

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2024

Date of Board Approval

June 20, 2024

LEA Name

Evergreen Elementary School District

CDS Code:

43-69435-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Federal funds support and enhance the actions and services within Evergreen Elementary School District's Local Control and Accountability Plan. Most importantly, these funds provide additional support directly to school sites, enhance connections with our community and parents/guardians, and support professional learning for staff.

Family Engagement is one of the priorities in our district. We have seen first hand the positive impact of family engagement on student success and school improvement. We encourage all parents/guardians to take an active role in their children's education. The district follows the District Parent Involvement Policy which calls out the importance of parents/guardians participating in the planning, designing and implementation of parent involvement programs. Strategies are jointly developed to establish expectations for parent/guardian involvement. Schools eligible for Title I funding are provided a specified amount of funds to support their school wide Parent Engagement Plan based on site needs. Families of students attending schools receiving Title I funds have many available options at their sites and/or at the district level. High quality opportunities include, but are not limited to the following:

- Title I Information Meetings: Parents/guardians learn about the components of Title I programs (school wide or targeted) and the criteria for qualifying for Title I federal funds.
- Assessment Information Meetings: Provide information to parents on English Language Proficiency Assessments for California (ELPAC), California Assessments of Student Performance and Progress (CAASPP), iReady Reading and math diagnostics, and other assessments that impact student learning. Parents/guardians need to understand the assessment measures and what students are most likely able to do based on proficiency level. Teachers may also share and explain formative assessments to assist parents/guardians with understanding how data is gathered in order to further drive instruction.
- Math Information Meetings: These meetings provide a wealth of information for parents/guardians to understand the Common Core Math standards and learn how they might be able to assist their child if needed. Teachers share the curriculum for specified grade levels as well as any additional resources that may be helpful.
- Literacy Information Meetings: Literacy is addressed in every content area. Students need to comprehend and have a strategic skill set to perform at the proficient level. Parents/guardians learn about the components of a balanced literacy program, which are needed to improve student performance. Additionally, parents/guardians are shown the curriculum utilized in their child's classroom.
- Technology Information Meetings: Parents/guardians have an opportunity to ask questions about how technology is utilized in the classroom to help students learn. Some sessions are hands on, thus providing opportunities for parents and students to interact and experience technology together.
- STEM/Science Information Meetings: STEM and Next Generation Science Standards (NGSS) sessions provide an important opportunity to improve not only science education but also student achievement. Parents/guardians become aware of the vision for science education and at times are able to see the products that exemplify what students have learned throughout the year. Parents/guardians and students also have the opportunity to participate in hands on activities; teacher led and/or facilitated by contracted partners.
- English Language Development (ELD) Information Meetings: It is important for parents/guardians to understand how and why their children are classified as English learners as well as the criteria for reclassification. ELD sessions are another opportunity for our parents to hear about the assessments that are administered to English learners and the available resources for students.
- Health & Wellness Information Meetings: It is imperative to cultivate a culture of wellness in the family. Maintaining an optimal level of wellness is absolutely crucial to living a high quality of life. We ensure parents/guardians have resources and a venue where they can ask questions in order to build a culture of wellness for their family.

Parent University was relaunched during the 2022-23 academic term with great success and remains a high priority for the district. The philosophy of Parent University is that parenting is an ongoing and life-long process. The purpose of Parent University is to offer opportunities for parents to learn about specific topics from professionals with expertise in the focus area. Workshops provide a venue for parents to meet other parents with similar interests and to share their ideas and questions with others in a supportive environment. District and site levels classes are available.

Through Parent Institute for Quality Education, parents participate in an eight-week Signature Family Engagement Program. The focus of the program is to develop skills and techniques to empower parents/guardians to address the educational needs of their school-aged children. An eight week Social Emotional Learning program was added during the 2023-24 academic term. In 2024-25, the district plans to implement a Family Literacy Program and a STEM program at the elementary level and reintroduce the Signature Family Engagement Program at the middle school level. Each year, the district plans to expand its course offerings.

Professional Development: Provides a structure for teachers and administrators to gain knowledge, collaborate, and determine how they can best support students who are not proficient in various subject areas. Teachers are able to create relevant and tailored course instruction for their students. Title I funds support collaboration and Professional Learning Communities (PLCs), which in turn provides focus and direction for other professional learning. Site and district

leadership teams use data to plan professional development opportunities. For example, principals of schools receiving Title I funds worked alongside the Director of Educational Services to research and attend Ellevation Education professional development. This training was designed to increase teacher knowledge around strategies to support English learners, thus enabling educators the ability to better meet students' needs. A professional development committee was convened to increase collaboration between district level staff and teachers to elicit and align professional development needs of teachers. As a result, teacher participation in leading professional development has increased.

