPSA of Tom Matsumoto: (1) Substitutes for teacher release to attend SST and IEP meetings. (2) [Certificated and classified</p>	

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	<p>proficiency. In March of 2024, 42.2% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for support for the Hispanic/Latino subgroup as 26% were at “Early on” or “Mid or Above” grade level proficiency. In March of 2024, 38% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for support for the Hispanic/Latino subgroup as 18% were at “Early on” or “Mid or Above”.. (6) 21.3% of students were chronically absent during the 2022-2023 school year. The report indicates a need to focus on students that are [All students, English learner students, students with disabilities, and] Socioeconomically Disadvantaged.</p> <p>From SPSA of James Franklin Smith Elementary: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. James Franklin Smith is rated in the green. While suspensions at James Franklin Smith are very low, the dashboard indicates a need to focus on students that are socially economically disadvantaged. (2) Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At James Franklin Smith, all students scored 81% proficient in Math, and 83% proficient in Language Arts. Proficiency gaps existed for English Learners and Socially Economically Disadvantaged in Math. Proficiency gaps existed for English Language</p>	<p>intervention personnel] Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports [intervention materials]; [Intervention software support helps maintain access to] digital content that supports learning in Language Arts, Math, and Science.</p> <p>From SPSA of Millbrook: (1) Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (2) Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. (3) In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights. (4) Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging,</p>	

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	<p>Learners and Socially Economically Disadvantaged in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 60.7% of ELs at James Franklin Smith are making progress towards English language proficiency, putting James Franklin Smith in green. At James Franklin Smith 35% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At James Franklin Smith all students scored 52% proficient. Proficiency gaps existed for Male and Hispanic students. (5) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 82% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for students with disabilities, Hispanic and EL. In March of 2024, 79% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for students with disabilities, Hispanic, and EL. (6) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. James Franklin Smith is rated in the red with 9% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic/Latino and</p>	<p>email lists, translation services, home visits, SST handbook, 504 handbook. (5) Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p> <p>From SPSA of John J. Montgomery: (1) Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (2) Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.(3) [Certificated] Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. (4) In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. [General supplies will be provided for activities.] Activities may include, but</p>	

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	<p>SED. (7) Suspension rate indicates the amount of engagement that students have at school. James Franklin Smith is rated green on the California School Dashboard. While suspensions at James Franklin Smith are very low, the dashboard indicates a need to focus on students that are Hispanic/Latino and SED.</p> <p>From SPSA of Katherine Smith: (1) Across all grade levels, targeted supports are needed for language arts instruction involving all language domains, specifically Reading, Writing and Mathematics. Foundational literacy remains a focus in primary grades and for students below grade level in upper grade. Specific focus will be on our targeted subgroups of English Learners, Hispanic students and students with disabilities. (2) KS teachers will provide integrated and designated language instruction supports by utilizing Guided Language Acquisition Design (GLAD) strategies for all Language Learners and our students in Well-Developed, or Lvl. 4 and Moderately Developed, or Lvl. 3, will demonstrate growth as follows: Lvl. 4 from 13% to 16% and Lvl. 3 from 43% to 46% by June of 2025.</p> <p>From SPSA of Tom Matsumoto: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Matsumoto Elementary is rated in the blue. While suspensions at Matsumoto Elementary are very low, the dashboard indicates a need to focus on</p>	<p>are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights. (5) The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: [enrichment assemblies] Student Council, Expect Respect, peer mentors, and social skills lessons. (6) Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: [field trips, MFM] Artisans Club, collaborations with local high school groups, and teacher led clubs. (7) In order for students to access learning, staff will provide students with supplies. This may include, but is not limited to, classroom budgets, [library] budgets, [Science/STEAM room] supplies, and overtime for staff to complete projects outside their working hours.</p> <p>From SPSA of Norwood Creek: (1) Professional development will be made available to teachers through different means, including but not limited to: PD days, staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Writing Instruction, Reading Intervention Strategies, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (2) [Certificated Personnel] provide students identified below grade</p>	

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	<p>students that are two or more races and socioeconomically disadvantaged. (2) Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Matsumoto Elementary, all students scored 79% proficient in Math, and 83% proficient in Language Arts. Proficiency gaps existed for English Learners, students that are Hispanic, socioeconomically disadvantaged, and students with disabilities in Math. Proficiency gaps existed for English Learners and students that are Hispanic, Filipino, socioeconomically disadvantaged, and students with disabilities in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 54.4% of ELs at Matsumoto Elementary are making progress towards English language proficiency, putting Matsumoto Elementary in Orange. At Matsumoto Elementary, 7% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Matsumoto Elementary, all students scored 62.6% proficient. Proficiency gaps existed for English Learners, students with disabilities, and Hispanic students.</p> <p>(5) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 78%% of all students were</p>	<p>level on iReady Reading and/or Math with Tier 2 interventions and supports. (3) [Classified] Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. (4) In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. [Books and supplies will be provided for these activities]. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.</p> <p>(5) In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours. (6) Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p> <p>From SPSA of Quimby Oak:</p>	

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	<p>“Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for English Learners, Hispanic students, and students with disabilities. In March of 2024, 74% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for sub_group. (6) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Matsumoto Elementary is rated in the orange with 8% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. (7) Suspension rate indicates the amount of engagement that students have at school. Matsumoto Elementary is rated in the blue. While suspensions at Matsumoto Elementary are very low, the dashboard indicates a need to focus on students that are two or more races and socioeconomically disadvantaged. (8) Chronic Absenteeism is a measure of engagement determined by the CA School Dashboard. Matsumoto rated in the Orange category with 8% of all students being chronically absent. In particular, Hispanic students were 23.5% chronically absent, Socioeconomically disadvantaged students were 17% chronically absent, and students with disabilities were 17.8% chronically absent.</p> <p>From SPSA of Millbrook Elementary:</p>	<p>(1) Professional development will be made available to teachers [of ILT Department Leadership Team] through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of professional development may include, but are not limited to: strategies for English Learners, Reading and Phonics Instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (2) [Lobos Ignite certificated personnel] Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. [Classroom and special services classroom supplies will be provided.] (3) [PBIS resources and supplies will be provided]to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: [books and supplies and services/other expenditures for campus beautification, student center, Wellness Wednesday, PD PBIS/Restorative Justice, PD/Assembly SEL for students] positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. (4) In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. [Supplies will be provided for school events, such as Honors, Grad, etc.] and school events for families.] Activities may include, but are not limited to:</p>	

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	<p>1) The California School Dashboard utilizes suspension rates to indicate school conditions and climate. Millbrook is rated in the green. While suspensions at Millbrook are high, the dashboard indicates a need to focus on EL students and Students with Disabilities. (2) Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. Millbrook's students scored 64% proficient in Math and 67% proficient in Language Arts. Proficiency gaps existed for Hispanic students, students with disabilities, English Language Learner students, and socioeconomically disadvantaged students in Math. Proficiency gaps existed for students with disabilities, English Language Learner students, Hispanic students, and socioeconomically disadvantaged students in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year to measure their progress toward English fluency. 44.6% of ELs at Millbrook are progressing towards English language proficiency, putting Millbrook in orange. At Millbrook, 22% of ELs scored four on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Millbrook, all students scored 30% proficient. Proficiency gaps existed for students with disabilities, English Language Learners, Hispanic students, and socioeconomically disadvantaged students. (5) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades</p>	<p>hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights. (5) Quimby Oak offers a variety of electives to enrich student academic and personal learning. Creativity and presentation are two incredibly valuable skills in the modern world. In these classes, students are challenged to learn a variety of skills, learn more about themselves and their fellow students, and learn the rich histories of art, music, or technology. [Overtime for certificated personnel in Drama, Yearbook, Lobo Advisory; employee benefits] (6) In order for students to access learning, students [will receive] general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, and copier maintenance and supplies. [P.E. classroom supplies, classroom budgets, office supplies for tech closet, computer repairs]</p> <p>From SPSA of Silver Oak: (1) Funds allocated for the purchase of new books and materials for the library. (2) Provide overtime and release time for teacher collaboration, professional development, and training (3) Custodial supplies purchased to keep school clean (4) Conduct assemblies and invite guest speakers for staff and students (5) Classroom and office supplies are needed to ensure that all students are able to have the instructional materials needed for the school day.</p> <p>From SPSA of O. B. Whaley:</p>	

