



**DRAFT**

# Evergreen School District

## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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# Goals and Actions

## Goal

Goal #	Description
1	Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Basic services/teachers appropriately assigned and fully credentialed are measured by the Teacher Credentialing Report/Williams	Basic services/teachers appropriately assigned and fully credentialed as measured by the Teacher Credentialing Report/Williams	98.5% of teachers fully credentialed in correct assignments  Maintained	100% of teachers fully credentialed in correct assignments for the 22-23 school year.	(2023-2024)  94.93% of teachers fully clear credential	Maintain in all areas.
(1) Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams	Basic services/access to standards-aligned instructional materials are available and in good condition as measured by the Williams Instructional Materials Report/Williams	Maintained	100% of students have access to standards aligned material as stated in the textbook sufficiency report approved by the Board on 9/14/2022	5.43% hold a permit, intern, or prelim credential  100% of students have access to standards aligned materials	
(1) Basic services/facilities are measured by the Facilities Report/Williams	Facilities are available in in good standing measured by the Facilities Report/Williams		14/16 schools rated good on FIT.  2/16 schools exemplary on FIT.	15/16 schools rated good on FIT 1/16 schools rated exemplary on FIT.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Basic services/facilities Maintain in all 3 areas.				
(2) Staff offerings for professional learning	<p>Number of days offered for professional development during the 2020-2021 school year:</p> <p>Sobrato Early Academic Language: 28</p> <p>English Language Development Assistants: 5</p> <p>English language development: 1</p> <p>Professional learning communities/Coaching: 7</p> <p>Next Generation Science Standards/STEAM: 4</p> <p>Math: 2</p> <p>21st Century Skills: 14</p>	<p>Number of days offered for professional development during the 2021-2022 school year:</p> <p>Sobrato Early Academic Language: 10</p> <p>English Language Development Assistants: 6</p> <p>English language development: 6</p> <p>Professional learning communities/Coaching New Tech Network across 5 schools:</p> <p>Next Generation Science Standards/STEAM: 2</p> <p>Math:0</p> <p>21st Century Skills: 0</p>	<p>Number of days offered for professional development during the 2022-2023 school year:</p> <p>Sobrato Early Academic Language: 13</p> <p>English Language Development Assistants: 5</p> <p>English language development: 8</p> <p>Professional learning communities/Coaching New Tech Network across 5 schools:</p> <p>Next Generation Science Standards/STEAM: 2</p> <p>Math: 0</p> <p>21st Century Skills:</p>	<p>Number of days offered for professional development during the 2023-2024 school year:</p> <p>Sobrato Early Academic Language: 152.5</p> <p>English Language Development Assistants- 6</p> <p>English language development- 6</p> <p>Professional learning communities/Coaching New Tech Network across 15</p> <p>Next Generation Science Standards/STEAM - 0</p> <p>Math: 6</p> <p>21st Century Skills: 2</p>	Increase professional development opportunities in MA, LA, and Equity to match needs of school district initiatives in the strategic plan and LCAP and to align professional development to school site needs according to the single school plans for student achievement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Equity/Culturally responsive instruction: 1</p> <p>English Language Arts: 2</p> <p>Positive Behavior Intervention Supports: 12</p> <p>Danielson Walk-Throughs-Engaging Students in Learning: 11</p>	<p>Equity/Culturally responsive instruction: 4 sessions for principals and 4 session for Instructional Leadership Teams</p> <p>English Language Arts: 0</p> <p>Positive Behavior Intervention Supports: 4 full days, 12 individual sessions</p> <p>Danielson walkthroughs were not conducted during the 21-22 school year. ESD is transitioning to equity walkthroughs moving forward. The instrument is still being developed.</p>	<p>Equity/Culturally responsive instruction: 10 sessions for principals and for Instructional Leadership Teams</p> <p>English Language Arts: 0</p> <p>Positive Behavior Intervention Supports: 6 full days and 6 schools had 1/2 day individual sessions</p>	<p>Equity/Culturally responsive instruction - 33 sessions for principals, board workshops and equity walks</p> <p>English Language Arts: 9</p> <p>Positive Behavior Intervention Supports: 2 days</p>	
(3) Participation rates in Parent University	<p>Parent University Participations rates</p> <p>Spring 2018: 420</p> <p>Fall 2018: 512</p> <p>Spring 2018: 445</p>	<p>No Parent University classes were held this year. We were set to partner with Triple P. However, we were not able to secure substitutes for the training.</p>	<p>2022-2023 PIQE Classes</p> <p>Montgomery Elementary School - 8 sessions</p> <p>16 parents graduated</p>	<p>2023-2024 PIQE Classes</p> <p>Montgomery Elementary School - 16 sessions</p> <p>25 graduates</p>	<p>Increase participation parent university by 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Holly Oak Elementary School - 8 sessions 20 parents graduated</p> <p>Katherine Smith Elementary School - 8 sessions 31 parents graduated</p> <p>O.B. Whaley Elementary School - 8 sessions 26 parents graduated</p> <p>LeyVa Middle School - 8 sessions 24 parents graduated</p> <p>In all, 117 parents graduated</p>	<p>Holly Oak Elementary School - 16 sessions 27 graduates</p> <p>Katherine Smith Elementary School - 16 sessions 34 graduates</p> <p>O.B. Whaley Elementary School - 16 sessions 13 graduates</p> <p>LeyVa Middle School - 16 sessions 45 graduates</p> <p>Cedar Grove Elementary School - 16 sessions 15 graduates</p> <p>In all, 159 parents graduated.</p>	
<p>(4) California Assessment of Student Progress and Performance (CAASPP)</p> <p>(4) English Learner Assessment for California (ELPAC)</p>	<p>ELA Meets or Exceeds: 65%</p> <p>MA Meets or Exceeds: 62%</p> <p>English Language Learners</p> <p>ELA Meets or Exceeds: 19%</p>	<p>CAASPP was not administered in 2021</p> <p>EL proficiency 3rd diagnostic i-Ready ELA=40%</p> <p>EL proficiency 3rd diagnostic i-Ready MA=39%</p>	<p>CAASPP Data for 2022</p> <p>ELA Meets or Exceeds: 66.72%</p> <p>MA Meets or Exceeds: 60.54%</p> <p>English Language Learners</p>	<p>CAASPP Data for 2023</p> <p>ELA Meets or Exceeds: 65.11%</p> <p>MA Meets or Exceeds: 60.42%</p> <p>English Language Learners</p>	<p>Increase proficiency by 5% rubric score</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4) (ELL) Reclassification (4) I-Ready diagnostic results	<p>MA Meets or Exceeds: 21%</p> <p>Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 42%</p> <p>MA Meets or Exceeds: 35%</p> <p>SWD Proficiency: ELA Meets or Exceeds: 23%</p> <p>MA Meets or Exceeds: 25%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: NA</p> <p>MA Meets or Exceeds: NA</p> <p>Reclassification rate baseline is 87</p> <p>I-Ready ELA 2021 mid or above grade level=4,885 (51.3%)</p> <p>I-Ready MA 2021 mid or above grade level=4,618 (48.4%)</p> <p>English Learner progress toward proficiency 53.8%</p>	<p>ELPAC Results: English Learner progress toward proficiency 48%</p> <p>2021-2022 Reclassification rate 123 students</p> <p>I-Ready ELA 2022-early, mid or above grade level=65%</p> <p>I-Ready MA 2022 early, mid or above grade level=62%</p>	<p>ELA Meets or Exceeds: 36.61%</p> <p>MA Meets or Exceeds: 33.36%</p> <p>Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 40.71%</p> <p>MA Meets or Exceeds: 32.62%</p> <p>SWD Proficiency: ELA Meets or Exceeds: 19.48%</p> <p>MA Meets or Exceeds: 19.4%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: N/A</p> <p>MA Meets or Exceeds: N/A</p> <p>2021-2022 Number of students reclassified=572</p> <p>ELPAC Results: English Learner progress toward proficiency 63.7%</p>	<p>ELA Meets or Exceeds: 21.67%</p> <p>MA Meets or Exceeds: 23.46%</p> <p>Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 39.35%</p> <p>MA Meets or Exceeds: 33.57%</p> <p>SWD Proficiency: ELA Meets or Exceeds: 21.62%</p> <p>MA Meets or Exceeds: 19.30%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: N/A</p> <p>MA Meets or Exceeds: N/A</p> <p>African American Proficiency: ELA Meets or Exceeds: 35.13%</p> <p>MA Meets or Exceeds: 29.73%</p> <p>Hispanic Proficiency: ELA Meets or Exceeds: 33.25%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>I-Ready ELA 2023-early, mid or above grade level 3rd Diagnostic: K-6 = 3855, 68% 7-8 = 1405 students, 68% ALL =5260 students, 68%</p> <p>I-Ready MATH 2023 early, mid or above grade level 3rd Diagnostic: K-6 = 3966 students, 63% 7-8 = 1395 students, 63% ALL = 5355 students , 63%</p> <p>EL proficiency 3rd diagnostic i-Ready ELA: 31% 31% early, mid or above grade level 3rd Diagnostic EL proficiency 3rd diagnostic i-Ready MATH: 17% early, mid or above grade level 3rd Diagnostic</p>	<p>MA Meets or Exceeds: 22.74%</p> <p>Homeless Proficiency: ELA Meets or Exceeds: 27.63% MA Meets or Exceeds: 18.98%</p> <p>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%</p> <p>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%</p> <p>EL proficiency 3rd diagnostic i-Ready ELA: 26% 26% early, mid or above grade level 3rd Diagnostic</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>EL proficiency 3rd diagnostic i-Ready MATH: 26% early, mid or above grade level 3rd Diagnostic</p> <p>Number of students reclassified- 278 students 16.18% of EL students have been reclassified in 23-24.</p> <p>ELPAC Results: English Learner progress toward proficiency 25.13%</p>	
(5) Attendance, suspension/expulsion rates, MS dropout rates	<p>Suspension Rate 1.8%</p> <p>Expulsion Rate 0%</p> <p>SWD 4.8% suspension rate</p> <p>MS dropout rate 0</p> <p>Chronic Absenteeism rate was 6.5% in 2019. Attendance rate for 2020 was 98.6%.</p>	<p>Data for 2021 Suspension Rate 1%</p> <p>Expulsion Rate 0%</p> <p>SWD suspension rate 3%</p> <p>MS dropout rate 0</p> <p>Chronic Absenteeism rate 2%</p> <p>Attendance rate 96.12%</p>	<p>Data for 2022-2023 Suspension Rate: 1.22%</p> <p>Expulsion Rate: 0%</p> <p>SWD suspension rate: 3%</p> <p>MS dropout rate: 0%</p> <p>Chronic Absenteeism rate: 14%</p> <p>Attendance rate: 95.65%</p>	<p>Data for 2023-2024 Suspension Rate: 0.99%</p> <p>Expulsion Rate: 0%</p> <p>SWD suspension rate: 0.20%</p> <p>MS dropout rate: 0%</p> <p>Chronic Absenteeism rate: 7.71%</p> <p>Attendance rate: 94.9%</p>	<p>Decrease suspension rate each year not to exceed 1.5%</p> <p>Decrease Suspension rate for SWD by 3%</p> <p>Maintain 0% Expulsion Rate</p> <p>Maintain 0% Dropout Rate</p> <p>Maintain Attendance rate above 98%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6) Social Emotional Climate measure: Youth Truth Survey Will move to CHKS and EESD climate survey in 21-24. In 2023 the district will use the same metric from 2022 (safe school survey)	<p>2019-2020 Elementary: 93% Participation Rate Student Engagement: Ave. 2.85, 39th percentile Academic Rigor: 2.51 Ave. 34th percentile Instructional Methods: Ave. 2.69 , 91st percentile Personal Relationships: Ave. 2.78, 75th percentile Classroom Culture: Ave. 2.31, 84th percentile</p> <p>2019-2020 Middle School: 97% Participation Rate Student Engagement: Ave. 3.55, 52nd percentile Academic Rigor: Ave. 3.78, 37th percentile Relationship with Teachers: Ave 3.56, 65th percentile Relationship with Peers: Ave 3.66, 79th percentile Classroom Culture: 3.54, 79th percentile</p>	<p>2020-21 Elementary: Student Engagement: School Connectedness: 70% - happy to be at school, close to people at school Did not miss any days of school in past month: 75% Academic Rigor: Academic Motivation: 85% - schoolwork, homework, trying to do a good job Instructional Methods Avg: 67% Caring Adult Relationships: 74% - teachers/adults who care about me High Expectations: 83% - adult tells me when i do a good job, believe in me Personal Relationships Anti Bullying Climate: 82% Students Treated with Respect: 88% Classroom Culture: Avg. 65%</p>	<p>22-23 Elementary: Feeling Safe at School: 84% feel Safe or Very Safe Bullying: Seen Often and Sometimes 34.5% Bullying is a Problem: 30.8% Disrespect: 11% felt often/sometimes disrespect is an issues across all categories</p> <p>2022-23 Middle School: Feeling Safe at School: 82.8% safe or Very Safe Bullying: Seen Often and Sometimes 24.1% Bullying is a problem: 32.3%</p>	<p>23-24 Elementary: Feeling Safe at School: 82 % feels safe and very safe Bullying: 37.8% Seen Often and Sometimes Bullying is a Problem: 34.2% Disrespect: 16.76% felt often/sometimes disrespect is an issue across all categories</p> <p>23-24 Middle School: Feeling Safe at School: 75.4% Bullying: 32.9% Seen Often and Sometimes Bullying is a problem: 32.2% Disrespect: 18.15% felt often/sometimes disrespect is an issue across all categories</p>	<p>Feeling Safe at School: Improve percentile by 3%. Bullying: Decline percentile by 3%. Bullying is a Problem: Decline percentile by 3%. Disrespect: Decline percentile by 3%. 2022-23 Middle School: Feeling Safe at School: Improve percentile by 5%. Bullying: Decline percentile by 3%. Bullying is a problem: Decline percentile by 3%. Disrespect: Decline by percentile by 3%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Caring Adults in School: 74%</p> <p>Meaningful Participation: 43% - participate in interesting activities, agency</p> <p>2020-21 Middle School: 75%</p> <p>Participation Rate Student Engagement: Avg: 64.5%</p> <p>School Connectedness: 62% - happy to be at school, close to people at school</p> <p>Academic Rigor: Academic Motivation: 67% - schoolwork, homework, trying to do a good job</p> <p>Relationships with Teachers: Avg: 67%</p> <p>Caring Adult Relationships: 62% - teachers/adults who care about me</p> <p>High Expectations: 72% - adult tells me when i do a good job, believes in me</p> <p>Relationships with Peers: Avg. 75%</p>	<p>Disrespect: 12% felt often/sometimes disrespect is an issues across all categories</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		No Mean Rumors: 65% - No Fear of Getting Beaten Up: 84% Classroom Culture: Avg. 65% Meaningful Participation: 33% - participate in interesting activities, agency Two or Fewer Absences per month: 97%			
(7) Broad Range of Course offerings and access	9 total sections of Career Tech Education.  24 total of Accelerated Math Pathway sections.  1 total section of AVID.	10 total sections of Career Tech Education.  25 total of Accelerated Math Pathway sections.  1 total section of AVID.	Data for 2022 Total sections of Career Tech Education = 8  Total of Accelerated Math Pathway sections = 20  Total section of AVID - 1	Data for 2024  Total sections of Career Tech Education = 7  Total of Accelerated Math Pathway sections = 14  Total section of AVID = 1	Increase existing course offerings in career technology and accelerated pathways and expand offerings
(8) Other Pupil Outcomes	Average daily use of google platform in the 19-20 school year was _____	Google usage was created for Distance Learning. ESD returned to full in-person learning so	Data for 2022 Google usage not measured  EESD had 16 migrant education students.	Data for 2023 Google usage not measured  EESD had 17 migrant education students	Google usage not measured

