



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Evergreen Elementary School	43-69435-6047138	April 3, 2025	June 25, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Evergreen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 4
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 22
 - Academic Engagement 27
 - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1..... 31
 - Goal 2..... 37
 - Goal 3..... 42
- Budget Summary 45
 - Budget Summary 45
 - Other Federal, State, and Local Funds 45
- Budgeted Funds and Expenditures in this Plan 46
 - Funds Budgeted to the School by Funding Source..... 46
 - Expenditures by Funding Source 46
 - Expenditures by Budget Reference 46
 - Expenditures by Budget Reference and Funding Source 46
 - Expenditures by Goal..... 47
- School Site Council Membership 48
- Recommendations and Assurances 49

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Evergreen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

To effectively meet the planning requirements of our Local Control and Accountability Plan (LCAP) and other relevant federal, state, and local programs, our school has adopted a comprehensive approach focused on the following key strategies:

1. **Needs Assessment and Data Analysis:** We conduct regular needs assessments and analyze student data to identify areas of improvement and gaps in achievement. This informs our planning process and helps prioritize interventions.
2. **Stakeholder Engagement:** We engage diverse stakeholders including parents, teachers, administrators, and community members in the planning process. This ensures that our strategies are inclusive and address the needs of all students.
3. **Goal Setting and Action Planning:** Based on the needs identified, we set clear, measurable goals aligned with ESSA requirements and our LCAP priorities. Goals are specific, achievable, relevant, and time-bound.
4. **Evidence-Based Interventions:** We prioritize evidence-based practices and interventions proven to be effective in improving student outcomes. This includes professional development or training for teachers on implementing these interventions.
5. **Resource Allocation:** We align resource allocation with our identified needs and goals, ensuring that funds are strategically used to support effective programs and initiatives.
6. **Monitoring and Evaluation:** We establish systems for ongoing monitoring and evaluation of our programs and interventions. Progress toward goals is regularly assessed, and adjustments are made as needed based on data and feedback.
7. **Integration with Other Programs:** We ensure alignment and integration of ESSA planning efforts with other federal, state, and local programs, such as Title programs and special education services. This avoids duplication of efforts and maximizes resources.
8. **Equity and Access:** Our planning process emphasizes equity and access for all students, particularly those from underserved or disadvantaged backgrounds. We prioritize strategies that reduce achievement gaps and promote educational equity.

We view the planning process as iterative and continuously strive to improve our practices based on lessons learned and feedback received from stakeholders. By following this structured approach, we aim to meet ESSA's planning requirements effectively while aligning with our LCAP and other federal, state, and local programs. This ensures that our efforts are focused, strategic, and impactful in supporting the success of all students in our school community.

Educational Partner Involvement

How, when, and with whom did Evergreen Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory Committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

School Site Council (SSC) & English Language Advisory Council (ELAC):

September 24, 2024: Roles and Responsibilities of SSC Member. Examine Current SPSA Budget and goals
October 24, 2024: Comprehensive Safe School Plan, iReady Data Review
November 7, 2024: Review of Comprehensive Safe School Data / SARC and Goals from SPSA
November 8, 2023: Updating SPSA Plan Examine Data/Proposed Budget Allocation (General, Supplemental and Title programs)
January 8, 2025: Proposed Goals/Strategies/Activities
February 12, 2025: Continue Proposal of Goals and Activities
March 5, 2025: Continue Proposal of Goals and Activities
April 3, 2025: Vote SPSA Pending Approval
May xx, 2025: Final vote for SPSA via email

English Language Advisory Council (ELAC):

General Parent Population:

Marquee Announcement Posted 72 Hours Prior to Meeting
Hard copy agenda posted in office 72 hours prior to Meeting
All School Site Council Meetings are open to the general public and advertised as such on the school calendar and newsletters.

Teaching Staff

March 12, 2025: Teaching Staff SPSA Feedback and Goal work
April 4, 2025: Teaching Staff SPSA Feedback and Goal work
May xx, 2025: Present 2024/2025 SPSA at staff meeting

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

Referring to the California School Dashboard we have state indicators for which overall performance was in the "Red" or "Orange" performance category. Those categories are: Chronic Absenteeism and English Learner Progress.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

Referring to the California School Dashboard, we have no groups for which performance was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

We have seen an increase in student performance on our iReady diagnostic from #1 in September to #3 in March. There was a significant positive shift towards grade level competency at all levels school wide.

September 2023 Data:

Reading:

48% Mid or Above grade level
19% Early on grade level
25% One grade level below
4% Two grade levels below
4% Three or more grade levels below.

Math:

36% Mid or Above grade level
22% Early on grade level
32% One grade level below
6% Two grade levels below
3% Three or more grade levels below.

March 2024 Data:

Reading:

67% Mid or Above grade level
15% early on grade level
11% One grade level or below
3% Two grade levels below
3% Three or more grade levels below.

Math:

64% Mid or Above grade level
17% Early on grade level
16% One grade level below
1% Two or more grade levels below
2% Three or more grade levels below,

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Evergreen Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.35%	0.34%	0.19%	2	2	1
African American	0.7%	0.51%	0.38%	4	3	2
Asian	75.57%	74.83%	72.35%	433	437	382
Filipino	5.24%	5.31%	5.49%	30	31	29
Hispanic/Latino	11.52%	13.53%	14.02%	66	79	74
Pacific Islander	0%	%	%	0		
White	2.79%	2.40%	2.84%	16	14	15
Two or More Races	3.66%	3.08%	3.79%	21	18	20
Not Reported	0.17%	%	0.95%	1		5
Total Enrollment				573	584	528

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			20
Kindergarten	73	80	54
Grade 1	60	61	77
Grade 2	67	64	58
Grade3	85	69	65
Grade 4	92	87	67
Grade 5	102	99	87
Grade 6	94	104	100
Total Enrollment	573	584	528

Conclusions based on this data:

1. The Asian student population not only decreased in absolute numbers but also as a percentage of the overall enrollment, continuing a trend of decline from previous years. From 22-23 to 23-24, the decline of this population was minimal at less than one percent. However, between the 23-24 and 24-25 school years, the drop was almost 2.5%. The Asian population continues to be the largest demographic at Evergreen Elementary.