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	<p>Kindergarten through grade 6 to monitor student progress toward grade-level proficiency. In March of 2024, 68% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated the need for support for Hispanic students. In March of 2024, 62% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support for Hispanic students. (6) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Millbrook Elementary is rated in the red with 18.1% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic and socioeconomically disadvantaged. (7) Suspension rate indicates the amount of engagement that students have at school. Millbrook Elementary is rated green on the California School Dashboard. While suspensions at Millbrook Elementary are low, the dashboard indicates a need to focus on students that are Filipino, Hispanic and socioeconomically disadvantaged.</p> <p>From SPSA of John J. Montgomery Elementary (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate; Montgomery Elementary School is rated in the green (or high-performance rate). While suspensions at Montgomery are very low, the dashboard indicates a need to focus on Hispanic students and students with disabilities. (2) Students in</p>	<p>(1) Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. (2) Students will have access to digital content that supports learning in Language Arts, Math, and Science. (3) Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. (4) [Classified Personnel] support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook. (5) The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. (6) Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to:</p>	

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	<p>grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Montgomery Elementary School, all students scored 30.39% proficient in Math and 35.74% proficient in Language Arts. Proficiency gaps existed for EL Learners and Socioeconomically Disadvantaged students in Math, and for our Asian students, Hispanic/Latino students, English Learners, and Socioeconomically Disadvantaged students in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 47% of ELs at Montgomery Elementary School are making progress towards English language proficiency, putting Montgomery Elementary School in the orange (or low performance rate). At Montgomery Elementary School, 19% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Montgomery Elementary School, all students scored 21% proficient. Proficiency gaps existed for our female, Hispanic/Latino, English Learners, and Socioeconomically Disadvantaged student groups. (4) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through eighth grade to monitor student progress toward grade level proficiency. In March of 2024, 44% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report</p>	<p>Artisans Club, collaborations with local high school groups, and teacher led clubs. (7) Sports, Music, and Art (8) In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.</p>	

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	<p>indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students. In March of 2024, 36% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students. (5) The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Montgomery Elementary School is rated in the yellow (or medium performance level), with 24% of students chronically absent. The dashboard indicates a need to focus on our students from our Asian, Filipino, English Learners, and Students with Disabilities subgroups. (6) The suspension rate indicates the amount of engagement students have at school. Montgomery Elementary School is rated green (or high performance level) on the California School Dashboard. While suspensions at Montgomery Elementary School are very low, the dashboard indicates a need to focus on Hispanic students and Students with Disabilities.</p> <p>From SPSA of Norwood Creek Elementary: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Norwood Creek is rated in the orange. While suspensions at Norwood Creek are categorized as low, the dashboard indicates a need to focus on students that are classified as English</p>		

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	<p>Learners and Students with Disabilities. (2) Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Norwood Creek, all students scored 68% proficient in Math, and 72% proficient in Language Arts. Proficiency gaps existed for Socioeconomically Disadvantaged and Hispanic in Math and Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 64% of ELs at Norwood Creek are making progress towards English language proficiency, putting Norwood Creek in yellow. At Norwood Creek, 37% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Norwood Creek, all students scored 66% proficient. Proficiency gaps existed for English Learners. (5) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th grade to monitor student progress toward grade level proficiency. In March of 2024, 77% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for Students with Disabilities. In March of 2024, 72% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for support for students with disabilities. (6) The California School Dashboard utilizes Chronic Absentee rate as</p>		

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	<p>an indicator of student engagement. Norwood Creek is rated in the Red with 15% of students chronically absent. The dashboard indicates a need to focus on students with disabilities and Hispanic subgroups. (7) According to the PowerSchool Chronic Absenteeism report 11% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students that are students with disabilities.</p> <p>From SPSA of Quimby Oak Middle: 1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Quimby Oak Middle School is rated in the orange. While suspensions at Quimby Oak Middle School are very low, the dashboard indicates a need to focus on students that are English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. (2) Students in grades 7-8 are assessed in Math and Language Arts on the CAASPP. At Quimby Oak Middle School, all students scored 55.64% proficient in Math, and 68.95% proficient in Language Arts. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Filipino subgroups in Math. Proficiency gaps existed for Students with Disabilities, Hispanic, Socioeconomically Disadvantaged in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 58.1% of ELs at Quimby Oak Middle School are making</p>		

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	<p>progress towards English language proficiency, putting Quimby Oak Middle School in orange. At Quimby Oak Middle School, 33.96% of ELs scored 4 on the summative ELPAC as well as met i-Ready criteria of at grade level or one grade level below, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 8th graders. At Quimby Oak Middle School, all students scored 55.76% proficient. Proficiency gaps existed for Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, and Filipino subgroups. (5) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 70% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for support for English Learners (19% proficient), Hispanic (41.5% proficient), and Homeless Youth (33%) subgroups. In March of 2024, 64% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for support of English Learners (20% proficient), Hispanic students (27% proficient), and Homeless Youth (33% proficient) subgroups. (6) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Quimby Oak Middle School is rated in the yellow with 10.3% of students chronically absent. The dashboard indicates a need to</p>		

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	<p>focus on students that are Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Hispanic. [Quimby Oak Middle has received the lowest performance level on the Chronic Absenteeism Indicator, with the following student groups affected: Socioeconomically Disadvantaged and Students with Disabilities.] (7) Suspension rate indicates the amount of engagement that students have at school. Quimby Oak Middle School is rated orange on the California School Dashboard. While suspensions at Quimby Oak Middle School are very low, the dashboard indicates a need to focus on students that are English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>From SPSA of Silver Oak: (1) Based off of CAASPP testing results our students declined slightly in English Language Arts while in Mathematics our students increased slightly. Areas of focus will be to address student proficiency with our Hispanic, English Learner, and Socioeconomic Disadvantaged students as they are our lowest scoring student subgroups. (2) Silver Oak's English Learner population is a sub group identified as consistently scoring lower on the CAASPP. There was an increase in the number of English Learner students scoring a 1 on the ELPAC test. (3) Silver Oak will complete a needs assessment each year to inform and develop their SPSA. The school's lead teams are able to conduct an annual needs assessment with input from all staff as</p>		

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	<p>well as students and parents who participate on school site council (SSC). The Silver Oak Lead teams developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence based practices to improve academic, behavioral, and social-emotional outcomes for our Socioeconomic Disadvantaged students who are considered chronically absent. Silver Oak's SPSA goals are aligned with the district's LCAP goals and Silver Oak utilizes a continuous improvement model to implement, monitor, and annually evaluate the SPSA. As mentioned, our socioeconomic disadvantaged students are absent at a higher rate than the rest of the student population. In order to identify and determine the needs of our students Silver Oak will be implementing parent outreach meetings and conducting individual parent meetings to support our families with difficulties they may be having getting their student to school on a consistent basis. In addition, our PBIS team will meet to form a plan to address absenteeism at the classroom level. [Silver Oak Elementary has received the lowest performance level on the Chronic Absenteeism Indicator, with the following student groups affected: All Students, Socioeconomically Disadvantaged, Asian, and Hispanic students]</p> <p>From SPSA of O. B. Whaley: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. OB Whaley is rated in</p>		