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Physical Fitness Assessment  5th grade=42.4% of students who met physical fitness requirements in 2018-2019  7th grade=32% of students who met physical fitness requirements in 2018-2019	this metric was not measured  Physical Fitness Assessment-Only participation rates were collected in the 2021-2022 school year  5th grade=94% of students participated in physical fitness testing 2021-2022  7th grade=96% of students participated in physical fitness testing 2021-2022	PFTs  5th grade=94.0 % of students participated in physical fitness testing  7th grade=96.4 % of students participated in physical fitness testing	Physical Fitness Assessment (PFT)  5th grade= 97.8% of students participated in physical fitness testing  7th grade= 97.8 % of students participated in physical fitness testing	Increase usage and supports of technology by 5%  Increase the percent of students who meet minimum physical fitness requirements by 3%

## Goal Analysis

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

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

During the 2023-2024 school year the Measure EE allocations and carryover were fully spent down. Positions that had not been previously charged to Measure EE, but were allowable expenses, were moved in the final budget to reflect the allocation. Full day Kindergarten and Instructional Aides remained in place during the 2023-2024 school. Rtl was even more necessary than before to address the academic and social/emotional needs with which our students were entering kindergarten. I-Ready was fully implemented and diagnostics were given three times this school year. Support through professional development in analyzing the data to support student mastery of grade level standards continued to impact the growth of EESD students. The Coordinator for Assessment and Accountability has contributed to the the reflection of data analysis in our District along with our Technology TOSA. and the implementation of i-Ready. The assessment data is regularly being analyzed and used to make instructional decisions. However, there is always more to be done and more ways to use the technology platforms. Evergreen will continue to partner with i-Ready and provide professional development in order to fully maximize the potential of

this wonderful resource for our students, staff and families. Small group instruction will be paramount to the work our district focuses on moving forward into the 24-25 school year.

Additionally, during the 23-24 school year, Evergreen worked closely with Partners in School Innovation and Marzano to identify the Essential Standards in English Language Arts and English Language Development. This summer (2024) we will continue that work to identify the Essential math and science standards in Kindergarten through 8th grade. The three to five year roll out will be inclusive of identified Essential Standards to be taught at every grade level, proficiency scales for every standard, and standards-based report cards with full implementation and curricular resources across the district. That is a heavy load that will require a thoughtful plan of implementation and professional development. The District will maintain its partnership with Partners in School Innovation along the way and a coherent plan has been developed in order to ensure all the pieces are in place for a successful journey.

One of the areas we surfaced in our collective conversations with educational partners in the need for our support staff to be enhanced, especially for our English Learners. We would like to add additional staffing to assist with state and federal testing requirements with the goal to increase the amount of hours English Learner Instructional Assistants can provide intervention time in the classroom. This change is reflected in goal and action 1.13.

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.

1.1 A total of \$215,114 dollars was the difference under the allocation. Sites did not use all the allocated pass through monies for School Enrichment Activities

1.4 A total of \$41,000 dollars was the difference over the allocation. The contract cost more than projected.

1.5 A total of \$89,265 dollars was the difference under the allocation. Classified salaries and benefits did not cost the district as much money as anticipated. Some staff elected not to use benefits and some of the benefits were prorated as the employees are 2.5 hours.

1.6 A total of \$127,375 dollars was the difference under the allocation. There were unfilled vacancies.

1.7 A total of \$197,038 dollars was the difference under the allocation. Technology equipment was moved from the LCAP to the bond. Additionally, there was a "leave of absence" from this department for the year left unfilled.

1.9 A total of \$38,540 dollars was the difference over the allocation. Community Liaisons were co-funded from Title I and CCEIS. Now they are co-funded from Title I, LCAP and CCEIS to build sustainability once CCEIS dollars go away.

1.10 A total of \$47,285 dollars was the difference over the allocation. On July 1, 2023 a pay raise increase was actualized of 4% and longevity was activated.

1.11 A total of \$1,086,459 dollars was the difference under the allocation. LCAP only paid for the professional development attached to I-Ready and the LEA used one time grant monied to pay for the 3-year renewal.

1.12 A total of \$240,828 dollars was the difference under the allocation. The LEA paid for summer enrichment opportunities using one time grant monies instead of LCAP supplemental dollars.

1.13 A total of \$280,503 dollars was the difference under the allocation. Coordinator of Assessment and Accountability partially paid for out of Educator Effectiveness Grant and the Assessment Center did not open.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This goal was updated to better address instructional needs for our District. While "Retaining existing students and attracting new students to the District" remains part of this goal, EESD believes that this goal is more about ensuring high quality instruction and innovative programming.