Title I administrators meet regularly throughout the year with the Director of Educational Services to discuss and review data, research-based instructional practices, and professional growth opportunities for staff. Administrators have the opportunity to attend leadership conferences focused on strengthening the Title I program.

Site resources: Intervention is an integral part of the Title I program. Based on assessments that are administered (CAASPP, ELPAC, iReady and other local and/or site assessments) students are placed into interventions that meet their needs. Interventions may be small group instruction with a teacher before or after school, web-based programs, outside contracted agencies which provide highly engaging activities, school day embedded group work, and school initiated programs that incorporate personalized learning and enrichment classes.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All programs work together to support students academically and to ensure they leave Evergreen School District thriving and mastering the attributes identified in the board approved Profile of a Learner matrix. Students are expected to matriculate from Evergreen Elementary School District demonstrating mastery in the following attributes: Learner, Communicator, Collaborator, Critical Thinker, Innovator, and Advocate. As such, federal funds are utilized to enhance the specific needs of students attending schools receiving Title I funds. These funds supplement dollars allocated to the school site to enhance opportunities for students and provide additional access to programs and materials as well as related professional development for educators.

Family Engagement: We work collaboratively with our parent groups to establish guidelines and give feedback as to what activities may be provided over and above base programs. Parents review school site and district policy so that they are very familiar with the content, thus enabling parents to speak confidently on the needs of the sites and the district.

Collaboration and Centralization: Administrators are able to make very informed decisions about the work that must happen at their sites. Their decisions are based on collaborative efforts made with the Educational Services Division to best meet the needs of students at their respective sites. Site leadership teams (teachers and in some instances parents/guardians) give input, thus enabling teams to make the most efficient and impactful decisions for their sites.

Professional Development: Evergreen is very intentional about the professional learning opportunities that are provided to teachers, administrators, and classified staff. In order for all of our students to be successful, all educational partners need to be aware of standards including content areas and any strategies that enable students to be 21st Century skilled and college and career ready. The district's Profile of a Learner matrix is the model for success for our students. PD is aligned to the outcomes and attributes in this document. Summer professional development provides teachers and administrators with the opportunity to network with other professionals, enhance learning, and lead professional development at their sites. Successfully preparing for students is essential to ensure viable outcomes.

Intervention and Enrichment: Students have opportunities in the summer to enhance their language arts and math skills, as well as participate in valuable enrichment activities. Based on iReady math diagnostic data, students are selected to participate in the Elevate Math Program. Students are also invited to participate in Computer Science Institute, Innovation Learning Studios, and the EESD summer school program. Students are identified at the site level by teachers and administrators.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Schools with 40% or greater free and reduced meal student populations receive Title I funding.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district's Human Resources department ensures that low-income and minority students are not disproportionately being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

Based upon the 2023-24 file review regarding staff experience data, teachers are not disproportionately assigned based on experience.

Based upon 2023-24 staff evaluations measuring teacher effectiveness, no disproportionality exists.

Based upon 2023-24 credential audits, there were no teachers teaching out of field.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following:

	<ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The LEA conducts annual Needs Assessments at the site and district level to garner feedback from its educational partners. ELAC and DELAC meetings are another forum used to assess parents/guardian's needs. Through SSC, parents/guardians are an integral part of developing each school's SPSA. This includes schools that have been identified as Additional Targeted Support and Improvement.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District will use State academic assessments and other indicators to annually review the progress of each school receiving Title I funding to determine whether the school is making adequate progress.

Parents/guardians will continue to have equitable educational access to all programs. The district will continue to review the implementation rubric from the Family Engagement Framework to enhance programs at sites, thus empowering and mobilizing parents/guardians to reach the highest level of parent/guardian engagement that will result in improved student achievement. The Family Engagement Framework provides guidance for pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation among schools, as well as supporting families with student learning and achievement. Site administrators will examine their parent participation practices in an effort to move towards more progressive and innovative practices.