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	<p>the blue. While suspensions at OB Whaley are very low, the dashboard indicates a need to focus on students that are English learners. (2) Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At OB Whaley, all students scored 21% proficient in Math, and 28% proficient in Language Arts. Proficiency gaps existed for Hispanic students in Math. Proficiency gaps existed for English Learners in Language Arts. (3) Students designated as English Learners (EL) take the ELPAC each year in order to measure their progress towards English fluency. 43% of EL at OB Whaley are making progress towards English language proficiency, putting OB Whaley in red. At OB Whaley, 8% of EL scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At OB Whaley, all students scored 26% proficient. Proficiency gaps existed for English Learners. (5) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. OB Whaley Elementary is rated in the red with 24% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic and socioeconomically disadvantaged. [O. B. Whaley Elementary has received the lowest performance level on the Chronic Absenteeism Indicator, with the following student groups affected: All Students, English learner, Socioeconomically Disadvantaged, and Hispanic students]</p>		

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	<p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>		
<p>2.1</p>	<p>Action: Enrichment Opportunities</p> <p>Need: For our students who are foster youth, socioeconomically disadvantaged (SED), and English learner students, their chronic absenteeism and suspension rates have increased. Other student groups would benefit from these enrichment opportunities, since their chronic absenteeism rates are in the lowest performance level on the California School Dashboard as well.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>Enrichment classes are programs that support learning and individualized strengths. Opportunities that have been provided improved speaking skills and strategies; promoting confidence and feedback; homework assistance; physical activity; STEAM enrichment, and developmental classes, in order to help students enhance their academic performance and character development preparing them for future success.</p>	<p>We will monitor our progress in increasing our students' attendance rates.</p>
<p>2.4</p>	<p>Action: Parent University classes</p> <p>Need: From SPSA of Cedar Grove Elementary School:</p>	<p>Parent University enables parents' capacity to engage in their children's education and strengthen parent-teacher-school collaboration. Sessions that have been offered are: Developing Family Engagement and Partnerships at School and Community; Social-Emotional Learning and</p>	<p>This action will be monitored by the metrics, suspension rates, which will be disaggregated for our students who are English learners and</p>

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	<p>(1)The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Cedar Grove is rated in the orange. While suspensions at Cedar Grove are very low, the dashboard indicates a need to focus on students who are Hispanic and Socioeconomically disadvantaged. (2) Students designated as English Learners (ELs) take the ELPAC each year to measure their progress toward English fluency. 47% of ELs at Cedar Grove are making progress towards English language proficiency, putting Cedar Grove in orange. At Cedar Grove, 2% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (3) The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Cedar Grove, all students scored 40% proficient. Proficiency gaps existed for Socioeconomically disadvantaged students. (3) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade-level proficiency. In March of 2024, 57% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated the need for support for English Language Learners. In March of 2024, 51% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support for Hispanic students and English Language Learners. (4) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Cedar</p>	<p>Foundation for Academic Achievement; Academics: School Accountability and Standards; General Academics; Early College Preparation; Principal Dialogue/Community Dialogue; Self-Awareness; The Importance of Self-Management; Understanding Social Awareness; Relationship Skills; Responsible Decision Making; and Preparing for Higher Education</p>	<p>socioeconomically disadvantaged (low income). We will monitor our progress in increasing our percentage of parents reporting sense of safety and school connectedness from our Staff and Community Engagement Feedback Survey.</p>

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	<p>Grove Elementary is rated in the red with 23% of students chronically absent. The dashboard indicates a need to focus on students who are Hispanic and socioeconomically disadvantaged. (5) The suspension rate indicates the amount of engagement that students have at school. Cedar Grove Elementary is rated orange on the California School Dashboard. While suspensions at Cedar Grove Elementary are very low, the dashboard indicates a need to focus on Hispanic and socioeconomically disadvantaged. (6) In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 86% of staff, 79% of students, and 60% of the community are familiar or very familiar with school-wide rules.</p> <p>From SPSA of John J. Montgomery Elementary (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate; Montgomery Elementary School is rated in the green (or high-performance rate). While suspensions at Montgomery are very low, the dashboard indicates a need to focus on Hispanic students and students with disabilities. (2) Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Montgomery Elementary School, all students scored 30.39% proficient in Math and 35.74% proficient in Language Arts. Proficiency gaps existed for EL Learners and</p>		

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	<p>Socioeconomically Disadvantaged students in Math, and for our Asian students, Hispanic/Latino students, English Learners, and Socioeconomically Disadvantaged students in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 47% of ELs at Montgomery Elementary School are making progress towards English language proficiency, putting Montgomery Elementary School in the orange (or low performance rate). At Montgomery Elementary School, 19% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).</p> <p>The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Montgomery Elementary School, all students scored 21% proficient. Proficiency gaps existed for our female, Hispanic/Latino, English Learners, and Socioeconomically Disadvantaged student groups. (4) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through eighth grade to monitor student progress toward grade level proficiency. In March of 2024, 44% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students. In March of 2024, 36% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report</p>		

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	<p>indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students. (5) The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Montgomery Elementary School is rated in the yellow (or medium performance level), with 24% of students chronically absent. The dashboard indicates a need to focus on our students from our Asian, Filipino, English Learners, and Students with Disabilities subgroups. (6) The suspension rate indicates the amount of engagement students have at school. Montgomery Elementary School is rated green (or high performance level) on the California School Dashboard. While suspensions at Montgomery Elementary School are very low, the dashboard indicates a need to focus on Hispanic students and Students with Disabilities. (7) In the fall, Evergreen School District administers the EESD Safety Survey to staff, the community, and students in grades 3-8. The results indicate that 93% of staff, 66% of students, and 62% of the community are familiar or very familiar with school-wide rules.</p> <p>From SPSA of O. B. Whaley: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. OB Whaley is rated in the blue. While suspensions at OB Whaley are very low, the dashboard indicates a need to focus on students that are English learners. (2) Students in grades 3-6, are assessed in</p>		

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	<p>Math and Language Arts on the CAASPP. At OB Whaley, all students scored 21% proficient in Math, and 28% proficient in Language Arts. Proficiency gaps existed for Hispanic students in Math. Proficiency gaps existed for English Learners in Language Arts. (3) Students designated as English Learners (EL) take the ELPAC each year in order to measure their progress towards English fluency. 43% of EL at OB Whaley are making progress towards English language proficiency, putting OB Whaley in red. At OB Whaley, 8% of EL scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At OB Whaley, all students scored 26% proficient. Proficiency gaps existed for English Learners. (5) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. OB Whaley Elementary is rated in the red with 24% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic and socioeconomically disadvantaged. [O. B. Whaley Elementary has received the lowest performance level on the Chronic Absenteeism Indicator, with the following student groups affected: All Students, English learner, Socioeconomically Disadvantaged, and Hispanic students] (6) In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 81% of staff, 86% of</p>		