We have seen a 900+ enrollment drop in students over the course of the last 3 years and anticipate this trend to continue. The retention of and recruitment of students is realized through fostering a caring school climate, authentic learning that prepares students with the skills to be global minded citizens, responsive and enriching programming, and academic rigor. The following items have contributed to this goal:

- Sent new staff to NTN Professional Summit
- Held Essential Standards BootCamp
- Provided conference style, teacher-led professional development throughout the 2023-2024 school year.
- Increased Parent University classes
- Implemented internal safe schools survey tied to school safety plan and continued the implementation plan of PBIS across Evergreen.
- Fostered growth mindset through professional development opportunities.
- Continued providing fine art experiences in EESD.
- Continued to build the Wellness Team.

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

During the 2023-2024 school year, Evergreen worked with Tech Academies to support 4 identified Fellows across the District. These teachers received professional development in STEM through either the pathways of software engineering or mechanical engineering. Teachers from Quimby, Holly Oak Montgomery, and LeyVa were trained and become leaders in the integration of STEM aligned to the Common Core State Standards and the Next Generation Science Standards. Education partners provided feedback that additional training in this area would help support students for the global workforce and diversify options for students as they strive to be contributing global citizens. Another area of feedback we heard from Education Partners was the need for additional English Learner supports. By securing a Coordinator of Assessment and Accountability, the transition to an assessment center in EESD looks more promising than ever before. By removing some of the assessment task away from EL Assistants, they would have greater amounts of time to work directly with EL students. During the 21-22 school year, changes were made to the physical fitness testing requirements from the California Department of Education. The most significant change was that participation was the only required measurement. Evalumetrics supported Evergreen in calculating the data. The participation rate is listed in the metrics which differs from previous years when the percentage of students who met the physical fitness benchmarks were required.

The social and emotional metric Evergreen has used over the last two years has changed from California Healthy Kids (only administered every other year) to a district wide safe schools survey (administered yearly). For that reason and to be able to compare answers across years, EESD will continue to use the internal safe schools survey that we administer yearly for the LCAP metric.

In the 2024-2027 new three-year plan, elements of Evergreen's current Goal 1 will be absorbed into the new Goal 1 entitled Conditions of Learning that states

"Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards."

In addition, elements of the current Goal 1 will also be absorbed into the new Goal 2 entitled Engagement that states

"Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child."

And finally, elements of the current Goal 1 will be absorbed into the new Goal 3 entitled Student Outcomes that states

"Evergreen School District will 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."

By rewriting the goals for the 2024-2027 plan, Evergreen School District hopes to streamline the plan to ensure that the Unduplicated Pupil dollars are impacting and support the programs and interventions for the students who would most require the support. By articulating the goals and addressing each of the State Priorities as well as linking each school plan to the LCAP we are certain this will help our educational partners access the resources and materials more efficiently as well. Through transparency and partnership we hope to better serve all the students in Evergreen.