Parent University classes are being provided at select sites through a district partnership with Parent Involvement for Quality Education (PIQE). Classes are designed to provide learning opportunities to assist parents/guardians with supporting their children academically, navigate the education system, as well as address Social Emotional Learning, early literacy, and STEM. Parents/guardians will be given resources to support student learning. The District will monitor and document parent/guardian participation. These rates will be reported annually in the LCAP. Resources including food and childcare may be provided to boost parent/guardian attendance. Classes may include but are not limited to the following topics:

- Habits of Mind
- Health and Wellness
- Mathematics and Literacy
- Resiliency: Social and Emotional Learning

Classes are designed to provide opportunities for parents/guardians to engage in culturally responsive and globally competent experiences. Parents/guardians may work with district staff, outside consultants, and teachers.

During the 2022-2023 school year, the district employed six Community Liaisons to assist in meeting the needs of parents/guardians and students at schools receiving Title I funding. They have become an integral part of each school's community by focusing on absenteeism and reengagement, promoting school and district events which involve parents/guardians, as well as connecting families to other school personnel and/or agencies for wrap-around services.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has been notified of schools identified as Additional Targeted Support and Improvement based on state indicators. Principals of identified schools worked collaboratively with teachers, paraprofessionals, and parents/guardians to identify and write into the SPSA actionable steps and activities based on data to address student needs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our students who are experiencing housing insecurity are immediately contacted by a District Social Worker. The District Social Worker then offers an array of services and resources that include, but are not limited to:

- bus passes
- school supplies
- counseling
- after school programs
- referral to community resources and services
- inclusion in all district wide parent education programs and events

The Director of Educational Services, MFTs, social workers, counselors, teachers, and site administrators monitor and support students as needed throughout the year.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Incoming kindergarten students with limited or no prior preschool experience are invited and encouraged to attend summer transition programs at schools receiving Title I funds. Current kindergarten students in need of additional intervention support will participate in a summer program, which is an extension of the regular school year.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

District staff facilitate data articulation meetings for select students transitioning from middle to high school. Generally, this is done during a Student Study Team meeting or an IEP transition meeting.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We support our teachers with differentiated instruction. All classrooms have students who may be gifted and talented and/or require additional supports. Teachers are trained to meet the needs of all of their students within their classrooms and are provided resources, funding and/or materials that assist with scaffolding instruction.

Evergreen School District employs a .5FTE credentialed librarian to ensure students have access to high quality instructional resources as well as to school libraries. The District librarian works with Media Assistants to check out books to Evergreen students on a weekly basis. Access to high quality resources enhances the opportunity for students to excel academically. All students receive instruction in digital literacy and digital citizenship during Computer Science Awareness week through online materials and resources. EESD maintains a 1:1 student to device ratio.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The District has identified the following equity initiatives for ongoing professional development: Multitiered Systems of Support (MTSS), Positive Behavior Supports and Intervention (PBIS), Profile of a Learner (POL), and Social Emotional Learning (SEL). Below are some of the strategies implemented to support these initiatives.

- Culturally Responsive Learning/Equity work. Each school will have an Instructional Leadership Team consisting of teachers and the principal. Site teams participate in district level Instructional Leadership Team meetings to focus on the needs of ELs and other underserved student groups to identify culturally responsive strategies to strengthen English proficiency and academic achievement for identified student groups.
- English Learner Master Plan: The district annually reviews the English Learner Road Map to strengthen programs and practices for English learners. This document is used to guide all levels of the system toward a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that support a powerful, effective, twenty-first century education for all English learners.

The Educational Services Division enlisted the services of Nicole Anderson and Associates Consulting, LLC., to develop a systems wide approach and a systematic plan for addressing educational equity gaps amongst students. Nine half day sessions were devoted to increasing our awareness of equity issues through deepening our own belief systems, recognizing our biases, and understanding the diversity of others in order to develop an equity lens in our daily practice. The differentiated sessions provided an interactive space where participants focused on serving students through an equity lens. Office personnel, managers, principals, teachers, and paraprofessionals attended sessions designed for each group. Professional development outcomes included:

- Understanding the purpose and impact of historical events on public education
- Developing an awareness of common language, define equity, and understand terms used in the field
- Defining equity through data and student stories
- Recognizing and responding to the barriers of equity (i.e. implicit bias, stereotypes, racism)
- Making connections to the current district initiatives
- Educators reflecting on their role in perpetuating or ending educational gaps
- Understanding a system's approach to interrupting patterns of inequities within the school system