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	<p>students, and 78% of the community are familiar or very familiar with school wide rules.</p> <p>From SPSA of Holly Oak Elementary: (1) Students in grades 3rd - 6th are assessed in Math and Language Arts on the CAASPP. At Holly Oak Elementary School all students scored 43% proficient in Math, and 36% proficient in Language Arts. Proficiency gaps existed for English Learner, Hispanic, and Socioeconomically Disadvantaged students in Math and Language Arts. (2) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 8% of all ELs scored a 4 on ELPAC. 15 of the eligible students were reclassified as Fluent English Proficient and/or 59% of English Learners making progress towards English language proficiency. (3) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Holly Oak Elementary School, all students scored 27% proficient. Proficiency gaps existed for English Learners. (4) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade level proficiency. In March of 2024, 48% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for Special Education and English Learners. In March of 2024, 41% of all students were “Early on” or “Mid or Above” grade level proficiency in Math.</p>		

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	<p>The report indicated needs for supports for Special Education and English Learners. (5) The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Holly Oak Elementary School is rated in orange, with 18% of students chronically absent. The dashboard indicates a need to focus on students who are English Learners, Hispanics, and socially disadvantaged. According to the PowerSchool Chronic Absenteeism report 6% of students were chronically absent from August of 2023 to May of 2024. The report indicates a need to focus on students that are Hispanic. (6) The suspension rate indicates the amount of engagement students have at school. Holly Oak Elementary School is rated green on the California School Dashboard. While Holly Oak Elementary School suspensions are low, the dashboard does not identify students in red, orange, or yellow. Of the groups identified, the need to focus on students who are Asian and English learners. (7) In fall 2023, 88% of staff are familiar or very familiar with the school wide rules. 72% of students are familiar or very familiar with the school wide rules. 55% of community are familiar or very familiar with the school wide rules.</p> <p>From SPSA of LeyVa Intermediate: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. LeyVa is rated in the yellow. While suspensions at LeyVa are very low, the dashboard indicates a need to focus on students that are Hispanic, Socioeconomic</p>		

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	<p>Disadvantage, and Students with Disabilities. (2) Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP. At LeyVa, all students scored 32.36% proficient in Math and 40.40% proficient in Language Arts. Proficiency gaps existed for Hispanic and Students with Disabilities in Math. Proficiency gaps existed for Hispanic and Students with Disabilities in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 56.8% of ELs at LeyVa are making progress towards English language proficiency, putting LeyVa in orange. At LeyVa, 29.59% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 8th graders. At LeyVa, all students scored 27.20% proficient. Proficiency gaps existed for Long-term English Learners, where none were proficient. (5) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 42.2% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for support for the Hispanic/Latino subgroup as 26% were at “Early on” or “Mid or Above” grade level proficiency. In March of 2024, 38% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for support for the</p>		

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	<p>Hispanic/Latino subgroup as 18% were at “Early on” or “Mid or Above”.. (6) 21.3% of students were chronically absent during the 2022-2023 school year. The report indicates a need to focus on students that are [All students, English learner students, students with disabilities, and] Socioeconomically Disadvantaged. (7) In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 7-8. Results of that survey indicate that 84% of staff, 76% of students, and a low community response to the survey (23 individuals) did not allow for accurate measurement of how well the community members are familiar or very familiar with school-wide rules.</p> <p>From SPSA of Katherine Smith: (1) Across all grade levels, targeted supports are needed for language arts instruction involving all language domains, specifically Reading, Writing and Mathematics. Foundational literacy remains a focus in primary grades and for students below grade level in upper grade. Specific focus will be on our targeted subgroups of English Learners, Hispanic students and students with disabilities. (2) KS teachers will provide integrated and designated language instruction supports by utilizing Guided Language Acquisition Design (GLAD) strategies for all Language Learners and our students in Well-Developed, or Lvl. 4 and Moderately Developed, or Lvl. 3, will demonstrate growth as follows: Lvl. 4 from</p>		

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	<p>13% to 16% and Lvl. 3 from 43% to 46% by June of 2025.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>		
2.9	<p>Action: Maintain Community Liaisons</p> <p>Need: From SPSA of Cedar Grove Elementary School: (1)The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Cedar Grove is rated in the orange. While suspensions at Cedar Grove are very low, the dashboard indicates a need to focus on students who are Hispanic and Socioeconomically disadvantaged. (2) Students designated as English Learners (ELS) take the ELPAC each year to measure their progress toward English fluency. 47% of ELS at Cedar Grove are making progress towards English language proficiency, putting Cedar Grove in orange. At Cedar Grove, 2% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (3) The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Cedar Grove, all students scored 40% proficient. Proficiency gaps existed for</p>	<p>Under the direction of the district administrator, our community liaisons promote an understanding and serve as a link between the community and school by working cooperatively and effectively with parents, staff, students, and community members. They coordinate parent education and involvement in various school programs; refer families to local agencies or school services as appropriate and collaborate with school social workers. Our community liaisons prepare related records and reports. They maintain current knowledge of educational goals, instructional programs and special needs of parents, students, and community and provide accurate interpretive and translating services.</p>	<p>This action will be monitored by the metric, student attendance rates, which will be disaggregated for our students who are English learners and socioeconomically disadvantaged (low income). We will monitor our progress in increasing our percentage of parents reporting sense of safety and school connectedness from our Staff and Community Engagement Feedback Survey, as well as counts of parent attendance at parent meetings.</p>

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	<p>Socioeconomically disadvantaged students. (3) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade-level proficiency. In March of 2024, 57% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated the need for support for English Language Learners. In March of 2024, 51% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support for Hispanic students and English Language Learners. (4) The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Cedar Grove Elementary is rated in the red with 23% of students chronically absent. The dashboard indicates a need to focus on students who are Hispanic and socioeconomically disadvantaged. (5) The suspension rate indicates the amount of engagement that students have at school. Cedar Grove Elementary is rated orange on the California School Dashboard. While suspensions at Cedar Grove Elementary are very low, the dashboard indicates a need to focus on Hispanic and socioeconomically disadvantaged. (6) In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 86% of staff, 79% of students, and 60% of the community are familiar or very familiar with school-wide rules.</p>		

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	<p>From SPSA of John J. Montgomery Elementary</p> <p>(1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate; Montgomery Elementary School is rated in the green (or high-performance rate). While suspensions at Montgomery are very low, the dashboard indicates a need to focus on Hispanic students and students with disabilities. (2) Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Montgomery Elementary School, all students scored 30.39% proficient in Math and 35.74% proficient in Language Arts. Proficiency gaps existed for EL Learners and Socioeconomically Disadvantaged students in Math, and for our Asian students, Hispanic/Latino students, English Learners, and Socioeconomically Disadvantaged students in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 47% of ELs at Montgomery Elementary School are making progress towards English language proficiency, putting Montgomery Elementary School in the orange (or low performance rate). At Montgomery Elementary School, 19% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).</p> <p>The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Montgomery Elementary School, all students scored 21% proficient. Proficiency</p>		

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	<p>gaps existed for our female, Hispanic/Latino, English Learners, and Socioeconomically Disadvantaged student groups. (4) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through eighth grade to monitor student progress toward grade level proficiency. In March of 2024, 44% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students. In March of 2024, 36% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students. (5) The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Montgomery Elementary School is rated in the yellow (or medium performance level), with 24% of students chronically absent. The dashboard indicates a need to focus on our students from our Asian, Filipino, English Learners, and Students with Disabilities subgroups. (6) The suspension rate indicates the amount of engagement students have at school. Montgomery Elementary School is rated green (or high performance level) on the California School Dashboard. While suspensions at Montgomery Elementary School are very low, the dashboard indicates a need to focus on Hispanic students and Students with</p>		