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



# Goals and Actions

## Goal

Goal #	Description
2	Provide equitable education resources and facilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Basic services/teachers appropriately assigned and fully credentialed are measured by the Teacher Credentialing Report/Williams	Basic services/teachers appropriately assigned and fully credentialed as measured by the Teacher Credentialing Report/Williams	98.5% of teachers fully credentialed in correct assignments  Maintained	100% of teachers fully credentialed in correct assignments for the 22-23 school year.  100% of students have access to standards aligned material as stated in the textbook sufficiency report approved by the Board on 9/14/2022	94.93% of teachers fully clear credential  5.43% hold a permit, intern, or prelim credential  100% of students have access to standards aligned materials	Maintain in all areas.
(1) Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams	Basic services/access to standards-aligned instructional materials are available and in good condition as measured by the Williams Instructional Materials Report/Williams	Maintained	14/16 schools rated good on FIT.	15/16 schools rated good on FIT 1/16 schools rated exemplary on FIT.	
(1) Basic services/facilities are measured by the Facilities Report/Williams	Facilities are available in good standing measured by the Facilities Report/Williams		2/16 schools exemplary on FIT.		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Basic services/facilities Maintain in all 3 areas.				
(2) Staff participation rates in professional learning	Sobrato Early Academic Language: 28  English Language Development Assistants: 5  English language development: 1  Professional learning communities/Coaching: 7  Next Generation Science Standards/STEAM: 4  Math: 2  21st Century Skills: 14  Equity/Culturally responsive instruction: 1  English Language Arts: 2	Number of days offered for professional development during the 2021-2022 school year:  Sobrato Early Academic Language: 10  English Language Development Assistants: 6  English language development: 6  Professional learning communities/Coaching New Tech Network across 5 schools:  Next Generation Science Standards/STEAM: 2  Math:0  21st Century Skills: 0	Number of days offered for professional development during the 2022-2023 school year:  Sobrato Early Academic Language: 13  English Language Development Assistants: 5  English language development: 8  Professional learning communities/Coaching New Tech Network across 5 schools:  Next Generation Science Standards/STEAM: 2  Math: 0  21st Century Skills:	Number of days offered for professional development during the 2023-2024 school year:  Sobrato Early Academic Language: 152.5  English Language Development Assistants- 6  English language development- 6  Professional learning communities/Coaching New Tech Network across 15  Next Generation Science Standards/STEAM - 0  Math: 6  21st Century Skills: 2	Increase professional development to match needs of school district initiatives in the strategic plan and LCAP and to align professional development to school site needs according to the single school plans for student achievement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Positive Behavior Intervention Supports: 12</p> <p>Danielson Walk-Throughs-Engaging Students in Learning: 11</p>	<p>Equity/Culturally responsive instruction: 4 sessions for principals and 4 session for Instructional Leadership Teams</p> <p>English Language Arts: 0</p> <p>Positive Behavior Intervention Supports: 4 full days, 12 individual sessions</p> <p>Danielson walkthroughs were not conducted during the 21-22 school year. ESD is transitioning to equity walkthroughs moving forward. The instrument is still being developed.</p>	<p>Equity/Culturally responsive instruction: 10 sessions for principals and for Instructional Leadership Teams</p> <p>English Language Arts: 0</p> <p>Positive Behavior Intervention Supports: 6 full days and 6 schools had 1/2 day individual sessions</p>	<p>Equity/Culturally responsive instruction - 33 sessions for principals, board workshops and equity walks</p> <p>English Language Arts: 9</p> <p>Positive Behavior Intervention Supports: 2 days</p>	
(3) Parent surveys and participation rates	<p>Parent University Participations rates over the years:</p> <p>Fall 2013: 285 Spring 2014: 179 Fall 2014: 285 Spring 2015: 264 Fall 2015: 278 Spring 2016: 377</p>	<p>No Parent University classes were held this year. We were set to partner with Triple P. However, we were not able to secure substitutes for the training.</p>	<p>2022-2023 PIQE Classes</p> <p>Montgomery Elementary School - 8 sessions 16 parents graduated</p>	<p>2023-2024 PIQE Classes</p> <p>Montgomery Elementary School - 16 sessions 25 graduates</p>	<p>Increase participation parent university by 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Fall 2016: 463  Spring 2017: 385  Fall 2017: 463  Spring 2018: 420  Fall 2018: 512  Spring 2018: 445  Fall 2019 and Spring 2020: Parent University was suspended due to the Covid 19 Pandemic and school closures. The District plans to reactivate Parent University in the 21-22 school year.</p>		<p>Holly Oak Elementary School - 8 sessions  20 parents graduated</p> <p>Katherine Smith Elementary School - 8 sessions  31 parents graduated</p> <p>O.B. Whaley Elementary School - 8 sessions  26 parents graduated</p> <p>LeyVa Middle School - 8 sessions  24 parents graduated</p> <p>In all, 117 parents graduated</p>	<p>Holly Oak Elementary School - 16 sessions  27 graduates</p> <p>Katherine Smith Elementary School - 16 sessions  34 graduates</p> <p>O.B. Whaley Elementary School - 16 sessions  13 graduates</p> <p>LeyVa Middle School - 16 sessions  45 graduates</p> <p>Cedar Grove Elementary School - 16 sessions  15 graduates</p> <p>In all, 159 parents graduated.</p>	
<p>(4) California Assessment of Student Progress and Performance (CAASPP)</p> <p>(4) English Learner Proficiency Assessment for California (ELPAC)</p>	<p>Increase Overall Proficiency in each area by 2%:  ELA Meets or Exceeds: 69%  MA Meets or Exceeds: 65%  English Language Learners</p>	<p>CAASPP was not administered in 2021</p> <p>EL proficiency 3rd diagnostic i-Ready ELA=40%  EL proficiency 3rd diagnostic i-Ready MA=39%</p>	<p>CAASPP Data for 2022  ELA Meets or Exceeds: 66.72%  MA Meets or Exceeds: 60.54%</p> <p>English Language Learners</p>	<p>CAASPP Data for 2023  ELA Meets or Exceeds: 65.11%  MA Meets or Exceeds: 60.42%</p> <p>English Language Learners</p>	<p>Increase proficiency by 5% rubric score</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4) I-Ready diagnostic (4) (ELL) Reclassification	<p>ELA Meets or Exceeds: 20%</p> <p>MA Meets or Exceeds: 24%</p> <p>Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 45%</p> <p>MA Meets or Exceeds: 40%</p> <p>SWD Proficiency: ELA Meets or Exceeds: 77%</p> <p>MA Meets or Exceeds: 27%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: NA</p> <p>MA Meets or Exceeds: NA</p> <p>ELPAC: ELPAC: Increase the percentage of students scoring in Level 4 and 3 by 3% to 66%</p> <p>Reclassification rate baseline is 3.49%</p> <p>I-Ready ELA 2021 mid or above grade level=4,885 (51.3%)</p>	<p>ELPAC Results: English Learner progress toward proficiency 48%</p> <p>2021-2022 Reclassification rate 123 students</p> <p>I-Ready ELA 2022-early, mid or above grade level=65%</p> <p>I-Ready MA 2022 early, mid or above grade level=62%</p>	<p>ELA Meets or Exceeds: 36.61%</p> <p>MA Meets or Exceeds: 33.36%</p> <p>Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 40.71%</p> <p>MA Meets or Exceeds: 32.62%</p> <p>SWD Proficiency: ELA Meets or Exceeds: 19.48%</p> <p>MA Meets or Exceeds: 19.4%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: N/A</p> <p>MA Meets or Exceeds: N/A</p> <p>2021-2022 Number of students reclassified=572</p> <p>ELPAC Results: English Learner progress toward proficiency 63.7%</p>	<p>ELA Meets or Exceeds: 21.67%</p> <p>MA Meets or Exceeds: 23.46%</p> <p>Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 39.35%</p> <p>MA Meets or Exceeds: 33.57%</p> <p>SWD Proficiency: ELA Meets or Exceeds: 21.62%</p> <p>MA Meets or Exceeds: 19.30%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: N/A</p> <p>MA Meets or Exceeds: N/A</p> <p>African American Proficiency: ELA Meets or Exceeds: 35.13%</p> <p>MA Meets or Exceeds: 29.73%</p> <p>Hispanic Proficiency: ELA Meets or Exceeds: 33.25%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>I-Ready MA 2021 mid or above grade level=4,618 (48.4%)</p> <p>English Learner progress toward proficiency 53.8%</p>		<p>I-Ready ELA 2023-early, mid or above grade level 3rd Diagnostic: K-6 = 3855, 68% 7-8 = 1405 students, 68% ALL =5260 students, 68%</p> <p>I-Ready MATH 2023 early, mid or above grade level 3rd Diagnostic: K-6 = 3966 students, 63% 7-8 = 1395 students, 63% ALL = 5355 students , 63%</p> <p>EL proficiency 3rd diagnostic i-Ready ELA: 31% early, mid or above grade level 3rd Diagnostic EL proficiency 3rd diagnostic i-Ready MATH: 17% early, mid or above grade level 3rd Diagnostic</p> <p>SWD Proficiency:</p>	<p>MA Meets or Exceeds: 22.74%</p> <p>Homeless Proficiency: ELA Meets or Exceeds: 27.63% MA Meets or Exceeds: 18.98%</p> <p>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%</p> <p>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%</p> <p>EL proficiency 3rd diagnostic i-Ready ELA: 26% 26% early, mid or above grade level 3rd Diagnostic</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>ELA Meets or Exceeds: 19.48% MA Meets or Exceeds: 19.4%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: – MA Meets or Exceeds: –</p>	<p>EL proficiency 3rd diagnostic i-Ready MATH: 26% early, mid or above grade level 3rd Diagnostic</p> <p>Number of students reclassified- 278 students 16.18% of EL students have been reclassified in 23-24.</p> <p>ELPAC Results: English Learner progress toward proficiency 25.13%</p>	
(5) Attendance, suspension/expulsion rates, MS dropout rates	<p>Suspension Rate 1.8%</p> <p>Expulsion Rate 0%</p> <p>SWD 4.8% suspension rate</p> <p>Chronic Absenteeism rate was 6.5% in 2019.</p> <p>Attendance rate for 2020 was 98.6%</p>	<p>Suspension Rate 1%</p> <p>Expulsion Rate 0%</p> <p>SWD suspension rate 3%</p> <p>MS dropout rate 0</p> <p>Chronic Absenteeism rate 2%</p> <p>Attendance rate 96.12%</p>	<p>Data for 2022-2023 Suspension Rate: 1.22%</p> <p>Expulsion Rate: 0%</p> <p>SWD suspension rate: 3%</p> <p>MS dropout rate: 0%</p> <p>Chronic Absenteeism rate: 14%</p> <p>Attendance rate: 95.65%</p>	<p>Data for 2023-2024 Suspension Rate: 0.99%</p> <p>Expulsion Rate: 0%</p> <p>SWD suspension rate: 0.20%</p> <p>MS dropout rate: 0%</p> <p>Chronic Absenteeism rate: 7.71%</p> <p>Attendance rate: 94.9%</p>	<p>Decrease suspension rate each year not to exceed 1.5% absenteeism rate by 3%.</p> <p>Decrease suspension rate for SWD by 3% Maintain 0% expulsion rate Maintain 0% drop out rate Maintain attendance rate at or above 98%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6) Social Emotional Climate measure: Youth Truth Survey Will move to CHKS and EESD climate survey in 21-24. In 2023 the district will use the same metric from 2022 (safe school survey)	<p>2019-2020 Elementary: 93% Participation Rate Student Engagement: Ave. 2.85, 39th percentile Academic Rigor: 2.51 Ave. 34th percentile Instructional Methods: Ave. 2.69 , 91st percentile Personal Relationships: Ave. 2.78, 75th percentile Classroom Culture: Ave. 2.31, 84th percentile</p> <p>2019-2020 Middle School: 97% Participation Rate Student Engagement: Ave. 3.55, 52nd percentile Academic Rigor: Ave. 3.78, 37th percentile Relationship with Teachers: Ave 3.56, 65th percentile Relationship with Peers: Ave 3.66, 79th percentile Classroom Culture: 3.54, 79th percentil</p>	<p>2020-21 Elementary: Student Engagement: School Connectedness: 70% - happy to be at school, close to people at school Did not miss any days of school in past month: 75% Academic Rigor: Academic Motivation: 85% - schoolwork, homework, trying to do a good job Instructional Methods Avg: 67% Caring Adult Relationships: 74% - teachers/adults who care about me High Expectations: 83% - adult tells me when i do a good job, believe in me Personal Relationships Anti Bullying Climate: 82% Students Treated with Respect: 88% Classroom Culture: Avg. 65%</p>	<p>22-23 Elementary: Feeling Safe at School: 84% feel Safe or Very Safe Bullying: Seen Often and Sometimes 34.5% Bullying is a Problem: 30.8% Disrespect: 11% felt often/sometimes disrespect is an issues across all categories</p> <p>2022-23 Middle School: Feeling Safe at School: 82.8% safe or Very Safe Bullying: Seen Often and Sometimes 24.1% Bullying is a problem: 32.3%</p>	<p>23-24 Elementary: Feeling Safe at School: 82 % feels safe and very safe Bullying: 37.8% Seen Often and Sometimes Bullying is a Problem: 34.2% Disrespect: 16.76% felt often/sometimes disrespect is an issue across all categories</p> <p>23-24 Middle School: Feeling Safe at School: 75.4% Bullying: 32.9% Seen Often and Sometimes Bullying is a problem: 32.2% Disrespect: 18.15% felt often/sometimes disrespect is an issue across all categories</p>	<p>Feeling Safe at School: Improve percentile by 3%. Bullying: Decline percentile by 3%. Bullying is a Problem: Decline percentile by 3%. Disrespect: Decline percentile by 3%. 2022-23 Middle School: Feeling Safe at School: Improve percentile by 5%. Bullying: Decline percentile by 3%. Bullying is a problem: Decline percentile by 3%. Disrespect: Decline by percentile by 3%.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Caring Adults in School: 74%</p> <p>Meaningful Participation: 43% - participate in interesting activities, agency</p> <p>2020-21 Middle School: 75%</p> <p>Participation Rate Student Engagement: Avg: 64.5%</p> <p>School Connectedness: 62% - happy to be at school, close to people at school</p> <p>Academic Rigor: Academic Motivation: 67% - schoolwork, homework, trying to do a good job</p> <p>Relationships with Teachers: Avg: 67%</p> <p>Caring Adult Relationships: 62% - teachers/adults who care about me</p> <p>High Expectations: 72% - adult tells me when i do a good job, believes in me</p> <p>Relationships with Peers: Avg. 75%</p>	<p>Disrespect: 12% felt often/sometimes disrespect is an issues across all categories</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		No Mean Rumors: 65% - No Fear of Getting Beaten Up: 84% Classroom Culture: Avg. 65% Meaningful Participation: 33% - participate in interesting activities, agency Two or Fewer Absences per month: 97%			
(7) Broad Range of Course offerings and access	9 total sections of Career Tech Education.  24 total of Accelerated Math Pathway sections.  1 total section of AVID.	10 total sections of Career Tech Education.  25 total of Accelerated Math Pathway sections.  1 total section of AVID.	Data for 2022-2023 Total sections of Career Tech Education = 8  Total of Accelerated Math Pathway sections = 20  Total section of AVID - 1	Data for 2024  Total sections of Career Tech Education = 7  Total of Accelerated Math Pathway sections = 14  Total section of AVID = 1	Add additional electives for career pathways.
(8) Other Pupil Outcomes	Highest day use on Google Classroom is 9,000 plus users.  We have 20 migrant education students.	Google usage was created for Distance Learning. ESD returned to full in-person learning so	Data for 2022-2023 Google usage not measured	Data for 2023  5th grade= 97.8% of students participated in physical fitness testing	Maintain supports and services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In 19-20 each middle school offered Cross Country (Co-Ed), Basketball (Girls & Boys), Wrestling (Co-ed), Volleyball (Girls & Boys), Soccer (Girls & Boys) and Track (Co-Ed).	<p>this metric was not measured</p> <p>We have 15 migrant education students</p> <p>In 2021-2022 each middle school offered Cross Country (Co-Ed), Basketball (Girls &amp; Boys), Wrestling (Co-ed), Volleyball (Girls &amp; Boys), Soccer (Girls &amp; Boys) and Track (Co-Ed).</p>	<p>EESD has 16 migrant education students.</p> <p>PFTs</p> <p>5th grade=94.0 % of students participated in physical fitness testing</p> <p>7th grade=96.4 % of students participated in physical fitness testing</p> <p>In 2022-2023 each middle school offered Cross Country (Co-Ed), Basketball (Girls &amp; Boys), Wrestling (Co-ed), Volleyball (Girls &amp; Boys), Soccer (Girls &amp; Boys) and Track (Co-Ed).</p>	7th grade= 97.8 % of students participated in physical fitness testing	

## ***Goal Analysis***

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

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

Parent University classes were not reinstated in Evergreen again until the 21-22 school year. Previously, it had been a very robust offering and been held in high regard. With the transition of several Superintendents and then COVID, it was not reinstated until the year students came back to in-person learning and has begun slowly. We experienced what districts across the states did with substitutes shortages and had difficulties releasing staff from classrooms to be trained in order to provide the once robust Parent University classes we once offered. So we have pivoted to Parent Institute for Quality Education PIQE. Instead of classes be facilitated by internal staff, EESD will contract out for topics of interest that will continue to support our families with ongoing topics, especially as staff continues to address learning loss and social and emotional areas of need. A parent liaison is in place to support Katherine Smith. This position is co-funded and implemented fully. Additional liaisons have been hired so that every Title I school has support for families in the front office. Additionally, the District has contracted out for staff to receive training regarding culturally responsive instruction (CRI). Both certificated and classified staff are paid out of this action to support English Learners as they strive toward the goal of reclassification. Additional monies were spent on this action than initially allocated to support the needs of ELs in Evergreen. Sites are provided pass through monies that must be articulated in their School Plans for Student Achievement (SPSAs) and aligned to both the LCAP and Strategic Plan.