The Board of Trustees approved a three year contract to continue districtwide, systematic equity work with the district's consultant. Nicole Anderson and Associates Consulting, LLC., is working directly with Educational Services to provide comprehensive educational equity leadership. The scope of this work includes the following:

- *Executive Leadership Coaching
- *Governance Team Workshops/ Study Sessions
- *Equity Leadership Institute
- *Extended Cabinet Workshop Series
- *Equity Site Level Coaching/ Teacher PD
- *Equity Walks
- *Equity Task Force (convening in 2024-2025)

In 2024, district and site administrators, teachers, classified staff, Board of Trustee members, the superintendent, and students participated in equity walks at two school sites to identify any noticeable equity gaps in instructional practices, classrooms, libraries, multipurpose rooms, offices, playgrounds, etc. Participants focused on cultural identity, relationships, relevance, and rigor. This powerful learning opportunity will be replicated at all schools in the district and become a regular practice as all educational partners work toward closing the opportunity gap for identified student groups.

We have provided additional professional learning opportunities such as Ellevation training and CAFE ELD PD for teachers, administrators, and Instructional Assistants. Training focused on instructional support strategies which deepen teachers' ability to provide appropriate scaffolds for English learners through Integrated and Designated ELD instruction. Designated ELD will focus on developing ELs' academic English. Educational Services will continue to support teachers and administrators with opportunities to attend conferences such as the National Association of Bilingual Education or California Association of Bilingual Education. Conference attendees will be the champions at the district and school site levels. They will share EL best-practices and strategies for developing English proficiency during PLCs or other workgroup structures.

Title II federal funds contribute to Evergreen School District's comprehensive core structure for ongoing professional learning which also include the following:

Professional Learning Communities: The idea of improving schools by developing Professional Learning

Communities(PLC) is very current. A professional learning community is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Professional learning communities tend to serve two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. In this process, we consider the following: What school characteristics and practices have been most successful in helping all students achieve at high levels? How can we replicate these practices? What indicators should we monitor to assess our progress? Once staff have built shared knowledge and found common ground on these questions, the school has a more solid foundation for moving forward with its improvement initiatives. This work is done regularly throughout the year at our school sites.

Induction programs have a positive impact on teacher retention and student outcomes. Programs with more supports and greater mentee/mentor contact are strongly correlated with teacher retention and better student outcomes, while programs that only provide basic supports have little or no impact on teacher retention and minimal student outcomes. In Evergreen, a Teacher Support Program Advisory Committee comprised of teachers and administrators review the standards and provide feedback on the Induction Program, participate in program evaluation, and advise the coordinator on program quality and effectiveness.

Mentoring plays a key role in effective induction programs. Teachers in the program are provided with a mentor who assists in developing and implementing an Individual Learning Plan (ILP). Teachers in the program are guided by their mentor to review assessments, reflect on their teaching practice, and master CSTPs in order to experience a very empowering and rewarding induction experience. New teachers in the Induction Program are encouraged to participate in available equity workshops which may include the following topics:

- * Understanding the historical impact and purpose of public education
- * Reflecting on the role of educators in interrupting inequities in schools
- * Making connections to concepts of equity in all aspects of the district
- * Introduction to strategic collaboration, planning, and application for systemic change
- * Building capacity as teachers to serve students in the classroom with an equity lens

Equity work will be an ongoing body of work for subsequent cohorts of new teachers.

Instruction Meetings: Twice monthly, the Educational Services Team convenes to collaborate with site administrators to guide their work and help them improve student learning. We will continue to provide support in needed areas, set the vision for teaching and learning through the the district's four initiatives which include full implementation of the Profile of a Learner, PBIS, MTSS, and SEL as well as analyzing assessments through an equitable lens.

Coaching Program: The district will continue support three SEAL coaches. Coaches support staff with necessary information to shift instruction and increase student achievement. Coaches lead professional learning and assist in planning, reflection and application. SEAL coaches attend specialized training designed to lead professional development and assist with unit development design. Additionally we have a district transitional kindergarten coach focused on TK pedagogy and philosophy. The TK coach ensures that teachers are immersed in research-based cutting edge instruction that begins the path for our T-K students to become College and Career bound. Rtl coaches support students at select sites to improve literacy, fluency, and comprehension.