2. Our Hispanic/Latino population grew over a three-year timeframe from 11.52% in 22-23 to 14.02% in 24-25. However, while their percentage of the total population continued to rise, the actual number of Hispanic/Latino students saw a slight drop from the previous year (from 79 to 74 students), suggesting that their growth in proportion is now primarily due to the overall decrease in other student populations.
3. Over the past three years, declining enrollment has affected Evergreen Elementary School seeing our overall population drop from 578 students in 21/22, to 573 in 22/23. For the 23/24 school year, Evergreen experienced a slight increase of 11 students, however 2024-2025 reversed this increase, with a significant drop from from 584 to 528 students; a total of 56 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	109	86	62	19.0%	14.7%	11.7%
Fluent English Proficient (FEP)	172	172	143	30.0%	29.5%	27.1%
Reclassified Fluent English Proficient (RFEP)	38	53	48	6.6%	9.1%	9.1%

Conclusions based on this data:

1. Our EL population has continues to decline, with a 3.0% decrease between the 2023–2024 and 2024–2025 school years. This follows a 4.3% decrease the previous year, indicating a steady reduction over time.
2. The number of Fluent English Proficient (FEP) students, which remained static between 2022–2024, has now declined by 29 students (2.4% drop) in 2024–2025.
3. Between the 2022–2023 and 2023–2024 school years, the number of RFEP students increased by 39.47%. In 2024–2025, while the count decreased slightly by 5 students, the percentage held steady at 9.1%, indicating consistent reclassification outcomes.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	87	84	70	85	84	65	85	84	65	97.7	100.0	92.9
Grade 4	95	96	87	94	95	87	94	95	87	98.9	99.0	100
Grade 5	95	103	98	95	98	97	95	98	97	100.0	95.1	99
Grade 6	92	97	105	91	97	104	91	97	104	98.9	100.0	99
All Grades	369	380	360	365	374	353	365	374	353	98.9	98.4	98.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2495.	2517.	2485.	52.94	69.05	49.23	24.71	14.29	29.23	15.29	5.95	13.85	7.06	10.71	7.69
Grade 4	2555.	2535.	2558.	67.02	54.74	67.82	19.15	25.26	13.79	7.45	7.37	8.05	6.38	12.63	10.34
Grade 5	2605.	2571.	2576.	70.53	53.06	51.55	16.84	26.53	30.93	7.37	11.22	7.22	5.26	9.18	10.31
Grade 6	2618.	2608.	2602.	53.85	50.52	47.12	29.67	32.99	36.54	12.09	9.28	6.73	4.40	7.22	9.62
All Grades	N/A	N/A	N/A	61.37	56.42	53.82	22.47	25.13	28.05	10.41	8.56	8.50	5.75	9.89	9.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.35	51.19	29.23	54.12	41.67	64.62	3.53	7.14	6.15
Grade 4	38.30	48.42	47.13	57.45	43.16	48.28	4.26	8.42	4.60
Grade 5	48.42	41.84	39.18	49.47	45.92	54.64	2.11	12.24	6.19
Grade 6	46.15	41.24	41.35	48.35	51.55	49.04	5.49	7.22	9.62
All Grades	43.84	45.45	39.94	52.33	45.72	53.26	3.84	8.82	6.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.71	59.52	40.00	52.94	32.14	50.77	2.35	8.33	9.23
Grade 4	53.19	40.00	50.57	41.49	46.32	41.38	5.32	13.68	8.05
Grade 5	61.05	47.96	49.48	34.74	44.90	42.27	4.21	7.14	8.25
Grade 6	51.65	51.55	45.19	41.76	38.14	47.12	6.59	10.31	7.69
All Grades	52.88	49.47	46.74	42.47	40.64	45.04	4.66	9.89	8.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	27.38	26.15	69.41	64.29	70.77	10.59	8.33	3.08
Grade 4	21.28	24.21	29.89	72.34	65.26	60.92	6.38	10.53	9.20
Grade 5	36.84	20.41	35.05	61.05	72.45	54.64	2.11	7.14	10.31
Grade 6	25.27	32.99	23.08	67.03	59.79	69.23	7.69	7.22	7.69
All Grades	26.03	26.20	28.61	67.40	65.51	63.46	6.58	8.29	7.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.94	38.10	30.77	62.35	55.95	60.00	4.71	5.95	9.23
Grade 4	45.74	42.11	41.38	51.06	48.42	51.72	3.19	9.47	6.90
Grade 5	51.58	34.69	36.08	41.05	58.16	54.64	7.37	7.14	9.28
Grade 6	49.45	40.21	39.42	47.25	54.64	56.73	3.30	5.15	3.85
All Grades	45.21	38.77	37.39	50.14	54.28	55.52	4.66	6.95	7.08

Conclusions based on this data:

1. The percentage of our third through sixth grade students were administered the English Language Arts 23/24 CAASPP assessment remains static at 98% of all students.
2. In "Overall Achievement" remained static between the 22/23 and 23/24 school year at 81% of our students exceeded or met standard.

3. We experienced an overall 2% decrease of student performance in exceeded or met standard for reading, writing, listening and research/inquiry between the 21/22 and 22/23 school years. This 2% decrease remained static between the 22/23 and 23/24 school years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	87	84	70	85	84	65	85	84	65	97.7	100.0	92.9
Grade 4	95	96	87	94	96	87	94	96	87	98.9	100.0	100
Grade 5	95	103	98	95	100	97	95	100	97	100.0	97.1	99
Grade 6	92	97	105	91	97	104	91	97	104	98.9	100.0	99
All Grades	369	380	360	365	377	353	365	377	353	98.9	99.2	98.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2517.	2535.	2520.	60.00	71.43	61.54	29.41	16.67	29.23	7.06	7.14	7.69	3.53	4.76	1.54
Grade 4	2552.	2542.	2579.	55.32	52.08	64.37	29.79	26.04	19.54	6.38	12.50	10.34	8.51	9.38	5.75
Grade 5	2604.	2574.	2580.	70.53	54.00	58.76	16.84	24.00	18.56	4.21	7.00	13.40	8.42	15.00	9.28
Grade 6	2632.	2648.	2635.	62.64	76.29	66.35	15.38	11.34	17.31	16.48	1.03	4.81	5.49	11.34	11.54
Grade 11															
All Grades	N/A	N/A	N/A	62.19	63.13	62.89	22.74	19.63	20.40	8.49	6.90	9.07	6.58	10.34	7.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	67.06	73.81	66.15	27.06	20.24	33.85	5.88	5.95	0.00
Grade 4	58.51	61.46	73.56	31.91	26.04	20.69	9.57	12.50	5.75
Grade 5	65.26	53.00	60.82	24.21	31.00	28.87	10.53	16.00	10.31
Grade 6	59.34	70.10	67.31	30.77	18.56	21.15	9.89	11.34	11.54
Grade 11									
All Grades	62.47	64.19	66.86	28.49	24.14	25.50	9.04	11.67	7.65