Evergreen's Wellness Team provides support to all families in a variety of ways. One example of this is the care packages that are collected to support Foster Youth with a backpack and school supplies. The Wellness Team will provide classes for guardians of Foster Youth students to help them maneuver through the public education system and provide supports for home to school connections.

In order to provide support to Title I schools, the District sets aside an allocation to make certain that every student who wants to attend science camp can, regardless of the cost. EESD provides scholarships for any student that cannot pay. Another support for our families in need is bus transportation for students who need to cross the thoroughfare of Capital Expressway in order to reach their home schools safely. This is a safety measure that is valued by the Evergreen community.

Professional Development for maintaining the SEAL work done at three elementary sites. This is ongoing and will be maintained in the 2024-2025 school year as well.

Title I programs are in place with interventions and support at 5 elementary sites and 1 middle school. Each site works with the school site council to determine how students who qualify for programs needs will be met. The Director of Categorical Programs meets with and supports the principals regularly to make sure the students and families are receiving both the academic and social and emotional supports they need throughout the school year and into the summer. Elevate math has a number of classes taking place every summer. The program offerings are crafted in collaboration with Educational Services and Silicon Valley Education Foundation. The criteria for participating in the program, the professional development teachers receive in order to implement the modules, and the follow up to the data results in October the following year are making a difference for students in EESD.

Certificated and classified staff receive professional development and training opportunities throughout the year. This is part of the life-long learning culture that is the fabric of Evergreen. PD takes place through site based decision making, through the instructional leadership team at each site, and through districtwide opportunities both at the forefront of the school year and then 5 times throughout the school year. In the

spring of 2023, Educational Services formed a Professional Development Committee in collaboration with ETA and worked to bring conference style, teacher-led PD throughout the 2023-2024 school year. The work was focused on the 4 district wide initiatives equity-centered on Positive Behavioral Interventions and Supports, Multi-Tiered Systems and Supports, Profile of a Learner, and Social and Emotional Learning.

Evergreen has made a commitment to equity work. A 3-year plan was created beginning in the 2021-2022 school year. Every member of the organization will benefit from this training which began with the Board of Trustees and management team. The training will continue and focus on classified and credentialed staff throughout the 2023-2024 school year. This strategic work is done in collaboration with Nicole Anderson LLC. The focus is centered on equity and making equity-based decisions that impact all students, but most importantly, marginalized students.

Summer school was provided in 2021 and over 3,000 students benefited from the summer school for all programs offered. As such, the 2022 had funding restrictions and the emphasis was placed on students below grade level in language arts and meet. However, the District will still be offering enrichments at every summer school location this year as a response to learning loss. Summer 2024 looks strong. We will continue to offer summer intervention and enrichment opportunities for students across Evergreen. This year will include Little Heroes, Speech and Debates, Forxa Dance, Innovation Learning Studios, RAFT Dream Box, Elevate Math, and CSI Coding along with the regularly scheduled intervention classes.

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.

2.1 A total of \$61,463 dollars was the difference under the allocation. The pass through monies in Title III dollars were not spent by the sites.

2.2 A total of \$25,578 dollars was the difference over the allocation. The contract for P.I.Q.E cost more than projected because more parents participated.

2.3 This action was included in Goal 1.9

2.4 No money was spent on this action for the 23-24 school year because a contract was not negotiated.

2.5 A total of \$260,847 dollars was the difference over the allocation. Salary increases were included for the positions of ELD Instructional Assistants and Rtl Coaches.

2.6 A total of \$563,137 dollars was difference under the allocation. The District had increased the per pupil allocations after covid to assist with return to in-person instruction. Sites have not spent their per pupil allocations.

2.7 A total of \$8,253 dollars was the difference under the allocation. Translation services has been picked up with other supporting monies.

2.8 A total of \$39,989 dollars was the difference under the allocation. Positions were moved to another funding source. There were unfilled positions in transportation.

2.9 A total of \$1,734,800 dollars was the difference over the allocation. This expenditure was the contribution of special education dollars into the general fund. The costs absorbed by securing several contracted positions, contracted services, positions on leave, as well as making sure our students with special needs receive all of the supports and services they need in order to offer FAPE required more than the allocated dollars.

2.11 A total of \$30,000 dollars was the difference over the allocation. The position moved from a 3 hour position to a 6 hour position.

2.13 A total of \$69,400 dollars was the difference under the allocation. The contract was set up "Not to exceed" and this year only \$33,600 was expended.

2.14 A total of \$910,761 dollars was the difference under the allocation. The funding source was changed to ELO-P.

2.16 A total of \$27, 764 dollars was the difference over the allocation. There was an increase in pay for teacher hourly on July 1, 2023.

2.19 The District was not able to partner with Bay Area After School Tutoring.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Equity is ensuring that all students have what they need when they need it and in the way that they need it!

In Evergreen School District, our underserved populations have historically included English Language Learners, migrant students, students of color (such as African-American, Hispanic, Native American, Pacific Islander), students with disabilities, socioeconomically disadvantaged youth, homeless, foster youth, immigrants/refugees, and LGBTQ students.

Our work through equity has led to the following actions:

- Reviewed Board policies and administrative regulations to create equitable practices in EESD.
- Created intervention groups for small group instruction by implementing i-Ready diagnostics 3 times yearly.
- Interrupted inequitable practices, examining biases, and creating inclusive culturally responsive school environments for adults and children in alignment with our local measures and eventually CAASPP results specifically our student group scores. The data shows us that there continues to be an equity gap so more work needs to be done. EESD is committed to equitable distribution of programs and services to better meet the needs of our students.
- Began a master plan for a Multi Tiered System of Support (MTSS) to meet the academic and social/emotional needs of every student by defining Tier I, II, and III supports across the District.
- Implemented Positive Behavior Interventions and Supports (PBIS) district wide.

- Contracted with Mary Bacon through the work on the Comprehensive Coordinated Early Intervening Strategies (CCEIS) plan to provide support on Culturally Responsive Instruction (CRS).
- Created a Behavior Matrix
- This year started Equity Walks at two schools in the District and will continue into next school year to identify equitable practices.

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

After meeting with education partners and various groups, we see the need to provide parent outreach and strengthen the home school connection. As such Parent University will return to Evergreen. Parent Liaisons will be placed at every Title I school. Additionally, Evergreen will continue to strengthen the MTSS plan and review data sets in order to make decisions regarding specific research-based interventions we can provide for under-served students. An Assessment and Accountability Coordinator began in the 2022-2023 school year. This coordinator has been able to assist site leaders in preparing data sets and helping to analyze the information to make focused decisions for support. The District has been able to provide professional learning for site leaders in order to cultivate their skills and hone in on their abilities to support their staff in making instructional decisions for their students based on data. However there is always more learning to do. We will need to continually release that responsibility onto the site leaders who struggle with the delicate balance of finding the tie to immerse themselves in data and the day-to-day operations of running a school.

Education partners have also expressed the need for increased STEM instruction. Research shows the link between STEM standards and the real world application of problem solving, collaboration, and iteration. EESD has continued to support Fellows in partnership with the Tech Academies that began in the 2022-2023 school year. Consistency and systematized processes are paramount to providing equity. To that end, the District is making inroads through MTSS and PBIS.

The social and emotional metric Evergreen has used over the last two years has changed from California Healthy Kids (only administered every other year) to a district wide safe schools survey (administered yearly). For that reason and to be able to compare answers across years, EESD will continue to use the internal safe schools survey that we administer yearly for the LCAP metric.

Additionally, moving forward, the district has developed a Special Education Committee for the 2023-2024 school year. This committee will be able to hear the state of the district regarding special education. It will be an opportunity to converse and find ways to continue to support the needs of our exceptional students. This committee will be comprised of educational partners so ideas and feedback come from a variety of voices. This spring we will also be conducting focus group interviews to broaden our outreach. We wanted to hear from as many staff as we could so we will be reaching out to each of the job-alike groups in special education. A consultant will conduct both groups interviews and offer 1:1 office hour opportunities virtually so staff can share their thoughts about coherence and needs for the 24-25 school year and beyond. We are using this meaningful feedback to develop a multi-year long plan inclusive of professional development and team planning opportunities and work to identify areas in which our special education staff is requesting.

In the 2024-2027 new three-year plan, elements of Evergreen's current Goal 2 will be absorbed into the new Goal 1 entitled Conditions of Learning that states

"Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards."

In addition, elements of the current Goal 2 will also be absorbed into the new Goal 2 entitled Engagement that states

"Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child."

And finally, elements of the current Goal 2 will be absorbed into the new Goal 3 entitled Student Outcomes that states

"Evergreen School District will 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."

By rewriting the goals for the 2024-2027 plan, Evergreen School District hopes to streamline the plan to ensure that the Unduplicated Pupil dollars are impacting and support the programs and interventions for the students who would most require the support. By articulating the goals and addressing each of the State Priorities as well as linking each school plan to the LCAP we are certain this will help our educational partners access the resources and manilas more efficiently as well. Through transparency and partnership we hope to better serve all the students in Evergreen.