In addition to the above, the district supports teachers in attending conferences and seminars as appropriate and as needed.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds provide programatic support for the facilitation of the district's professional development program. Because of the nature of our district's demographics, most professional development applies to all teachers at all sites. However, schools receiving Title I funds and/or identified for targeted support, receive additional LCAP supplemental funds.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

At the heart of our work is assessment, which drives instruction. Our comprehensive assessment system determines how students are identified as being at risk. The California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC), LAS Links language proficiency assessments, and other norm referenced indicators of academic literacy are an academic check-up designed to give teachers the feedback they need to adjust teaching to improve learning. Additionally, all schools administer the iReady Reading and math diagnostics a minimum of three times per year. Results are analyzed at the site and district level. Based on data, staff determine what additional support measures are needed. Reviewing other assessments and student work gives a more authentic indication of a student's ability. Teachers also engage in continuous cycles of inquiry to determine next steps in classroom instruction.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II and Title III federal funds contribute to Evergreen School District's comprehensive core structure for ongoing professional learning, which supports English learners in the following ways:

The District has identified the following areas for professional development:

- Culturally Responsive Learning/Equity work. Each school will have an Instructional Leadership Team comprised of teachers and the principal. Site teams participate in district level Instructional Leadership Team meetings to focus on the needs of ELs and other underserved student groups to identify culturally responsive strategies to strengthen English proficiency and academic achievement for identified student groups.
- English Learner Master Plan: The district will also annually review the English Learner Road Map which strengthens programs and practices for English learners and guides all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning. Together, these things lead to a powerful, effective, twenty-first century education for all English learners. The EL Master Plan is reviewed annually by the District English Learner Advisory Committee. Updates are made and the plan is submitted to the Board of Trustees for approval.

In addition to the above, the district supports teachers with attending conferences and seminars as appropriate and as needed. Conferences include but are not limited to California Association for Bilingual Education (CABE), CABE One Day Institute for parents and paraeducators, Positive Behavior Interventions and Support, and Multi Tiered Systems of Support.

Title III funds are also used to purchase materials as well as supplemental curriculum such as Benchmark Phonics, Benchmark Rigor, Benchmark Hello, and Ellevation Education, an online English learner platform which houses a multitude of instructional strategies for English learners by grade level, EL level, and curricular area. Additionally, Ellevation contains all English learner related information, thus providing timely, relevant information in one platform.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our District works strategically with the regional model of the Santa Clara County Office of Education to provide a high quality program for students. Students are immersed in the District's core program. English learners are required to receive Common core and ELD standards. The District provides parent involvement opportunities and student intervention services. All students may participate in any of the programs that are offered in the District.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will review pertinent data throughout the year at the district level and consistently with the Instructional Leadership Team. This cohort will monitor implementation of the LEA Plan, EL programs, high priority schools, and make program recommendations. The district will provide professional development to Response to Intervention teachers on strategic and intensive interventions in ELA. Student performance data will be evaluated to identify selected schools and students. A Coordinating Early Intervening Services (CCEIS) Teacher on Special Assignment (TOSA), teachers, and administrators will monitor student transitions in and out of interventions based on ongoing review of student achievement results.

Teachers have been provided district adopted Language Arts materials/resources that support Designated and Integrated ELD Instruction. Ellevation Education, a supplemental online English learner platform, was purchased to provide teachers and other personnel directly involved with student instruction additional highly engaging, research based instructional strategies delineated by curricular area and language acquisition level. Teachers utilize these resources in their classrooms to ensure that English learners are receiving necessary skills to access rigorous content to further develop their language acquisition skills. Designated ELD master schedules have been developed at each school site to ensure students receive language instruction at their appropriate level. ELD instruction is monitored at the site level by the principal.

Long Term English Learners (LTELs) will continue to be identified and receive targeted interventions. The District will continue to meet the needs of students by providing opportunities for intentional work focusing on Culturally Responsive Pedagogy and Instruction. Building the capacity of teachers to impact student achievement with strategies included in Ellevation as well as the English learner components included in the district adopted ELA/ELD instructional materials will ensure implementation of Designated and Integrated ELD. This will foster a learning environment exemplifying academic language development. District and site leaders will monitor instructional practices by analyzing student data in PLCs or other settings and/or conduct classroom walkthroughs, instructional rounds, and equity walks.