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57.65	65.48	56.92	38.82	29.76	41.54	3.53	4.76	1.54
Grade 4	59.57	44.79	54.02	31.91	42.71	40.23	8.51	12.50	5.75
Grade 5	55.79	43.00	41.24	37.89	43.00	46.39	6.32	14.00	12.37
Grade 6	49.45	64.95	62.50	42.86	24.74	26.92	7.69	10.31	10.58
All Grades	55.62	54.11	53.54	37.81	35.28	38.24	6.58	10.61	8.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56.47	69.05	50.77	40.00	26.19	47.69	3.53	4.76	1.54
Grade 4	50.00	46.88	55.17	39.36	43.75	35.63	10.64	9.38	9.20
Grade 5	55.79	41.00	41.24	38.95	50.00	50.52	5.26	9.00	8.25
Grade 6	59.34	67.01	57.69	37.36	25.77	34.62	3.30	7.22	7.69
All Grades	55.34	55.44	51.27	38.90	36.87	41.64	5.75	7.69	7.08

Conclusions based on this data:

1. Approximately 99% of our third through sixth grade students were administered the Mathematics CAASPP assessment between the 21/22 through the 23/24 school years.
2. In "Overall Achievement" 83.29% of our students exceeded or met standard for the 23/24 school year for Mathematics. This number remains fairly static from the 21/22 through the 23/24 school years
3. Between 22/23 and 23/24 our students demonstrated a 4% increase in Concepts and Procedures, 2% increase in Problem Solving & Modeling/Data Analysis and maintained current levels in above standard and at or near standard for Mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1461.1	1468.3	1433.7	1470.9	1478.3	1436.1	1437.9	1445.0	1428.2	17	16	22
1	1525.8	*	*	1503.8	*	*	1547.3	*	*	12	10	8
2	1537.6	*	*	1524.9	*	*	1549.7	*	*	16	6	5
3	1543.6	*	*	1554.6	*	*	1531.9	*	*	14	7	7
4	1544.7	1532.4	*	1539.9	1537.9	*	1549.0	1526.5	*	18	11	8
5	1580.2	1503.2	*	1567.9	1489.6	*	1591.9	1516.4	*	14	12	6
6	1588.0	*	*	1594.0	*	*	1581.5	*	*	11	7	9
All Grades										102	69	65

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.65	37.50	22.73	58.82	37.50	40.91	17.65	25.00	22.73	5.88	0.00	13.64	17	16	22
1	58.33	*	*	33.33	*	*	8.33	*	*	0.00	*	*	12	*	*
2	56.25	*	*	37.50	*	*	6.25	*	*	0.00	*	*	16	*	*
3	57.14	*	*	35.71	*	*	7.14	*	*	0.00	*	*	14	*	*
4	61.11	45.45	*	27.78	27.27	*	0.00	9.09	*	11.11	18.18	*	18	11	*
5	71.43	33.33	*	21.43	16.67	*	0.00	16.67	*	7.14	33.33	*	14	12	*
6	54.55	*	*	27.27	*	*	18.18	*	*	0.00	*	*	11	*	*
All Grades	52.94	33.33	29.23	35.29	34.78	36.92	7.84	15.94	20.00	3.92	15.94	13.85	102	69	65

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.18	37.50	22.73	35.29	43.75	36.36	17.65	6.25	22.73	5.88	12.50	18.18	17	16	22
1	58.33	*	*	16.67	*	*	25.00	*	*	0.00	*	*	12	*	*
2	68.75	*	*	25.00	*	*	6.25	*	*	0.00	*	*	16	*	*
3	64.29	*	*	35.71	*	*	0.00	*	*	0.00	*	*	14	*	*
4	66.67	72.73	*	22.22	0.00	*	0.00	9.09	*	11.11	18.18	*	18	11	*
5	64.29	33.33	*	28.57	16.67	*	0.00	25.00	*	7.14	25.00	*	14	12	*
6	54.55	*	*	36.36	*	*	9.09	*	*	0.00	*	*	11	*	*
All Grades	59.80	46.38	41.54	28.43	21.74	26.15	7.84	14.49	16.92	3.92	17.39	15.38	102	69	65

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.71	12.50	22.73	35.71	43.75	31.82	21.43	31.25	36.36	7.14	12.50	9.09	14	16	22
1	23.81	*	*	57.14	*	*	9.52	*	*	9.52	*	*	21	*	*
2	56.52	*	*	39.13	*	*	4.35	*	*	0.00	*	*	23	*	*
3	42.86	*	*	23.81	*	*	23.81	*	*	9.52	*	*	21	*	*
4	50.00	27.27	*	40.00	36.36	*	5.00	18.18	*	5.00	18.18	*	20	11	*
5	*	25.00	*	*	25.00	*	*	8.33	*	*	41.67	*	*	12	*
6	54.55	*	*	0.00	*	*	36.36	*	*	9.09	*	*	11	*	*
All Grades	35.29	17.39	23.08	41.18	42.03	26.15	18.63	18.84	33.85	4.90	21.74	16.92	102	69	65