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	<p>Disabilities. (7) In the fall, Evergreen School District administers the EESD Safety Survey to staff, the community, and students in grades 3-8. The results indicate that 93% of staff, 66% of students, and 62% of the community are familiar or very familiar with school-wide rules.</p> <p>From SPSA of O. B. Whaley: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. OB Whaley is rated in the blue. While suspensions at OB Whaley are very low, the dashboard indicates a need to focus on students that are English learners. (2) Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At OB Whaley, all students scored 21% proficient in Math, and 28% proficient in Language Arts. Proficiency gaps existed for Hispanic students in Math. Proficiency gaps existed for English Learners in Language Arts. (3) Students designated as English Learners (EL) take the ELPAC each year in order to measure their progress towards English fluency. 43% of EL at OB Whaley are making progress towards English language proficiency, putting OB Whaley in red. At OB Whaley, 8% of EL scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At OB Whaley, all students scored 26% proficient. Proficiency gaps existed for English Learners. (5) The California School Dashboard</p>		

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	<p>utilizes Chronic Absentee rate as an indicator of student engagement. OB Whaley Elementary is rated in the red with 24% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic and socioeconomically disadvantaged. [O. B. Whaley Elementary has received the lowest performance level on the Chronic Absenteeism Indicator, with the following student groups affected: All Students, English learner, Socioeconomically Disadvantaged, and Hispanic students] (6) In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 81% of staff, 86% of students, and 78% of the community are familiar or very familiar with school wide rules.</p> <p>From SPSA of Holly Oak Elementary: (1) Students in grades 3rd - 6th are assessed in Math and Language Arts on the CAASPP. At Holly Oak Elementary School all students scored 43% proficient in Math, and 36% proficient in Language Arts. Proficiency gaps existed for English Learner, Hispanic, and Socioeconomically Disadvantaged students in Math and Language Arts. (2) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 8% of all ELs scored a 4 on ELPAC. 15 of the eligible students were reclassified as Fluent English Proficient and/or 59% of English Learners making progress towards English language proficiency.</p>		

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	<p>(3) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Holly Oak Elementary School, all students scored 27% proficient. Proficiency gaps existed for English Learners. (4) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade level proficiency. In March of 2024, 48% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for Special Education and English Learners. In March of 2024, 41% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for Special Education and English Learners. (5) The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Holly Oak Elementary School is rated in orange, with 18% of students chronically absent. The dashboard indicates a need to focus on students who are English Learners, Hispanics, and socially disadvantaged. According to the PowerSchool Chronic Absenteeism report 6% of students were chronically absent from August of 2023 to May of 2024. The report indicates a need to focus on students that are Hispanic. (6) The suspension rate indicates the amount of engagement students have at school. Holly Oak Elementary School is rated green on the California School Dashboard. While Holly Oak Elementary School suspensions are low, the dashboard does not identify students in red,</p>		

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	<p>orange, or yellow. Of the groups identified, the need to focus on students who are Asian and English learners. (7) In fall 2023, 88% of staff are familiar or very familiar with the school wide rules. 72% of students are familiar or very familiar with the school wide rules. 55% of community are familiar or very familiar with the school wide rules.</p> <p>From SPSA of LeyVa Intermediate: (1) The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. LeyVa is rated in the yellow. While suspensions at LeyVa are very low, the dashboard indicates a need to focus on students that are Hispanic, Socioeconomic Disadvantage, and Students with Disabilities. (2) Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP. At LeyVa, all students scored 32.36% proficient in Math and 40.40% proficient in Language Arts. Proficiency gaps existed for Hispanic and Students with Disabilities in Math. Proficiency gaps existed for Hispanic and Students with Disabilities in Language Arts. (3) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 56.8% of ELs at LeyVa are making progress towards English language proficiency, putting LeyVa in orange. At LeyVa, 29.59% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). (4) The California Science Test (CAST) measures progress towards Science standards for 8th graders. At LeyVa, all</p>		

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	<p>students scored 27.20% proficient. Proficiency gaps existed for Long-term English Learners, where none were proficient. (5) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 42.2% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for support for the Hispanic/Latino subgroup as 26% were at “Early on” or “Mid or Above” grade level proficiency. In March of 2024, 38% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for support for the Hispanic/Latino subgroup as 18% were at “Early on” or “Mid or Above”.. (6) 21.3% of students were chronically absent during the 2022-2023 school year. The report indicates a need to focus on students that are [All students, English learner students, students with disabilities, and] Socioeconomically Disadvantaged. (7) In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 7-8. Results of that survey indicate that 84% of staff, 76% of students, and a low community response to the survey (23 individuals) did not allow for accurate measurement of how well the community members are familiar or very familiar with school-wide rules.</p> <p>From SPSA of Katherine Smith:</p>		

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
	<p>(1) Across all grade levels, targeted supports are needed for language arts instruction involving all language domains, specifically Reading, Writing and Mathematics. Foundational literacy remains a focus in primary grades and for students below grade level in upper grade. Specific focus will be on our targeted subgroups of English Learners, Hispanic students and students with disabilities. (2) KS teachers will provide integrated and designated language instruction supports by utilizing Guided Language Acquisition Design (GLAD) strategies for all Language Learners and our students in Well-Developed, or Lvl. 4 and Moderately Developed, or Lvl. 3, will demonstrate growth as follows: Lvl. 4 from 13% to 16% and Lvl. 3 from 43% to 46% by June of 2025.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>		
3.1	<p>Action: Dual Language Program</p> <p>Need: Students in grades 3rd - 6th are assessed in Math and Language Arts on the CAASPP. At Holly Oak Elementary School all students scored 43% proficient in Math, and 36% proficient in Language Arts. Proficiency gaps</p>	<p>Holly Oak is focused on improving the progress of English Learners, socioeconomic disadvantaged, and Hispanic students. Our dual language program strives to promote bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students. The goal is for our students to develop full oral and reading and writing proficiency in two languages.</p>	<p>We will monitor our progress in increasing our students' proficiency to meet and exceed language arts standards, from the results of the site's local formative Spanish assessments and</p>

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	<p>existed for English Learner, Hispanic, and Socioeconomically Disadvantaged students in Math and Language Arts. On the California School Dashboard, English language learners performed 26.7 points below standard and students who are socioeconomically disadvantaged performed 39.2 points below standard in English Language Arts. In math, English language learners were 19.6 points below standard and our socioeconomically disadvantaged students were 34.1 points below standard.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>	<p>Our school develops a common vision of equity for all students that values the students language and culture. The same standards-based curriculum is taught in the dual-language immersion program that is taught in other school programs. Staff development is provided for all staff so that the philosophy and program goals are shared. Sufficient time is allocated to the specific needs of the dual-language program staff.</p>	<p>California Spanish Assessment (CSA).</p>
<p>3.3</p>	<p>Action: Sobrato Early Academic Language (S.E.A.L.)</p> <p>Need: From SPSA of Cadwallader: Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 64% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for English Language Learners and Hispanic students. In March of 2024, 60% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report</p>	<p>The Sobrato Early Academic Language (S.E.A.L.) model is the integrated teaching of Science, Social Studies and enriched language education. It will address the academic proficiency gaps seen in all academic content areas. The model provides intensive teacher training and essential supplies to our teachers. Additionally, S.E.A.L. supports a strong partnership with teachers and parents in developing the language and literacy of their children at home and in the classroom.</p>	<p>We will monitor our progress in increasing our students' results in the reading and math iReady formative diagnostic and CAASPP ELA and math assessments.</p>