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



# Goals and Actions

## Goal

Goal #	Description
3	Achieve financial stability and sustainability.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams	Basic services/teachers appropriately assigned and fully credentialed as measured by the Teacher Credentialing Report/Williams	98.5% of teachers fully credentialed in correct assignments  Maintained	100% of teachers fully credentialed in correct assignments for the 22-23 school year.  100% of students have access to standards aligned material as stated in the textbook sufficiency report approved by the Board on 9/14/2022	(2023-2024) 94.93% of teachers fully clear credential  5.43% hold a permit, intern, or prelim credential	Maintain in all areas.
1) Basic services/facilities are measured by the Facilities Report/Williams	Basic services/access to standards- aligned instructional materials are available and in good condition as measured by the Williams Instructional Materials Report/Williams are available in in good standing measured by the Facilities Report/Williams	Maintained	14/16 schools rated good on FIT.  2/16 schools exemplary on FIT.	100% of students have access to standards aligned materials  15/16 schools rated good on FIT 1/16 schools rated exemplary on FIT.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Basic services/facilities Maintain in all 3 areas.				
(3) Parent surveys and participation rates	<p>Parent University Participations rates over the years:            Fall 2013: 285            Spring 2014: 179            Fall 2014: 285            Spring 2015: 264            Fall 2015: 278            Spring 2016: 377            Fall 2016: 463            Spring 2017: 385            Fall 2017: 463            Spring 2018: 420            Fall 2018: 512            Spring 2018: 445            Fall 2019 and Spring 2020: Parent University was suspended due to the Covid 19 Pandemic and school closures. The District plans to reactivate Parent University in the 21-22 school year.</p>	<p>No Parent University classes were held this year. We were set to partner with Triple P. However, we were not able to secure substitutes for the training.</p>	<p>2022-2023 PIQE Classes</p> <p>Montgomery Elementary School - 8 sessions 16 parents graduated</p> <p>Holly Oak Elementary School - 8 sessions 20 parents graduated</p> <p>Katherine Smith Elementary School - 8 sessions 31 parents graduated</p> <p>O.B. Whaley Elementary School - 8 sessions 26 parents graduated</p> <p>LeyVa Middle School - 8 sessions 24 parents graduated</p> <p>In all, 117 parents graduated</p>	<p>2023-2024 PIQE Classes</p> <p>Montgomery Elementary School - 16 sessions 25 graduates</p> <p>Holly Oak Elementary School - 16 sessions 27 graduates</p> <p>Katherine Smith Elementary School - 16 sessions 34 graduates</p> <p>O.B. Whaley Elementary School - 16 sessions 13 graduates</p> <p>LeyVa Middle School - 16 sessions 45 graduates</p> <p>Cedar Grove Elementary School - 16 sessions 15 graduates</p>	<p>Increase participation parent university by 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				In all, 159 parents graduated.	

## Goal Analysis

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

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

The Budget Advisory Committee was reconvened. With this goal contributing to the fiscal stabilization of Evergreen, the BAC will continue to meet in accordance with the Bylaws of the committee. A 3% reserve is required to be set aside for routine maintenance, but it is not required that it is fully spent each year. The Superintendents office staff received raises and contract employment was required when the Superintendency was vacated midyear. Additional staff was hired in Business Services as well to ensure compliance and to support the work load of the department.

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.

3.2 A total of \$1,395,040 dollars was the difference over the allocation. When the LCAP was written and approved it did not include carryover funds from 22-23.

3.3 A total of \$256,431 dollars was the difference under the allocation. The LEA did not use as many contracted services in the 23-24 school year.

3.4 A total of \$122,501 dollars was the difference over the allocation. A new position joined Business Services and the department had to absorb 2 leaves of absences.

3.5 A total of \$400,124 dollars was the difference under the allocation. There were several unfilled positions/vacancies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Building and maintaining a reserve is critical to protect consistent programming during times of reduced revenues. Additionally, in conjunction with our Board of Trustees our District is exploring ways to maximize our facilities to increase revenue. The District has been successful in building the reserve in order to build fiscal solvency.

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

This Goal will be addressed more thoroughly by the work of District's Fiscal Advisory Committee.

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

# Goals and Actions

## Goal

Goal #	Description
4	Enhance the social-emotional well-being of students, teachers and staff.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(2) Staff participation rates in professional learning	<p>Sobrato Early Academic Language: 28</p> <p>English Language Development Assistants: 5</p> <p>English language development: 1</p> <p>Professional learning communities/Coaching: 7</p> <p>Next Generation Science Standards/STEAM: 4</p> <p>Math: 2</p> <p>21st Century Skills: 14</p>	<p>Number of days offered for professional development during the 2021-2022 school year:</p> <p>Sobrato Early Academic Language: 10</p> <p>English Language Development Assistants: 6</p> <p>English language development: 6</p> <p>Professional learning communities/Coaching New Tech Network across 5 schools:</p> <p>Next Generation Science</p>	<p>Number of days offered for professional development during the 2022-2023 school year:</p> <p>Sobrato Early Academic Language: 13</p> <p>English Language Development Assistants: 5</p> <p>English language development: 8</p> <p>Professional learning communities/Coaching New Tech Network across 5 schools:</p> <p>Next Generation Science</p>	<p>Number of days offered for professional development during the 2023-2024 school year:</p> <p>Sobrato Early Academic Language: 152.5</p> <p>English Language Development Assistants- 6</p> <p>English language development- 6</p> <p>Professional learning communities/Coaching New Tech Network across 15</p>	Increase professional development to match needs of school district initiatives in the strategic plan and LCAP and to align professional development to school site needs according to the single school plans for student achievement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Equity/Culturally responsive instruction: 1</p> <p>English Language Arts: 2</p> <p>Positive Behavior Intervention Supports: 12</p> <p>Danielson Walk-Throughs-Engaging Students in Learning: 11</p>	<p>Standards/STEAM: 2</p> <p>Math:0</p> <p>21st Century Skills: 0</p> <p>Equity/Culturally responsive instruction: 4 sessions for principals and 4 session for Instructional Leadership Teams</p> <p>English Language Arts: 0</p> <p>Positive Behavior Intervention Supports: 4 full days, 12 individual sessions</p> <p>Danielson walkthroughs were not conducted during the 21-22 school year. ESD is transitioning to equity walkthroughs moving forward. The instrument is till being developed.</p>	<p>Standards/STEAM: 2</p> <p>Math: 0</p> <p>21st Century Skills:</p> <p>Equity/Culturally responsive instruction: 10 sessions for principals and for Instructional Leadership Teams</p> <p>English Language Arts: 0</p> <p>Positive Behavior Intervention Supports: 6 full days and 6 schools had 1/2 day individual sessions</p>	<p>Next Generation Science Standards/STEAM - 0</p> <p>Math: 6</p> <p>21st Century Skills: 2</p> <p>Equity/Culturally responsive instruction - 33 sessions for principals, board workshops and equity walks</p> <p>English Language Arts: 9</p> <p>Positive Behavior Intervention Supports: 2 days</p>	
(3) Parent surveys and participation rates	<p>Parent University Participations rates over the years:</p> <p>Fall 2013: 285</p>	<p>No Parent University classes were held this year. We were set to partner with Triple P.</p>	<p>2022-2023 PIQE Classes</p>	<p>2023-2024 PIQE Classes</p>	<p>Increase participation parent university by 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Spring 2014: 179            Fall 2014: 285            Spring 2015: 264            Fall 2015: 278            Spring 2016: 377            Fall 2016: 463            Spring 2017: 385            Fall 2017: 463            Spring 2018: 420            Fall 2018: 512            Spring 2018: 445            Fall 2019 and Spring 2020: Parent University was suspended due to the Covid 19 Pandemic and school closures. The District plans to reactivate Parent University in the 21-22 school year.</p>	<p>However, we were not able to secure substitutes for the training.</p>	<p>Montgomery Elementary School - 8 sessions            16 parents graduated</p> <p>Holly Oak Elementary School - 8 sessions            20 parents graduated</p> <p>Katherine Smith Elementary School - 8 sessions            31 parents graduated</p> <p>O.B. Whaley Elementary School - 8 sessions            26 parents graduated</p> <p>LeyVa Middle School - 8 sessions            24 parents graduated</p> <p>In all, 117 parents graduated</p>	<p>Montgomery Elementary School - 16 sessions            25 graduates</p> <p>Holly Oak Elementary School - 16 sessions            27 graduates</p> <p>Katherine Smith Elementary School - 16 sessions            34 graduates</p> <p>O.B. Whaley Elementary School - 16 sessions            13 graduates</p> <p>LeyVa Middle School - 16 sessions            45 graduates</p> <p>Cedar Grove Elementary School - 16 sessions            15 graduates</p> <p>In all, 159 parents graduated.</p>	
(5) Attendance, suspension/expulsion rates, MS dropout rates	<p>Suspension Rate 1.8%</p> <p>Expulsion Rate 0%</p>	<p>Suspension Rate 1%</p> <p>Expulsion Rate 0%</p>	<p>Data for 2022-2023            Suspension Rate: 1.22%</p> <p>Expulsion Rate: 0%</p>	<p>Data for 2023-2024            Suspension Rate: 0.99%</p> <p>Expulsion Rate: 0%</p>	<p>Decrease suspension rate each year not to exceed 1.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SWD 4.8% suspension rate</p> <p>Chronic Absenteeism rate was 6.5% in 2019.</p> <p>Attendance rate for 2020 was 98.6%</p>	<p>SWD suspension rate 3%</p> <p>MS dropout rate 0</p> <p>Chronic Absenteeism rate 2%</p> <p>Attendance rate 96.12%</p>	<p>SWD suspension rate: 3%</p> <p>MS dropout rate: 0%</p> <p>Chronic Absenteeism rate: 14%</p> <p>Attendance rate: 95.65%</p>	<p>SWD suspension rate: 0.20%</p> <p>MS dropout rate: 0%</p> <p>Chronic Absenteeism rate: 7.71%</p> <p>Attendance rate: 94.9%</p>	<p>absenteeism rate by 3%.</p> <p>Decrease suspension rate for SWD by 3%</p> <p>Maintain 0% expulsion rate</p> <p>Maintain 0% drop out rate</p> <p>Maintain attendance rate at or above 98%</p>
<p>6) Social Emotional Climate measure: Youth Truth Survey Will move to CHKS and EESD climate survey in 21-24. In 2023 the district will use the same metric from 2022 (safe school survey)survey in 21-24</p>	<p>2019-2020 Elementary: 93% Participation Rate</p> <p>Student Engagement: Ave. 2.85, 39th percentile</p> <p>Academic Rigor: 2.51 Ave. 34th percentile</p> <p>Instructional Methods: Ave. 2.69 , 91st percentile</p> <p>Personal Relationships: Ave. 2.78, 75th percentile</p> <p>Classroom Culture: Ave. 2.31, 84th percentile</p> <p>2019-2020 Middle School: 97% Participation Rate</p>	<p>2020-21 Elementary: Student Engagement: School Connectedness: 70% - happy to be at school, close to people at school</p> <p>Did not miss any days of school in past month: 75%</p> <p>Academic Rigor: Academic Motivation: 85% - schoolwork, homework, trying to do a good job</p> <p>Instructional Methods Avg: 67%</p> <p>Caring Adult Relationships: 74% - teachers/adults who care about me</p>	<p>22-23 Elementary: Feeling Safe at School: 84% feel Safe or Very Safe</p> <p>Bullying: Seen Often and Sometimes 34.5%</p> <p>Bullying is a Problem: 30.8%</p> <p>Disrespect: 11% felt often/sometimes disrespect is an issues across all categories</p> <p>2022-23 Middle School:</p>	<p>23-24 Elementary: Feeling Safe at School: 82% feels safe and very safe</p> <p>Bullying: 37.8% Seen Often and Sometimes 34.2%</p> <p>Bullying is a Problem: 34.2%</p> <p>Disrespect: 16.76% felt often/sometimes disrespect is an issue across all categories</p> <p>23-24 Middle School: Feeling Safe at School: 75.4%</p>	<p>Feeling Safe at School: Improve percentile by 3%.</p> <p>Bullying: Decline percentile by 3%.</p> <p>Bullying is a Problem: Decline percentile by 3%.</p> <p>Disrespect: Decline percentile by 3%.</p> <p>2022-23 Middle School: Feeling Safe at School: Improve percentile by 5%.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Student Engagement: Ave. 3.55, 52nd percentile</p> <p>Academic Rigor: Ave. 3.78, 37th percentile</p> <p>Relationship with Teachers: Ave 3.56, 65th percentile</p> <p>Relationship with Peers: Ave 3.66, 79th percentile</p> <p>Classroom Culture: 3.54, 79th percentile</p>	<p>High Expectations: 83% - adult tells me when i do a good job, believe in me</p> <p>Personal Relationships</p> <p>Anti Bullying Climate: 82%</p> <p>Students Treated with Respect: 88%</p> <p>Classroom Culture: Avg. 65%</p> <p>Caring Adults in School: 74%</p> <p>Meaningful Participation: 43% - participate in interesting activities, agency</p> <p>2020-21 Middle School: 75% Participation Rate</p> <p>Student Engagement: Avg: 64.5% School</p> <p>Connectedness: 62% - happy to be at school, close to people at school</p> <p>Academic Rigor: Academic Motivation: 67% - schoolwork, homework, trying to do a good job</p>	<p>Feeling Safe at School: 82.8% safe or Very Safe</p> <p>Bullying: Seen Often and Sometimes 24.1%</p> <p>Bullying is a problem: 32.3%</p> <p>Disrespect: 12% felt often/sometimes disrespect is an issues across all categories</p>	<p>Bullying: 32.9% Seen Often and Sometimes</p> <p>Bullying is a problem: 32.2%</p> <p>Disrespect: 18.15% felt often/sometimes disrespect is an issue across all categories</p>	<p>Bullying: Decline percentile by 3%.</p> <p>Bullying is a problem: Decline percentile by 3%.</p> <p>Disrespect: Decline by percentile by 3%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Relationships with Teachers: Avg: 67% Caring Adult Relationships: 62% - teachers/adults who care about me High Expectations: 72% - adult tells me when i do a good job, believes in me Relationships with Peers: Avg. 75% No Mean Rumors: 65% - No Fear of Getting Beaten Up: 84% Classroom Culture: Avg. 65% Meaningful Participation: 33% - participate in interesting activities, agency Two or Fewer Absences per month: 97%			