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	64.71	56.25	27.27	35.29	37.50	63.64	0.00	6.25	9.09	17	16	22
1	66.67	*	*	33.33	*	*	0.00	*	*	12	*	*
2	43.75	*	*	56.25	*	*	0.00	*	*	16	*	*
3	78.57	*	*	21.43	*	*	0.00	*	*	14	*	*
4	66.67	63.64	*	27.78	18.18	*	5.56	18.18	*	18	11	*
5	42.86	33.33	*	57.14	33.33	*	0.00	33.33	*	14	12	*
6	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
All Grades	57.84	44.93	44.62	41.18	40.58	43.08	0.98	14.49	12.31	102	69	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	37.50	27.27	58.82	43.75	45.45	11.76	18.75	27.27	17	16	22
1	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
2	68.75	*	*	31.25	*	*	0.00	*	*	16	*	*
3	71.43	*	*	28.57	*	*	0.00	*	*	14	*	*
4	55.56	63.64	*	33.33	18.18	*	11.11	18.18	*	18	11	*
5	85.71	41.67	*	7.14	33.33	*	7.14	25.00	*	14	12	*
6	63.64	*	*	36.36	*	*	0.00	*	*	11	*	*
All Grades	59.80	44.93	40.00	35.29	36.23	40.00	4.90	18.84	20.00	102	69	65

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	18.75	22.73	82.35	81.25	68.18	5.88	0.00	9.09	17	16	22
1	66.67	*	*	33.33	*	*	0.00	*	*	12	*	*
2	31.25	*	*	68.75	*	*	0.00	*	*	16	*	*
3	21.43	*	*	64.29	*	*	14.29	*	*	14	*	*
4	27.78	9.09	*	61.11	72.73	*	11.11	18.18	*	18	11	*
5	50.00	33.33	*	42.86	25.00	*	7.14	41.67	*	14	12	*
6	45.45	*	*	27.27	*	*	27.27	*	*	11	*	*
All Grades	34.31	23.19	21.54	56.86	57.97	58.46	8.82	18.84	20.00	102	69	65

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.06	62.50	27.27	41.18	25.00	63.64	11.76	12.50	9.09	17	16	22
1	33.33	*	*	66.67	*	*	0.00	*	*	12	*	*
2	81.25	*	*	18.75	*	*	0.00	*	*	16	*	*
3	21.43	*	*	78.57	*	*	0.00	*	*	14	*	*
4	50.00	54.55	*	38.89	27.27	*	11.11	18.18	*	18	11	*
5	64.29	25.00	*	28.57	33.33	*	7.14	41.67	*	14	12	*
6	63.64	*	*	36.36	*	*	0.00	*	*	11	*	*
All Grades	51.96	40.58	26.15	43.14	39.13	64.62	4.90	20.29	9.23	102	69	65

Conclusions based on this data:

1. We administered the ELPAC assessment to 120 ELLs in 20/21 school year, 69 ELLs in the 22/23 school year, and 65 ELLs in 23/24.

2. In addition to the trend of declining numbers of students being administered the ELPAC assessment; the fewest students since the 20/21 school year, the number of students scoring at the 1 and 2 levels dropped 8% between 22/23 and 23/24.
3. During the 22/23 school year, our students struggled the most in the writing and reading domain of the ELPAC with 20.9% of students at the beginning level. In the 23/24 school year, students struggled the most in speaking and reading with 20% in each area at the beginning level.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
584	11.1%	14.7%	0.2%
Total Number of Students enrolled in Evergreen Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	14.7%
Foster Youth	1	0.2%
Homeless	4	0.7%
Socioeconomically Disadvantaged	65	11.1%
Students with Disabilities	68	11.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
American Indian	2	0.3%
Asian	437	74.8%
Filipino	31	5.3%
Hispanic	79	13.5%
Two or More Races	18	3.1%
Pacific Islander	0	0.0%
White	14	2.4%

Conclusions based on this data:

- The largest ethnic group of our school is Asian and the smallest ethnic group is African American.

2. EL Learners are 14.7 percent of our school's population.
3. Socioeconomically disadvantaged students make up 11 percent of our school's population, and 11 percent are identified as students with disabilities.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Green	Suspension Rate Blue
Mathematics Blue		
English Learner Progress Green		

Conclusions based on this data:

1. Our ELA and Mathematic CAASPP scores are in the "high" category on the California School Dashboard.
2. Our EL Learners increased their ELPAC scores bringing us into the "green" category on the California School Dashboard.

3. Our suspension and chronic absenteeism scores are in the "low to average" category on the California School Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

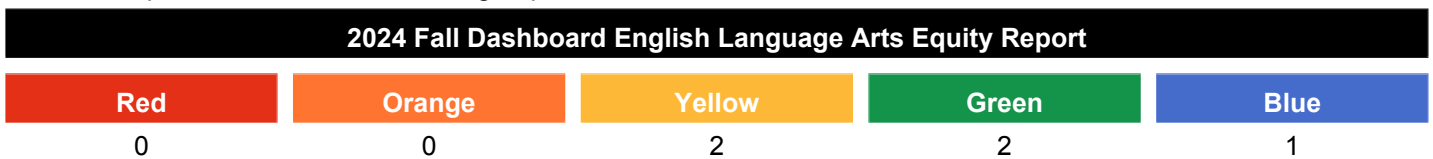
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>74.8 points above standard</p> <p>Maintained 1.8 points</p> <p>347 Students</p>	<p>English Learners</p> <p>Green</p> <p>44.9 points above standard</p> <p>Increased 8.0 points</p> <p>72 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.0 points above standard</p> <p>Increased 18.9 points</p> <p>52 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>51.3 points below standard</p> <p>Increased 18.2 points</p> <p>32 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>91.7 points above standard</p> <p>Maintained 0.8 points</p> <p>266 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>32.0 points above standard</p> <p>Declined 31.0 points</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>6.1 points below standard</p> <p>Increased 16.1 points</p> <p>41 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>103.3 points above standard</p> <p>Increased 13.7 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>

Conclusions based on this data:

1. The following groups performed at the "very high" performance level on the California School Dashboard: All Students (74.8 points above standard), EL Learners (44.9 points above standard), and Asian (91.7 points above standard).
2. Although many groups performed above standard, there were two groups that performed below standard. These groups performed at the "yellow" zone: Hispanic Students & Students with Disabilities. However, Hispanic students' performance increased by 16.1 points, and Students with Disabilities' performance increased by 51.3 points).
3. Our Reclassified EL Learners scored 93.3 points above standard, which was the highest deviation from standard by any group on our campus.