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	<p>indicated needs for supports for English Language Learners, socioeconomically disadvantaged students and Hispanic students.</p> <p>From SPSA of Holly Oak Elementary: (1) Students in grades 3rd - 6th are assessed in Math and Language Arts on the CAASPP. At Holly Oak Elementary School all students scored 43% proficient in Math, and 36% proficient in Language Arts. Proficiency gaps existed for English Learner, Hispanic, and Socioeconomically Disadvantaged students in Math and Language Arts. (2) The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Holly Oak Elementary School, all students scored 27% proficient. Proficiency gaps existed for English Learners. (3) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6th to monitor student progress toward grade level proficiency. In March of 2024, 48% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated needs for supports for Special Education and English Learners. In March of 2024, 41% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated needs for supports for Special Education and English Learners.</p> <p>From SPSA of John J. Montgomery Elementary</p>		

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	<p>(1) Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Montgomery Elementary School, all students scored 30.39% proficient in Math and 35.74% proficient in Language Arts. Proficiency gaps existed for EL Learners and Socioeconomically Disadvantaged students in Math, and for our Asian students, Hispanic/Latino students, English Learners, and Socioeconomically Disadvantaged students in Language Arts. (2) Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 47% of ELs at Montgomery Elementary School are making progress towards English language proficiency, putting Montgomery Elementary School in the orange (or low performance rate). At Montgomery Elementary School, 19% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP). The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Montgomery Elementary School, all students scored 21% proficient. Proficiency gaps existed for our female, Hispanic/Latino, English Learners, and Socioeconomically Disadvantaged student groups. (3) Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through eighth grade to monitor student progress toward grade level proficiency. In March of 2024, 44% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report</p>		

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	<p>indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students. In March of 2024, 36% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>		

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
<p>1.1</p>	<p>Action: Maintain all ELD Assistants</p> <p>Need: Evergreen Elementary School District recognizes the need to support English learners in the areas of English Language Arts (ELA), due to the disproportionate decline of</p>	<p>Instructional assistants work with English learner (EL) students to provide push-in services for EL level 1 or 2, or pull-out services for newcomer, emerging English learner students to support students in the classroom in the content area of ELA and provide systematic small group instruction. This enables them to access grade level content in ELA.</p>	<p>We will monitor our progress in increasing our English learner students' proficiency to meet and exceed standards, from our reading and math iReady diagnostic and CAASPP ELA and math</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results, as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>results, as well as continue to seek feedback from ELD assistants to continue to inform this model of student support.</p>
<p>1.3</p>	<p>Action: Hire 1 ELD coach</p> <p>Need: Evergreen Elementary School District recognizes the need to support English learners in the areas of English Language Arts (ELA), due to the disproportionate decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results, as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The ELD Coach will provide direct support to teachers, in implementing Designated and Integrated ELD strategies, as well as focused language instruction and small group instruction at the student's EL level.</p>	<p>We will monitor our progress in increasing our English learner students' iReady reading and math diagnostic, CAASPP ELA and math, and ELPAC results.</p>
<p>1.8</p>	<p>Action: Assessment team</p> <p>Need:</p>	<p>This will enable our ELD assistants to work with our English learner students in the push-in/pull-out model consistently, while the assessment team meets the demands of assessing our English</p>	<p>We will monitor our progress in increasing our English learner students' iReady reading and math</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Evergreen Elementary School District recognizes the need to support English learners in the areas of English Language Arts (ELA), due to the decline in the percentage of all of our English learner students at the well-developed performance level on the Summative English language proficiency assessments for California (ELPAC).</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>learner students. In tandem, we are monitoring the progress of our students' English proficiency and adjusting the instruction students are receiving simultaneously.</p>	<p>diagnostic, CAASPP ELA and math, and English Language Proficiency Assessments for California (ELPAC) results.</p>
<p>1.9</p>	<p>Action: Supplemental Resources to Support ELD</p> <p>Need: Evergreen Elementary School District recognizes the need to support English learners in the areas of English Language Arts (ELA), due to the disproportionate decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results, as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The ELD Coach will provide direct support to teachers, in implementing Designated and Integrated ELD strategies, as well as focused language instruction and small group instruction at the student's EL level.</p>	<p>We will monitor our progress in increasing the iReady reading and math diagnostic, CAASPP ELA and math, and ELPAC results, of our English learner students, including our LTELs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.16</p>	<p>Action: Supplement costs of outdoor science school</p> <p>Need: Low-income students to participate in outdoor science school without burden on the family. This support provides them an opportunity to participate in a program, which they wouldn't be able to otherwise, since the cost is prohibitive.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Students will benefit through this scientific experience, as their peers do.</p>	<p>We will monitor our progress in increasing the CAST results of our students and attendance daily rates (ADA) for our low-income students receiving this support.</p>
<p>3.7</p>	<p>Action: English Language Learners</p> <p>Need: Evergreen Elementary School District recognizes the need to support English learners in the areas of English Language Arts (ELA), due to the decline in the percentage of all of our English learner students at the well-developed performance level on the Summative English language proficiency assessments for California (ELPAC).</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope:</p>	<p>These assessments will be monitored by our ELD assistants, classroom teachers, as well as our site and district staff to make our instructional practices with our English learner students more effective. In tandem, we are monitoring the progress of our students' English proficiency and adjusting the instruction students are receiving simultaneously.</p>	<p>We will monitor our progress in increasing our English learner students' reading and math iReady formative assessment and ELPAC results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.11	<p>Action: Educational Services TOSA</p> <p>Need: For our students who are socioeconomically disadvantaged (SED) and English learners (ELs), their district formative assessments iReady reading and math, California Assessment of Student Performance and Progress (CAASPP) ELA and math, in addition to the English Language Proficiency Assessments of California (ELPAC) results for our EL students, indicate they need more support in English language arts (ELA) and math.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The Educational Services TOSA supports the Director of Educational Services with the programs the director oversees, such as Parent University, Migrant Education, and Summer Programs (José Valdes, Elevate Math, CSI). She develops schedules for instructional assistants and reformats EL resources for teachers.	We will monitor our progress in increasing the iReady reading and math diagnostic and CAASPP ELA and math results of our students who are socioeconomically disadvantaged (SED) and English learners.

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.

Example from SCCOE: 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 plan.

CDE Example of Sufficient Response for Planned Percentage of Improved Services Methodology: Goal 5, Action 5 includes a mentorship program to help reengage our foster youth students in school. Based on our current pay scale, the cost of hiring additional staff to provide these supports for foster youth students would be \$450,000. Instead of hiring additional staff, we will be utilizing volunteer mentors, including teachers, staff, and other community members, who will be trained by the FYSC in developing nurturing relationships with foster youth and their families. In the absence of spending LCFF funds, this action will account for a 1.86% planned percentage of improved services.

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.

Embedded instructions for this template:

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total 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	90970423	7761596	8.532%	39.833%	48.365%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,091,200.00	\$2,566,517.00		\$1,848,226.00	\$12,505,943.00	\$10,623,832.00	\$1,882,111.00

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	Maintain all ELD Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$892,776.00	\$0.00	\$892,776.00	\$0.00	\$0.00	\$0.00	\$892,776.00	
1	1.2	Professional Development	All	No			All Schools		\$161,000.00	\$270,000.00	\$81,000.00	\$200,000.00		\$150,000.00	\$431,000.00	
1	1.3	Hire 1 ELD coach	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$150,000.00	\$0.00	\$75,000.00			\$75,000.00	\$150,000.00	
1	1.4	Maintain Educational Tech TOSA	All	No			All Schools		\$180,055.00	\$0.00	\$180,055.00				\$180,055.00	
1	1.5	Maintain Induction TOSA	All	No			All Schools		\$183,510.00	\$0.00	\$183,510.00				\$183,510.00	
1	1.6	Summer School	All	No			All Schools		\$1,396,517.00	\$700,000.00		\$2,096,517.00			\$2,096,517.00	
1	1.7	Teacher Support	All	No			All Schools		\$0.00	\$88,000.00		\$88,000.00			\$88,000.00	
1	1.8	Assessment team	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$205,191.00	\$0.00	\$205,191.00				\$205,191.00	