## ***Goal Analysis***

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

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

In an ever changing and increasingly more complex world we believe that supporting the whole child and staff member is a critical piece to our success as a District as well an important way to ensure that we contribute to our community. Based on our qualitative and quantitative data we know students, families, and staff are wanting strategies supports, and opportunities to build social emotional learning and wellness.

The work of social and emotional well being for all EESD students, families and staff are paramount to supporting the entire educational experience. EESD has worked diligently to take into account this important aspect of what it means to fully educate and support students. To that end, PBIS has now been fully implemented in EESD. The various cohorts are still at varying levels of the implementation cycle, but all have received at least year one training and professional development. Even with the COVID 19 pandemic, training still occurred and planning/leadership teams have been established at all sites.

Research shows that unless kids feel safe and connected to their school experience, then academic excellence is not possible. Additionally, through the work in creating the CCEIS plan and Differentiated Assistance from SCCOEE, Educational Services focus on equity through a Multi-Tiered System of Support (MTSS) has become the priority in Evergreen. By aligning this work, we have seen the systems emerge that have impacted the well-being of our students. This year, the Behavior Matrix was launched as well as an SST system across the District. As such, students and families are benefiting from these systems and discipline with the goal of discipline rates and significant disproportionality decreasing over time.

In order to continue the work on safe and caring schools, we have examined the statewide California Healthy Kids Survey results, as well as a safe school climate survey that was created internally and aligned to the Safe School Plans the are approved each year by the Board of Trustees.

The Wellness Team is anchored by a cadre of school psychologists, Marriage and Family Interns (MFTs), counselors, and school social workers. These professionals support all tiers of the MTSS plan.

Noon duty supervisors are also funded from LCAP supplemental in order to support students during non-academic times and keep students safe.

The creation of Wellness Centers have been a priority for the last 18 months. Facilities have been surveyed and assessed for and upgrades to these rooms are underway. Evergreen received a Community Schools Grant as well as an School Linked Services (SLS) Grant for the 2022-2023 school year that will help support the work we are doing in the social and emotional realm.

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.

4.1 A total of \$221,094 dollars was the difference under the allocation. There was to as much overtime required or needed to serve this action.

4.2 A total of \$3,879 dollars was the difference over the allocation. The contract services increased.

4.4 A total of \$63,553 dollars was the difference under the allocation. There were vacancies for noon duty supervisors all year at various locations throughout the District.

4.5 A total of \$1,522,851 was the difference under the the allocation. Part of the expenditure was moved to goal 2.9.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The internal safe schools surveys were analyzed and the results were as follows: 2020-21 Elementary:

Student Engagement:

School Connectedness: 70% - happy to be at school, close to people at school Did not miss any days of school in past month: 75%

Academic Rigor:

Academic Motivation: 85% - schoolwork, homework, trying to do a good job Instructional Methods Avg: 67%

Caring Adult Relationships: 74% - teachers/adults who care about me

High Expectations: 83% - adult tells me when i do a good job, believe in me Personal Relationships

Anti Bullying Climate: 82%

Students Treated with Respect: 88%

Classroom Culture: Avg. 65%

Caring Adults in School: 74%

Meaningful Participation: 43% - participate in interesting activities, agency

2020-21 Middle School: 75% Participation Rate

Student Engagement: Avg: 64.5%

School Connectedness: 62% - happy to be at school, close to people at school Academic Rigor:

Academic Motivation: 67% - schoolwork, homework, trying to do a good job Relationships with Teachers: Avg: 67%

Caring Adult Relationships: 62% - teachers/adults who care about me

High Expectations: 72% - adult tells me when i do a good job, believes in me Relationships with Peers: Avg. 75%

No Mean Rumors: 65% -

No Fear of Getting Beaten Up: 84%

Classroom Culture: Avg. 65%

Meaningful Participation: 33% - participate in interesting activities, agency

Two or Fewer Absences per month: 97%

It remains a priority to work on the social and emotional well-being of students in order to increase the positive perspectives students feel about their educational experience. Although it is challenging to compare the results of two different surveys, we highlight similarities to the questions and responses reflect an increased sense of overall well-being.

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

Wellness Centers and Community Schools will enhance the social and emotional needs of Evergreen's community. The funding source for this planning and implementation are grant monies awarded to Evergreen. The social and emotional metric Evergreen has used over the last two years has changed from California Healthy Kids (only administered every other year) to a district wide safe schools survey ( administered yearly). For that reason and to be able to compare answers across years, EESD will continue to use the internal safe schools survey that we administer yearly for the LCAP metric.

By rewriting the goals for the 2024-2027 plan, Evergreen School District hopes to streamline the plan to ensure that the Unduplicated Pupil dollars are impacting and support the programs and interventions for the students who would most require the support. By articulating the goals and addressing each of the State Priorities as well as linking each school plan to the LCAP we are certain this will help our educational partners access the resources and manilas more efficiently as well. Through transparency and partnership we hope to better serve all the students in Evergreen.

The Current Goal 4 will be absorbed into the new Goal 2 entitled Engagement that states "Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child."