School and Student Performance Data

Academic Performance Mathematics

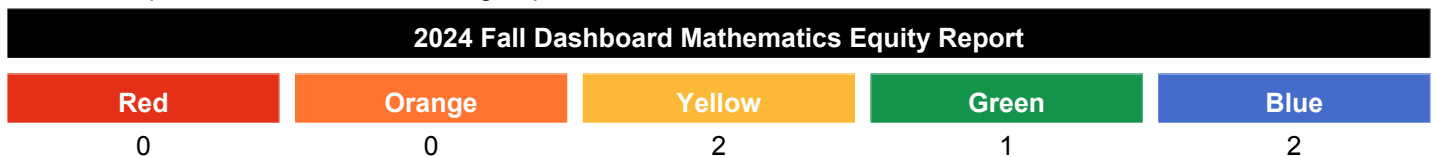
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>80.7 points above standard</p> <p>Maintained 1.1 points</p> <p>347 Students</p>	<p>English Learners</p> <p>Blue</p> <p>64.8 points above standard</p> <p>Increased 22.3 points</p> <p>72 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.6 points below standard</p> <p>Increased 30.6 points</p> <p>52 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>59.7 points below standard</p> <p>Increased 18.4 points</p> <p>32 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>105.3 points above standard</p> <p>Maintained 2.6 points</p> <p>266 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>13.4 points above standard</p> <p>Declined 19.4 points</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>38.8 points below standard</p> <p>Increased 10.4 points</p> <p>43 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>72.6 points above standard</p> <p>Maintained 1.3 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>

Conclusions based on this data:

1. The following groups performed at the "very high" performance level on the California School Dashboard: All Students (80.7 points above standard), EL Learners (64.8 points above standard), and Asian (105.3 points above standard).
2. Although many groups performed above standard there were 2 groups that performed below standard. Those groups were Hispanic (38.8 points below standard) and Students with Disabilities (59.7 points below standard)
3. Our Reclassified EL Learners scored 94 points above standard, which was the second highest deviation from standard by any group on our campus.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 57.1% making progress. Number Students: 42 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10%	32.5%	7.5%	50%

Conclusions based on this data:

- Our EL Learners are making progress towards English language proficiency as indicated with being 57.1 points above standard in their performance level on the California School Dashboard.
- We have a total of 42 students that were scored for our EL data and 20 of those EL students progressed at least one ELPI level.
- We do have students that are maintaining and/or decreasing at the lower ELPI levels. Of our 42 EL students, 4 students decreased one level, 13 students maintained ELPI Level 1, 2L, 2H, 3L, or 3H, and 3 maintained an ELPI level of 4.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>7% Chronically Absent</p> <p>Declined 2.1</p> <p>598 Students</p>	<p>English Learners</p> <p> Orange</p> <p>15.4% Chronically Absent</p> <p>Increased 5.8</p> <p>91 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>12% Chronically Absent</p> <p>Declined 14.6</p> <p>100 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>21.5% Chronically Absent</p> <p>Declined 1.7</p> <p>79 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>5.7% Chronically Absent</p> <p>Declined 0.9</p> <p>440 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>6.5% Chronically Absent</p> <p>Increased 6.5</p> <p>31 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>12.5% Chronically Absent</p> <p>Declined 15.7</p> <p>88 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5% Chronically Absent</p> <p>Declined 3.3</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Increased 8.4</p> <p>14 Students</p>

Conclusions based on this data:

1. The following groups show a low level of chronic absenteeism on the California School Dashboard: All students (7% of our 598 students) & Asian students (5% of 440 students).
2. The following groups show a high rate of chronic absenteeism on the California School Dashboard: Students with Disabilities (21.5%) and English Learners (15.4%).
3. Our Hispanic students improved their chronic absenteeism rate with a decline of 15.7 points (a total of 88 student reported), and our Socioeconomically Disadvantaged students improved their chronic absenteeism with a decline of 14.6 points (a total of 100 students reported).

School and Student Performance Data

Conditions & Climate Suspension Rate

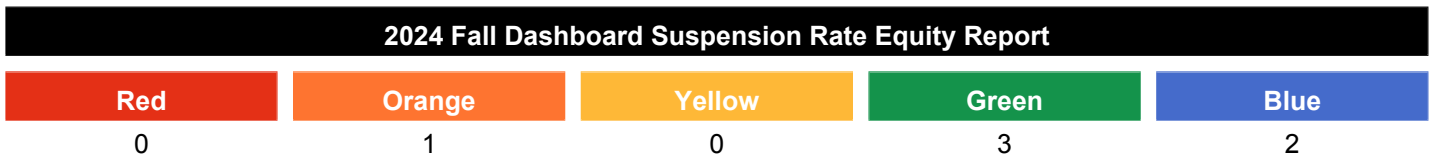
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0.2%</p> <p>601 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.3%</p> <p>92 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1% suspended at least one day</p> <p>Declined 3.9%</p> <p>101 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>2.5% suspended at least one day</p> <p>Declined 3.8%</p> <p>80 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>442 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>31 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 2.9%</p> <p>89 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 1.3%</p> <p>14 Students</p>

Conclusions based on this data:

1. 0.5% of all students were suspended at least one day in the school year.
2. 1% of our socioeconomically disadvantaged students were suspended at least one day in the school year and 1.1% of our Hispanic students were suspended at least one day in the school year. Their suspension rate was lower than our White student group that saw a 7.1% suspension rate for the school year.
3. Our Filipino and two or more races student groups saw a 0% suspension rate for the school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions of Learning

Evergreen Elementary School will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Evergreen Elementary School is rated in the Blue. While suspensions at Evergreen Elementary School are very low, the dashboard indicates a need to focus on the disproportionate number of Hispanic, Socioeconomically Disadvantaged, and Chronically Absent students who are suspended.

Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Evergreen Elementary School, all students scored 83.4% proficient in Math, and 81.87% proficient in Language Arts. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged, and English Learner students for both Math and Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 57.1% of ELs at Evergreen Elementary School are making progress towards English language proficiency, putting Evergreen Elementary School in Orange. At Evergreen Elementary School, our goal is to increase the percentage of English Learners scoring a 4 on the summative ELPAC (currently 8.2%) to increase reclassification rates to Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Evergreen Elementary School, all students scored 63.92% proficient. Proficiency gaps existed for English Learners and Socioeconomically Disadvantaged students.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 80% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for Hispanic and English Learners. In March of 2024, 81% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for supports for Hispanic and English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is Yellow with 0.5% suspended at least one day. 2.5% of Students with Disabilities were suspended, putting them in green. 1% of Hispanic and Socioeconomically Disadvantaged students were suspended, putting both subgroups in the green.	The overall suspension rate will maintain a green indicator or decrease, moving each subgroup to the blue on the California School Dashboard.
CAASPP ELA	<p>Overall, all students are 74.8 points above standard, a blue rating, however, this indicates a decline of 1.8.</p> <p>English Learners are 44.9 points above standard, an increase of 8 points, placing them in the green. Socio-economically disadvantaged students are 5 points above standard, an increase of 18.9 points, placing them in the green.</p> <p>Students with disabilities are 51.3 points below standard, an increase of 18.2 points, placing them in the yellow.</p> <p>Asian students are 91.7 points above standard, maintaining .8 points, placing them in the blue.</p> <p>Hispanic students are 6.1 points below standard, an increase of 16.1 points, placing them in the yellow.</p>	Overall, all students will increase points above standard by 3%. Student groups in the yellow will increase to the next color band level.
CAASPP Math	<p>Overall, all students are 80.7 points above standard, a blue rating, maintaining 1.1 points, placing them in the blue.</p> <p>English Learners are 64.8 points above standard, an increase of 22.3 points, placing them in the blue. Socio-economically disadvantaged students are 4.6 points below standard. However, this indicates an increase of 30.6 points, placing them in the green.</p> <p>Students with disabilities are 59.7 points below standard. However, this indicates an increase of 18.4 points, placing them in the yellow.</p> <p>Asian students are 105.3 points above standard, maintaining 2.6 points, placing them in the blue.</p> <p>Hispanic students are 38.8 points below standard. However, this indicates an increase of 10.4 points, placing them in the yellow.</p>	Overall, all students will increase points above standard by 3%. Student groups in the yellow will increase to the next color band level.
CAST	Overall, all 5th grade students are 56.9% met or exceeded standard.	Subgroups will increase points above standard by 3%.

	33.33% of Hispanic students met or exceeded standards. 60.72% of socioeconomically disadvantaged students met or exceeded standards.	
CA Dashboard English Learner Progress	57.1% of English Learners making progress towards English language proficiency. This shows an increase of 4 points, placing them in the green.	Overall, English learners will increase points above standard by 3%.
iReady Reading T3 Diagnostic	80.0% of all students achieved proficiency Students in the following sub groups achieved proficiency at the following percentages: 51% of Hispanic 80% of Asian students 35% of English Learners 26% of Special education students	The proficiency gap of all Hispanic students, English Learners, and students with disabilities will decrease by 3%.
iReady Math T3 Diagnostic	81% of all students achieved proficiency Students in the following sub groups achieved proficiency at the following percentages: 42% of Hispanic 86% of Asian students 53% of English Learners 24% of Special education students	The proficiency gap of all Hispanic, English Learners, and students with disabilities will decrease by 3%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.	All students	2700 General Fund 5800: Professional/Consulting Services And Operating Expenditures Obj. 5815
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	EL Students Students below grade level Students with behavior that impedes learning.	5,565.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries Obj. 1120 1742.00 Supplemental Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits 2500.00 Title III 1000-1999: Certificated Personnel Salaries Obj. 1120 545.00 Title III 3000-3999: Employee Benefits 489.00 Title III 4000-4999: Books And Supplies Obj. 4310 7,000 Supplemental Fund 2000-2999: Classified Personnel Salaries Obj. 2190 2544.00 Supplemental Fund 3000-3999: Employee Benefits
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, SEL and Science. Fund a current staff member to provide site technical support.	EL Students Students below grade level Students with behavior that impedes learning.	6,500 General Fund 5000-5999: Services And Other Operating Expenditures Obj. 5826 2,000 Supplemental Fund 1000-1999: Certificated Personnel Salaries 435 Supplemental Fund 3000-3999: Employee Benefits
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	8500.00 General Fund 4000-4999: Books And Supplies Obj. 4365

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both qualitative and quantitative indicators.

Student Discipline: The strategies implemented to reduce student suspensions demonstrated significant effectiveness. We observed substantial decreases in suspension rates across all student groups analyzed. Notably, the suspension rates for Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students not only met but significantly exceeded expectations, resulting in positive shifts in their Dashboard categories. This indicates that the implemented interventions in this area were highly successful.

CAASPP ELA: The actions aimed at improving ELA proficiency for Socioeconomically Disadvantaged and Hispanic students also proved effective. Both subgroups showed increases in proficiency that surpassed the expectation of maintaining baseline levels. This suggests that the strategies employed positively impacted ELA outcomes for these student populations.

Math CAASPP: Strategies focused on reducing the math proficiency gap for Socioeconomically Disadvantaged and Hispanic students were highly effective. The actual reductions in the proficiency gaps for both groups significantly exceeded the expected 3% decrease. This indicates a strong positive impact of the implemented actions on math equity.

CAST: Similar to Math CAASPP, the interventions targeting the science proficiency gap for Socioeconomically Disadvantaged and Hispanic students were very effective. The observed decreases in the proficiency gaps for both subgroups were considerably larger than the anticipated 3% reduction, highlighting the success of the strategies in science.