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	1.9	Supplemental Resources to Support ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$12,000.00				\$12,000.00	\$12,000.00	
1	1.10	Maintain RTI Coaches	All Students who are Hispanic, African American and/or two or more grade levels below standard.	No			Specific Schools: Cadwallader, Cedar Grove, Holly Oak, Katherine Smith, Millbrook, Montgomery, Norwood Creek, and O. B. Whaley Elementary Grades 1 and 2		\$1,383,201.00	\$0.00	\$1,383,201.00				\$1,383,201.00	
1	1.11	Supplemental resources to support students with disabilities	Students with Disabilities Students with Disabilities	No			Specific Schools: Cadwallader, Cedar Grove, Carolyn Clark, Evergreen, Tom Matsumoto, Millbrook, John J. Montgomery, Silver Oak, James Franklin Smith, Katherine Smith, and O. B. Whaley Elementary Schools;		\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	

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
							LeyVa Intermediate, Chaboya Middle, and Quimby Middle Schools									
1	1.12	Maintain 3 SEAL Coaches	All	No			Specific Schools: Montgomery, Holly Oak, and Cadwallader Elementary Kindergarten through sixth grade		\$506,088.00	\$0.00	\$506,088.00				\$506,088.00	
1	1.13	Maintain Kindergarten Aides	All	No			All Schools Kindergarten		\$699,488.00	\$0.00	\$699,488.00				\$699,488.00	
1	1.14	Educational Services staff to support all learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$723,495.00	\$0.00	\$586,058.00			\$137,437.00	\$723,495.00	
1	1.15	Additional support for sites with pass through money	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,305,722.00	\$0.00	\$690,388.00			\$615,334.00	\$1,305,722.00	
1	1.16	Supplement costs of outdoor science school	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income			\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.1	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
2	2.2	Attendance and re-engagement	All	No			All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	

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
2	2.3	Create Equitable Actions and Policies	All Students who are English learners, socioeconomically disadvantaged, foster youth, African American, Hispanic, and students with disabilities	No			All Schools		\$0.00	\$0.00		\$0.00			\$0.00	
2	2.4	Parent University classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Holly Oak Elementary, John J. Montgomery Elementary, Cedar Grove Elementary, O. B. Whaley Elementary, Katherine R. Smith Elementary, and George V. LeyVa Intermediate		\$150,000.00	\$0.00				\$150,000.00	\$150,000.00	
2	2.5	Create a safe and caring climate	All Students with Disabilities	No			Specific Schools: Chaboya Middle, George V. LeyVa Intermediate, and Quimby Oak Middle IEP counselor (TK-8); 1 SSW (4 elementary & 1 middle		\$749,831.00	\$0.00	\$749,831.00				\$749,831.00	

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
							school)									
2	2.6	Build student leaders	All African American students	No			All Schools		\$100,000.00	\$0.00	\$75,000.00			\$25,000.00	\$100,000.00	
2	2.7	Director of Child Welfare Safety and Attendance	All	No			All Schools		\$126,117.00	\$0.00	\$126,117.00				\$126,117.00	
2	2.8	SSW and Counseling Interns	All	No			All Schools		\$304,972.00	\$0.00	\$304,972.00				\$304,972.00	
2	2.9	Maintain Community Liaisons	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$325,677.00	\$0.00	\$112,222.00			\$213,455.00	\$325,677.00	
2	2.10	Re-Engagement Plan	All	No			All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.11	Student Safety	All	No			All Schools		\$105,000.00	\$0.00	\$105,000.00				\$105,000.00	
2	2.12	American Red Cross	All	No			All Schools		\$1,500.00	\$2,000.00	\$3,500.00				\$3,500.00	
3	3.1	Dual Language Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$0.00	\$123,000.00				\$123,000.00	\$123,000.00	
3	3.2	Coordinator of Assessment and Accountability	All	No			All Schools		\$152,773.00	\$0.00	\$152,773.00				\$152,773.00	
3	3.3	Sobrato Early Academic Language (S.E.A.L.)	English Learners	Yes	School wide	English Learners	Specific Schools: Holly Oak, Cadwallader, and John J. Montgomery Elementary		\$0.00	\$75,000.00				\$75,000.00	\$75,000.00	
3	3.4	Special Education Strategic Plan	All Students with Disabilities	No			All Schools		\$25,000.00	\$60,000.00	\$35,000.00			\$50,000.00	\$85,000.00	
3	3.5	New Tech Network	All	No			Specific Schools: Katherine		\$0.00	\$132,000.00		\$132,000.00			\$132,000.00	

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
							R. Smith Elementary, Quimby Oak Middle, George V. Ley Va Intermediate									
3	3.6	Professional Development for behavior supports	All	No			All Schools		\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
3	3.7	English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$222,000.00				\$222,000.00	\$222,000.00	
3	3.8	O.B. Whaley Rebranding	All	No			Specific Schools: O. B. Whaley Elementary		\$15,000.00	\$13,600.00	\$28,600.00				\$28,600.00	
3	3.9	Programs of choice	All	No			Specific Schools: George V. LeyVa, Quimby Oak, Katherine Smith, Carolyn Clark, Cedar Grove, Holly Oak, Cadwallader, John J. Montgomery		\$0.00	\$9,511.00	\$9,511.00				\$9,511.00	
3	3.10	New Tech Network	All	No			Specific Schools: Bulldog Tech at George V. LeyVa Intermediate and		\$490,864.00	\$0.00	\$490,864.00				\$490,864.00	

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
							Lobos School of Innovation at Quimby Oak Middle									
3	3.11	Educational Services TOSA	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			\$180,055.00	\$0.00	\$180,055.00				\$180,055.00	

2024-25 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
90970423	7761596	8.532%	39.833%	48.365%	\$2,791,690.00	0.000%	3.069 %	Total:	\$2,791,690.00
								LEA-wide Total:	\$1,276,446.00
								Limited Total:	\$1,403,022.00
								Schoolwide Total:	\$112,222.00

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	1.1	Maintain all ELD Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$892,776.00	
1	1.3	Hire 1 ELD coach	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$75,000.00	
1	1.8	Assessment team	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$205,191.00	
1	1.9	Supplemental Resources to Support ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners			
1	1.14	Educational Services staff to support all learners	Yes	LEA-wide	English Learners Foster Youth Low Income		\$586,058.00	
1	1.15	Additional support for sites with pass through money	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$690,388.00	
1	1.16	Supplement costs of outdoor science school	Yes	Limited to Unduplicated	Low Income		\$50,000.00	

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 (%)
				Student Group(s)				
2	2.1	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.4	Parent University classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Holly Oak Elementary, John J. Montgomery Elementary, Cedar Grove Elementary, O. B. Whaley Elementary, Katherine R. Smith Elementary, and George V. LeyVa Intermediate		
2	2.9	Maintain Community Liaisons	Yes	Schoolwide	English Learners Foster Youth Low Income		\$112,222.00	
3	3.1	Dual Language Program	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.3	Sobrato Early Academic Language (S.E.A.L.)	Yes	Schoolwide	English Learners	Specific Schools: Holly Oak, Cadwallader, and John J. Montgomery Elementary		
3	3.7	English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			
3	3.11	Educational Services TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		\$180,055.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$139,933,307.00	\$131,785,191.00