The Sobrato Early Academic Language (SEAL) program has been implemented at three schools (Cadwallader K - grade 3; Holly Oak TK - grade 6; and Montgomery TK - grade 6). The District will continue to support and sustain the model. The SEAL model includes six related components of a comprehensive approach to enrich language and literacy development. Backed by research, this structure will disrupt the Long Term English Learner cycle. In the TK through third-grade model, the goal is to provide age-appropriate literacy skills in English, mastery of the academic curriculum, and high levels of motivation and confidence in learners. The SEAL model seeks to develop students who love reading and writing, are proficient in two languages, are curious and active learners, and get students off to a powerful early start toward academic success. Recognizing the need for continued support beyond grade 3, this comprehensive and age-appropriate model of enriched language and literacy education designed for English learners was expanded to TK through grade 6 at two of three sites. New and/or teachers transferring to a SEAL school already in sustainability are afforded additional professional development through cohorts in order to build their understanding and foundational skills related to the program model.

EESD launched a Spanish Dual Language Immersion Program at Holly Oak Elementary School in 2020-2021. Students in kindergarten and first grade were immersed in a Two-Way Bilingual Immersion (TWBI) program in which they worked toward developing bi-literacy and biculturalism. A 90/10 (Spanish/English) program model was implemented in both grades. Students developed literacy in Spanish 90% percent of the day and 10% in English. As students move through the grades, the ratio of Spanish instruction to time spent instructing students in English decreases. Subsequently, the instructional minutes in English increase. By grade four, students receive a 50/50 balance of Spanish/English language instruction. Each year, an additional grade level will be added until the Dual Language program expands to grades K through 6 at the elementary level. Ultimately, students will be able to continue this program of choice at the middle school level in some core subjects.

To encourage and support the study of languages, students will be able to participate in the Pathway Awards recognition program. This program encourages students to learn a new language and/or maintain their primary language. EESD is currently registered with the California Department of Education as an LEA that participates in the Pathway Awards recognition program. Registration must be completed annually.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Looking at state assessments and local data will determine the direction needed to ensure all EL students are achieving language proficiency and moving towards academic excellence. District adopted ELA materials enable teachers to teach Designated and Integrated ELD. The instructional strategies found within the Ellevation platform also allow teachers to teach Designated and Integrated ELD in any curricular area. In addition, the data and progress monitoring side of Ellevation houses all pertinent student information which allows administrators, teachers, and other staff to quickly access student information such as standardized and local test scores, language acquisition status, instructional supports and accommodations, reclassification information, and federally required progress monitoring information. Progress monitoring of English learners is conducted a minimum of twice a year through the Ellevation platform. Students not meeting standards are identified for further intervention at the site level. Additionally, students meeting designated criteria may attend extended school year intervention, summer school, or academic summer enrichment programs.

Students need a comprehensive support structure to learn ELA and ELD standards and develop proficiency in both areas. Teachers in need of extra support to ensure students meet these rigorous requirements are provided professional learning opportunities. All sites will be able to provide targeted intervention for students who have been identified to receive such services. The Sobrato Early Academic Language (SEAL) program has been implemented at three schools receiving Title I funds (Cadwallader, Holly Oak, and Montgomery) and the district will continue to support and sustain its implementation through technical assistance where appropriate.

We will continue to improve the instructional program for English learners by identifying and acquiring cutting edge curriculum, instructional materials, and educational software. Assessment data, formative and summative, will be an integral part of this process. Our goal is to continue to develop and implement effective SDC preschool, elementary school, and secondary school language instruction educational programs that are coordinated with other relevant programs and services.

Providing effective professional development is an essential element to enhance student achievement for ELs. Research tells us that by improving the instruction and assessment of ELs, enhancing the ability of teachers, principals and other school leaders in the understanding and implementation of curriculum, as well as establishing cohesive assessment practices and instructional strategies for ELs, we will advance student achievement. This intentional and comprehensive work with teachers will have a positive and lasting impact on teachers' performance in the classroom as well as improved student learning.

Providing community participation programs, family literacy services, and parent and family outreach to English learners and their families will be sustained. The Educational Services Division relaunched a modified, targeted parent university program at six schools receiving Title I funding. Parents participated in a series of workshops to deepen their knowledge and understanding around supporting their child's academic and social emotional needs.

We will continue to revisit and revise the English Learner Master Plan annually with our educational partners. The district will also review the English Learner Road Map to strengthen programs and practices for English learners. The roadmap guides all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners. The Family Engagement Policy will also provide more support and information to expand our thinking around enabling ELs to become more proficient.