English Learner Progress: The strategies aimed at increasing the progress of English Learners towards English language proficiency were effective, as evidenced by the 3.9% increase in the percentage of students making progress, exceeding the implied expectation of maintaining the baseline.

i-Ready Reading Trimester 3 Diagnostic: The strategies designed to decrease the reading proficiency gaps for Hispanic students and English Learners were highly effective. Both subgroups demonstrated reductions in their respective proficiency gaps that significantly surpassed the expected 3% decrease.

iReady T3 Diagnostic - Math: The effectiveness of strategies in reducing math proficiency gaps on the i-Ready assessment showed mixed results. While the English Learner subgroup exceeded the expected 3% reduction in the gap, the Hispanic student subgroup showed a smaller reduction than anticipated. This suggests that the implemented actions had a more positive impact on the math proficiency of English Learners compared to Hispanic students on this particular assessment.

In conclusion, the implementation of strategies and activities to achieve Goal 1 has been largely effective, with significant and often greater-than-expected progress observed in student discipline, ELA, Math, Science, and Reading outcomes for various student subgroups. The area of i-Ready Math showed a more nuanced outcome, indicating a need for further examination of the strategies impacting Hispanic students in mathematics.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Successful Implementation:

Strategy 1.2 Academic Interventions - All teachers were able to implement iReady at or above the baseline requirements. In addition, selected students in grades K, 1, 2, and 4 were supported with after school teacher-led intervention in ELA, selected students in grades 3, 5, and 6 were supported with after school intervention with

Knowledge Quest, and selected struggling readers in grades 2 and 3 were supported through Ready Readers phonics intervention. The technology support teacher kept systems for intervention and support updated and operating systems current.

Strategy 1.4 - Facilities were maintained at the site level.

Modified Implementation:

Strategy 1.1 Professional Development - Teachers received professional development at staff meetings and District Site Thursdays. Teachers received training in de-escalation strategies and restorative practices. They also received training with mainstreaming and inclusion practices. Teachers did not engage in release time for observation of other classrooms or professional development for math or phonics instruction.

Implementation Challenges

Strategy 1.3 Digital Content - Students have access to all district approved digital textbooks and supports. In addition, students have access to Accelerated Reader, Mystery Science, and BrainPop. All of these programs are used to support students with curriculum content, as well as interventions and enrichment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2024–2025, expenditures for intervention programs exceeded the originally allocated funds, requiring the use of multiple funding sources to fully support implementation throughout the school year. As a result, we are pivoting to revised intervention models for the 2025–2026 school year to ensure sustainability and alignment with available resources.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Evergreen Elementary School will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Regarding California Dashboard Engagement, the strategies implemented to reduce chronic absenteeism demonstrated notable success. Evergreen Elementary School not only met but exceeded the expected decrease in the overall chronic absenteeism rate, moving from 9.1% to 7% and remaining in the Orange category. This achievement is further highlighted by the significant drop in the chronic absenteeism rate for Hispanic students (from a baseline of 28.2% in Red to 12.5% in Yellow) and socioeconomically disadvantaged students (now at 12% in Yellow). While English learners (15%) and students with disabilities (21%) remain in the Orange category at Evergreen Elementary School, the overall positive trend and improvements in specific subgroups suggest a positive impact of the implemented strategies. Continued monitoring and targeted supports for English learners and students with disabilities may yield further reductions.

In the area of CA Dashboard Conditions and Climate, the strategies to reduce student suspension rates at Evergreen Elementary School were highly effective across all categories. The overall student suspension rate decreased from 0.7% (Yellow) to 0.5% (Green), meeting the expected outcome. More significantly, the suspension rates for students with disabilities decreased dramatically from 6.3% (Red) to 1% (Green), far surpassing expectations. Similar substantial reductions were observed for Hispanic students (from 4.9% in Orange to 1% in Green) and socioeconomically disadvantaged students (from 4.9% in Orange to 1% in Green), both exceeding expected decreases. These outcomes indicate a successful implementation of strategies aimed at fostering a more positive and supportive school climate.

However, the data from PowerSchool Incident Management presents a more complex picture. While 50% of all office referrals at Evergreen Elementary School resulted in Other Means of Correction (OMC), an analysis of student groups referred disproportionately reveals potential areas of concern. Notably, Hispanic/Latino students, who comprise 13.5% of the student population, accounted for 25% of the discipline incidents. Similarly, White (2.4% of population, 25% of incidents) and Filipino (5.3% of population, 25% of incidents) students also appear overrepresented in discipline incidents. Conversely, Asian, African American, American Indian/Alaska Native, Pacific Islander, and students identifying as Two or More Races had 0% of reported discipline incidents. This suggests a potential disproportionality in disciplinary actions affecting Hispanic/Latino, White, and Filipino students, warranting a closer examination of contributing factors despite the positive trends in chronic absenteeism for Hispanic students. The fact that 25% of each of the identified student groups (White, Filipino, Hispanic/Latino, and Vietnamese) were involved in suspensions or other means of correction, despite their differing representation in the student body, requires further investigation to understand the nuances of these disciplinary actions.

Finally, the Safety Survey data for Evergreen Elementary School indicates generally positive trends in familiarity with school-wide rules among students (69.6% to 76.4%) and the community (67.16% to 76.4%). However, there was a slight decrease in staff familiarity (91.3% to 88.4%). While overall awareness is high, the dip in staff familiarity warrants further exploration to ensure consistent understanding and implementation of school-wide rules across all staff members.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall student chronic absentee rate is orange, with 7% chronically absent. 12.5% of Hispanic students were chronically absent, putting them in yellow. 12% of socioeconomically disadvantaged students were chronically absent, also placing them in the yellow. English learners and students with disabilities were both in the orange, with 15% and 21% respectively.	While the overall chronic absenteeism rate moved from 9.1% to 7%, the overall chronic absenteeism rate will decrease by 2%. Student groups in the orange or yellow will increase one color band level.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is green with 0.5% suspended at least one day. 1% of Students with SED were suspended, putting them in green. 1% of Hispanic students were suspended, putting them in green. 1% of Students with Disabilities were suspended, putting them in green.	The overall suspension rate has decreased from 0.7% to 0.5% and meets the expected outcome of maintaining or decreasing. It has also moved from the Yellow to the Green category. The overall rate of suspension will remain the same.
PowerSchool Incident Management	50% of all office referrals resulted in OMC from August 2024 to May 2025 in PowerSchool. Student groups that were referred disproportionately included: 25% of Hispanic students, however, the data indicates that 25% of each of the identified student groups (presumably White, Filipino, Hispanic/Latino, and Vietnamese, were involved in suspensions (both in-school and out-of-school) or other means of correction.	Student groups that were referred disproportionately will decrease in office referrals as follows: 15% of Hispanic students
EESD Safety Survey	In Fall 2024, 88.4% of staff are familiar or very familiar with the school wide rules. 76.1% of students are familiar or very familiar with the school wide rules. 76.4% of community are familiar or very familiar with the school wide rules.	In fall 2024, there was a slight decrease in the percentage of staff who are familiar with the school-wide rules, dropping from 91.3% to 88.4%. Therefore for 2025, 90% of staff will be familiar or very familiar with the school wide rules. In 2024, there was a notable increase in student familiarity with the rules from 69.6% to 74.6%. For 2025, 76% of students will be familiar or very familiar with the school wide rules. In 2025, there was a notable increase in community familiarity with the rules