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	Provide opportunities for after school enrichment and sports programs	No	\$321,638.00	300000
1	1.2	Ensure access to school libraries and music programs in grades 5-8	No	\$3,019,253.00	3019253
1	1.3	FTE and general education materials	No	\$67,659,840.00	63000000
1	1.4	Project Based Learning	Yes	\$32,000.00	32000
1	1.5	Full day kindergarten	Yes	\$586,763.00	497497
1	1.6	New Tech Network staffing	Yes	\$1,170,110.00	1042735
1	1.7	Information Services Department	No	\$1,715,046.00	1518008
1	1.8	Educational Services staff	No	\$751,674.00	748371
1	1.9	Parent/community communication	Yes	\$330,121.00	368661
1	1.10	Educational Services staff to support English Learners	Yes	\$688,451.00	735735
1	1.11	I-Ready contract	Yes	\$1,141,095.00	54636

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	1.12	Provide enrichment opportunities.	Yes	\$439,266.00	0
1	1.13	Assessment center.	Yes	\$473,830.00	193327
2	2.1	Title III expenditure to support ELL students and parents and provide professional development for staff.	No	\$127,061.00	65598
2	2.2	Additional support in academic expectations for students through increased parent/school communications and programs.	Yes	\$37,422.00	63000
2	2.3	Provide parent outreach staff	No	\$49,396.00	0
2	2.4	Professional development for CRI and Equity	Yes	\$25,000.00	0
2	2.5	Support for English Learners	Yes	\$1,154,329.00	1415176
2	2.6	Additional support for school sites with pass through money.	Yes	\$1,632,432.00	1069295
2	2.7	Students will receive additional support in academic expectations for themselves and their foster parents through increased home to school communication and programs.	Yes	\$10,000.00	1747
2	2.8	Core school support staff and services including school support staff and services to support Grades 4-6 Prep time and school nurses and health assistants, and transportation.	No	\$4,003,274.00	3963285

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)
2	2.9	Staff, services, and program for students with disabilities.	No	\$26,089,093.00	27823893
2	2.10	Supplement costs of outdoor science school.	Yes	\$54,000.00	30000
2	2.11	Bus transportation to ensure student safety to and from highest needs schools.	No	\$31,200.00	61131
2	2.12	English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT and AR/STAR Reading.	No Yes	\$0.00	0.00
2	2.13	Partner with Sobrato Early Academic Language (SEAL) to implement an unique program to develop language, literacy and academic skills for all children, especially young English Learners.		\$103,000.00	23600
2	2.14	Title I services and actions to support parent engagement, summer school, professional development, transportation, and indirect costs.	No	\$975,452.00	64691
2	2.15	Elevate math	No	\$0.00	0
2	2.16	Professional development, training and committee work for all staff.	Yes	\$1,873,722.00	1901486
2	2.17	Professional Development and strategic equity work.	Yes	\$0.00	0
2	2.18	Summer school 2021 and 2022	No	\$19,000.00	0
2	2.19	After school tutoring.	Yes	\$173,112.00	0
2	2.20	Provide English Learner supports	No	\$0.00	0

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	3.1	The Budget Advisory Committee (BAC) will continue to meet, discuss, and make budgetary recommendations.	No	\$0.00	0
3	3.2	Maintain facilities in good repair, deferred maintenance	No	\$3,559,234.00	4954828
3	3.3	Superintendent, Board of Trustees, and general administration.	No	\$1,426,052.00	1169121
3	3.4	Business Office, purchasing, and warehouse support for district and all schools.	No	\$1,901,889.00	2024390
3	3.5	Custodial and grounds services for the district and all schools.	No	\$4,993,331.00	4593207
3	3.6	Utilities for the district and all schools.	No	\$3,744,967.00	2896828
3	3.7	District insurance	No	\$1,449,319.00	1442171
3	3.8	Provide Nutrition for students	Yes	\$0.00	0
4	4.1	Create a safe and caring climate. This includes staffing, programs like Project Cornerstone and through the continuing to maintain and expand Positive Behavior Interventions and Supports (PBIS) and Multi-tier Systems of Support (MTSS) models.	Yes	\$1,106,005.00	884911
4	4.2	Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear in all situations while building confidence in their ability to solve problems.	Yes	\$99,858.00	103707

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)
4	4.3	Survey student, staff and guardian perceptions to help educators accelerate improvements in the areas of student engagement, relationships with staff, academic rigor, and school culture.	No	\$0.00	0
4	4.4	Create a safe and caring climate during recess and other non class time.	No	\$585,622.00	522069
4	4.5	School Psychologists.	No	\$2,520,696.00	997845
4	4.6	MFT Interns and Mental Health Services Fund.	No	\$319,870.00	922903
4	4.7	Wellness centers	No	\$51,000.00	49472
5	5.1	Professional Development support services that include support for TK, the instruction department and professional development offerings to staff.	No	\$557,879.00	281451
5	5.2	In support of the retention of high quality teachers the Evergreen District participates in the Evergreen Trust to support the costs of medical benefits for retired staff between the ages of 55 and 65.	No	\$85,196.00	128520
5	5.3	Human Resources Department and Employer/Employee Relations.	No	\$1,786,139.00	1760973
5	5.4	Attract and maintain a qualified pool of substitutes.	No	\$1,059,670.00	1059670

2023-24 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)
10065962	\$10,179,813.00	\$8,393,913.00	\$1,785,900.00	0.000%	0.000%	0.000%

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	Project Based Learning	Yes	\$32,000.00	32000		
1	1.5	Full day kindergarten	Yes	\$586,763.00	497497		
1	1.6	New Tech Network staffing	Yes	\$1,170,110.00	1042735		
1	1.9	Parent/community communication	Yes	\$330,121.00	368661		
1	1.10	Educational Services staff to support English Learners	Yes	\$688,451.00	735735		
1	1.11	I-Ready contract	Yes	\$1,141,095.00	54636		
1	1.12	Provide enrichment opportunities.	Yes	\$439,266.00	0		
1	1.13	Assessment center.	Yes	\$251,929.00	193327		
2	2.2	Additional support in academic expectations for students through increased parent/school communications and programs.	Yes	\$37,422.00	63000		
2	2.4	Professional development for CRI and Equity	Yes	\$25,000.00			
2	2.5	Support for English Learners	Yes	\$1,154,329.00	1415176		
2	2.6	Additional support for school sites with pass through money.	Yes	\$1,006,630.00	1069295		

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)
2	2.7	Students will receive additional support in academic expectations for themselves and their foster parents through increased home to school communication and programs.	Yes	\$10,000.00	1747		
2	2.10	Supplement costs of outdoor science school.	Yes	\$54,000.00	30000		
2	2.12	English learners and re-designated fluent English proficient students will be assessed with formative assessments ADEPT and AR/STAR Reading.	Yes	\$0.00	0		
2	2.16	Professional development, training and committee work for all staff.	Yes	\$1,873,722.00	1901486		
2	2.17	Professional Development and strategic equity work.	Yes	\$0.00	0		
2	2.19	After school tutoring.	Yes	\$173,112.00	0		
3	3.8	Provide Nutrition for students	Yes	\$0.00	0		
4	4.1	Create a safe and caring climate. This includes staffing, programs like Project Cornerstone and through the continuing to maintain and expand Positive Behavior Interventions and Supports (PBIS) and Multi-tier Systems of Support (MTSS) models.	Yes	\$1,106,005.00	884911		
4	4.2	Provide students at targeted grade levels with practical skills and information to reduce their vulnerability and fear in all situations while building confidence in their ability to solve problems.	Yes	\$99,858.00	103707		

2023-24 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)
7949520	10065962	18.8%	145.424%	\$8,393,913.00	0.000%	105.590%	\$3,166,558.76	39.833%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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).

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