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

# Goals and Actions

## Goal

Goal #	Description
5	Attract and retain teachers and staff, especially those with specialized credentials.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Basic services/teachers appropriately assigned and fully credentialed are measured by the Teacher Credentialing Report/Williams	Basic services/teachers appropriately assigned and fully credentialed as measured by the Teacher Credentialing Report/Williams	98.5% of teachers fully credentialed in correct assignments  Maintained	100% of teachers fully credentialed in correct assignments for the 22-23 school year.  100% of students have access to standards aligned material as stated in the textbook sufficiency report approved by the Board on 9/14/2022	(2023-2024) 94.93% of teachers fully clear credential  5.43% hold a permit, intern, or prelim credential	Maintain in all areas.
(1) Basic services/access to standards-aligned instructional materials are measured by the Williams Instructional Materials Report/Williams	Basic services/access to standards-aligned instructional materials are available and in good condition as measured by the Williams Instructional Materials Report/Williams	Maintained	14/16 schools rated good on FIT.	100% of students have access to standards aligned materials  15/16 schools rated good on FIT	
(1) Basic services/facilities are measured by the Facilities Report/Williams	Facilities are available in in good standing measured by the Facilities Report/Williams		2/16 schools exemplary on FIT.	1/16 schools rated exemplary on FIT.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Basic services/facilities Maintain in all 3 areas.				
(2) Staff participation rates in professional learning	<p>Sobrato Early Academic Language: 28</p> <p>English Language Development Assistants: 5</p> <p>English language development: 1</p> <p>Professional learning communities/Coaching: 7</p> <p>Next Generation Science Standards/STEAM: 4</p> <p>Math: 2</p> <p>21st Century Skills: 14</p> <p>Equity/Culturally responsive instruction: 1</p> <p>English Language Arts: 2</p>	<p>Number of days offered for professional development during the 2021-2022 school year:</p> <p>Sobrato Early Academic Language: 10</p> <p>English Language Development Assistants: 6</p> <p>English language development: 6</p> <p>Professional learning communities/Coaching New Tech Network across 5 schools:</p> <p>Next Generation Science Standards/STEAM: 2</p> <p>Math:0</p> <p>21st Century Skills: 0</p>	<p>Number of days offered for professional development during the 2022-2023 school year:</p> <p>Sobrato Early Academic Language: 13</p> <p>English Language Development Assistants: 5</p> <p>English language development: 8</p> <p>Professional learning communities/Coaching New Tech Network across 5 schools:</p> <p>Next Generation Science Standards/STEAM: 2</p> <p>Math: 0</p> <p>21st Century Skills:</p>	<p>Number of days offered for professional development during the 2023-2024 school year:</p> <p>Sobrato Early Academic Language: 152.5</p> <p>English Language Development Assistants- 6</p> <p>English language development- 6</p> <p>Professional learning communities/Coaching New Tech Network across 15</p> <p>Next Generation Science Standards/STEAM - 0</p> <p>Math: 6</p> <p>21st Century Skills: 2</p>	Increase professional development to match needs of school district initiatives in the strategic plan and LCAP and to align professional development to school site needs according to the single school plans for student achievement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Positive Behavior Intervention Supports: 12</p> <p>Danielson Walk-Throughs-Engaging Students in Learning: 11</p>	<p>Equity/Culturally responsive instruction: 4 sessions for principals and 4 session for Instructional Leadership Teams</p> <p>English Language Arts: 0</p> <p>Positive Behavior Intervention Supports: 4 full days, 12 individual sessions</p> <p>Danielson walkthroughs were not conducted during the 21-22 school year. ESD is transitioning to equity walkthroughs moving forward. The instrument is till being developed.</p>	<p>Equity/Culturally responsive instruction: 10 sessions for principals and for Instructional Leadership Teams</p> <p>English Language Arts: 0</p> <p>Positive Behavior Intervention Supports: 6 full days and 6 schools had 1/2 day individual sessions</p>	<p>Equity/Culturally responsive instruction - 33 sessions for principals, board workshops and equity walks</p> <p>English Language Arts: 9</p> <p>Positive Behavior Intervention Supports: 2 days</p>	
(3) Parent surveys and participation rates	<p>Parent University Participations rates over the years:</p> <p>Fall 2013: 285 Spring 2014: 179 Fall 2014: 285 Spring 2015: 264 Fall 2015: 278 Spring 2016: 377 Fall 2016: 463</p>	<p>No Parent University classes were held this year. We were set to partner with Triple P. However, we were not able to secure substitutes for the training.</p>	<p>2022-2023 PIQE Classes</p> <p>Montgomery Elementary School - 8 sessions 16 parents graduated</p> <p>Holly Oak Elementary School - 8 sessions</p>	<p>2023-2024 PIQE Classes</p> <p>Montgomery Elementary School - 16 sessions 25 graduates</p> <p>Holly Oak Elementary School - 16 sessions</p>	<p>Increase participation parent university by 5%.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Spring 2017: 385            Fall 2017: 463            Spring 2018: 420            Fall 2018: 512            Spring 2018: 445            Fall 2019 and Spring 2020: Parent University was suspended due to the Covid 19 Pandemic and school closures. The District plans to reactivate Parent University in the 21-22 school year.</p>		<p>20 parents graduated</p> <p>Katherine Smith Elementary School - 8 sessions            31 parents graduated</p> <p>O.B. Whaley Elementary School - 8 sessions            26 parents graduated</p> <p>LeyVa Middle School - 8 sessions            24 parents graduated</p> <p>In all, 117 parents graduated</p>	<p>27 graduates</p> <p>Katherine Smith Elementary School - 16 sessions            34 graduates</p> <p>O.B. Whaley Elementary School - 16 sessions            13 graduates</p> <p>LeyVa Middle School - 16 sessions            45 graduates</p> <p>Cedar Grove Elementary School - 16 sessions            15 graduates</p> <p>In all, 159 parents graduated.</p>	
<p>(4) California Assessment of Student Progress and Performance (CAASPP)</p> <p>(4) English Learner Proficiency Assessment for California (ELPAC)</p> <p>(4) I-Ready diagnostic</p>	<p>Increase Overall Proficiency in each area by 2%:            ELA Meets or Exceeds: 65%            MA Meets or Exceeds: 62%            English Language Learners            ELA Meets or Exceeds: 19%</p>	<p>CAASPP was not administered in 2021</p> <p>EL proficiency 3rd diagnostic i-Ready            ELA=40%            EL proficiency 3rd diagnostic i-Ready            MA=39%</p> <p>ELPAC Results:</p>	<p>CAASPP Data for 2022</p> <p>ELA Meets or Exceeds: 66.72%            MA Meets or Exceeds: 60.54%</p> <p>English Language Learners            ELA Meets or Exceeds: 36.61%</p>	<p>CAASPP Data for 2023</p> <p>ELA Meets or Exceeds: 65.11%            MA Meets or Exceeds: 60.42%</p> <p>English Language Learners            ELA Meets or Exceeds: 21.67%</p>	<p>Increase proficiency by 5% rubric score</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4) (ELL) Reclassification	<p>MA Meets or Exceeds: 21% Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 42% MA Meets or Exceeds: 35% SWD Proficiency: ELA Meets or Exceeds: 23% MA Meets or Exceeds: 25% Foster Youth Proficiency: ELA Meets or Exceeds: NA MA Meets or Exceeds: NA</p> <p>Reclassification rate baseline is 3.49%</p> <p>I-Ready ELA 2021 mid or above grade level=4,885 (51.3%) I-Ready MA 2021 mid or above grade level=4,618 (48.4%)</p> <p>English Learner progress toward proficiency 53.8%</p>	<p>English Learner progress toward proficiency 48%</p> <p>2021-2022 Reclassification rate 123 students</p> <p>I-Ready ELA 2022-early, mid or above grade level=65% I-Ready MA 2022 early, mid or above grade level=62%</p>	<p>MA Meets or Exceeds: 33.36%</p> <p>Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 40.71% MA Meets or Exceeds: 32.62%</p> <p>SWD Proficiency: ELA Meets or Exceeds: 19.48% MA Meets or Exceeds: 19.4%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: N/A MA Meets or Exceeds: N/A</p> <p>2021-2022 Number of students reclassified=572</p> <p>ELPAC Results: English Learner progress toward proficiency 63.7%</p> <p>I-Ready ELA 2023-early, mid or above</p>	<p>MA Meets or Exceeds: 23.46%</p> <p>Economically Disadvantaged Proficiency: ELA Meets or Exceeds: 39.35% MA Meets or Exceeds: 33.57%</p> <p>SWD Proficiency: ELA Meets or Exceeds: 21.62% MA Meets or Exceeds: 19.30%</p> <p>Foster Youth Proficiency: ELA Meets or Exceeds: N/A MA Meets or Exceeds: N/A</p> <p>African American Proficiency: ELA Meets or Exceeds: 35.13% MA Meets or Exceeds: 29.73%</p> <p>Hispanic Proficiency: ELA Meets or Exceeds: 33.25% MA Meets or Exceeds: 22.74%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>grade level 3rd Diagnostic: K-6 = 3855, 68% 7-8 = 1405 students, 68% ALL =5260 students, 68%</p> <p>I-Ready MATH 2023 early, mid or above grade level 3rd Diagnostic: K-6 = 3966 students, 63% 7-8 = 1395 students, 63% ALL = 5355 students , 63%</p> <p>EL proficiency 3rd diagnostic i-Ready ELA: 31% early, mid or above grade level 3rd Diagnostic</p> <p>EL proficiency 3rd diagnostic i-Ready MATH: 17% early, mid or above grade level 3rd Diagnostic</p> <p>SWD Proficiency:</p>	<p>Homeless Proficiency: ELA Meets or Exceeds: 27.63% MA Meets or Exceeds: 18.98%</p> <p>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%</p> <p>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%</p> <p>EL proficiency 3rd diagnostic i-Ready ELA: 26% 26% early, mid or above grade level 3rd Diagnostic</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			ELA Meets or Exceeds: 19.48% MA Meets or Exceeds: 19.4%  Foster Youth Proficiency: ELA Meets or Exceeds: – MA Meets or Exceeds: –	EL proficiency 3rd diagnostic i-Ready MATH: 26% early, mid or above grade level 3rd Diagnostic  Number of students reclassified- 278 students 16.18% of EL students have been reclassified in 23-24.  ELPAC Results: English Learner progress toward proficiency 25.13%	

## Goal Analysis

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

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

We have experienced a shortage of special education, math, science, school psychologists, language, dual immersion, and electives teachers.

Actions to support this goal included:

- Providing professional development opportunities throughout the school year for all teachers and support staff.
- Purchasing supplemental resources and supports for staff as needed.
- Contributing to the Evergreen Trust.
- Adding additional salaried staffing positions in the Human Resources department.
- Consulting with legal counsel.
- Increasing substitute pay rates.

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.

5.1 A total of \$276,427 dollars was the difference under the allocation. There were not as many teacher candidates in induction and there were positions left unfilled.

5.2 A total of \$43,324 dollars was the difference over the allocation. There were more early retirees that were entitled to the trust benefits.

5.3 A total of \$25,166 dollars was the difference under the allocation. Costs for materials and supplies for the department were not fully spent.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Evergreen launched the Dual Immersion program at Holly Oak in the 2021-2022 school year and projections show staffing is secure for the 2023-2024 school year as students matriculate through the grade levels. Special Education staff including teachers and support specialists were affected greatly by staffing shortages. Contracted employees cost the District more than paying for full time employees. Attendance at job fairs and recruitment has taken place all year. As the District worked to bring back students that were placed in county programs of non-public schools, the staffing shortage was compounded.

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

Business Services is working in tandem with Human Resources to finalize a new process for position control. In order to secure staffing for the 2023-2024 school year with both classified and certificated personnel, position control needs to be as accurate as possible to identify openings and salary projections. Training and professional development focusing on strategies and instructional methodology along with inclusivity through mainstreaming will be the focus for the Special Education department.

By rewriting the goals for the 2024-2027 plan, Evergreen School District hopes to streamline the plan to ensure that the Unduplicated Pupil dollars are impacting and support the programs and interventions for the students who would most require the support. By articulating the goals and addressing each of the State Priorities as well as linking each school plan to the LCAP we are certain this will help our educational partners access the resources and manilas more efficiently as well. Through transparency and partnership we hope to better serve all the students in Evergreen.

The Current Goal 5 will be absorbed into the new Goal 1 entitled Conditions of Learning that states

"Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards."

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

***DRAFT***

# Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

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