jumping from 67.1% to 72.16%. For 2025, 74% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strategy 2.1 PBIS</p> <p>Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students. This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, sensory room, rewards system, and assemblies.</p>	All Students	6799.41 Supplemental Fund 4000-4999: Books And Supplies Obj. 4310
2.2	<p>Strategy 2.2 Family Engagement</p> <p>In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, student social events, volunteer opportunities, attendance workshops, and parent nights.</p>	All Students	2138.59 Supplemental Fund 4000-4999: Books And Supplies Obj. 4351 , Obj. 4310
2.3	<p>Strategy 2.3 Family Communication</p> <p>Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.</p>	All Students	2,000 General Fund 4000-4999: Books And Supplies Obj. 4310
2.4	<p>Strategy 2.4 Enrichment Opportunities</p> <p>The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors/tutoring, and social skills lessons.</p> <p>Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, sports, collaborations with local high school groups, and teacher led clubs.</p>	All Students	3001.23 General Fund 4000-4999: Books And Supplies Obj. 4310

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal Two, as demonstrated by both qualitative and quantitative indicators.

Regarding CA Dashboard Engagement, the strategies implemented to reduce chronic absenteeism demonstrated notable success. We not only met but exceeded the expected decrease in the overall chronic absenteeism rate, moving from 9.1% to 7% and remaining in the Orange category. This achievement is further highlighted by the significant drop in the chronic absenteeism rate for Hispanic students (from a baseline of 28.2% in Red to 12.5% in Yellow) and socioeconomically disadvantaged students (now at 12% in Yellow). While English learners (15%) and students with disabilities (21%) remain in the Orange category, the overall positive trend and improvements in specific subgroups suggest a positive impact of the implemented strategies. Continued monitoring and targeted supports for English learners and students with disabilities may yield further reductions.

In the area of CA Dashboard Conditions and Climate, the strategies to reduce student suspension rates were highly effective across all categories. The overall student suspension rate decreased from 0.7% (Yellow) to 0.5% (Green), meeting the expected outcome. More significantly, the suspension rates for students with disabilities decreased dramatically from 6.3% (Red) to 1% (Green), far surpassing expectations. Similar substantial reductions were observed for Hispanic students (from 4.9% in Orange to 1% in Green) and socioeconomically disadvantaged students (from 4.9% in Orange to 1% in Green), both exceeding expected decreases. These outcomes indicate a successful implementation of strategies aimed at fostering a more positive and supportive school climate.

However, the data from PowerSchool Incident Management presents a more complex picture. While 50% of all office referrals resulted in Other Means of Correction (OMC), an analysis of student groups referred disproportionately reveals potential areas of concern. Notably, Hispanic/Latino students, who comprise 13.5% of the student population, accounted for 25% of the discipline incidents. Similarly, White (2.4% of population, 25% of incidents) and Filipino (5.3% of population, 25% of incidents) students also appear overrepresented in discipline incidents. Conversely, Asian, African American, American Indian/Alaska Native, Pacific Islander, and students identifying as Two or More Races had 0% of reported discipline incidents. This suggests a potential disproportionality in disciplinary actions affecting Hispanic/Latino, White, and Filipino students, warranting a closer examination of contributing factors despite the positive trends in chronic absenteeism for Hispanic students. The fact that 25% of each of the identified student groups (White, Filipino, Hispanic/Latino, and Vietnamese) were involved in suspensions or other means of correction, despite their differing representation in the student body, requires further investigation to understand the nuances of these disciplinary actions.

Finally, the Safety Survey data indicates generally positive trends in familiarity with school-wide rules among students (69.6% to 76.4%) and the community (67.16% to 76.4%). However, there was a slight decrease in staff familiarity (91.3% to 88.4%). While overall awareness is high, the dip in staff familiarity warrants further exploration to ensure consistent understanding and implementation of school-wide rules across all staff members. This small dip could be the result of new staff members present on campus this year.

In conclusion, the strategies implemented have yielded significant positive results in reducing chronic absenteeism and suspension rates, particularly for Hispanic and socioeconomically disadvantaged students. However, the disproportionality in discipline incidents among certain student groups, especially Hispanic/Latino, White, and Filipino students, necessitates a more in-depth analysis to understand the underlying causes and inform targeted interventions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Successful Implementation:

Successful implementation of Strategy 2.1 PBIS - All teachers utilized Excellent Eagle awards, as well as Eagle Referrals for behavior challenges. Our motivational token economy was utilized each week with a fully functioning "store" to cash in rewards for positive behavior.

Successful implementation of Strategy 2.2 Family Engagement - Collaboration with families and the community helps provide a variety of opportunities including family nights. Staff hosts Back to School Night, Open House, and School Beautification days. Student Council implements Spirit Rallies where Excellent Eagles are showcased for all students to recognize.

Modified Implementation:

Successful Implementation of Strategy 2.3 Family Communication - PBIS handbooks, homework folders, Friday folders, Homework Planners, ParentSquare messaging SST/504 handbooks- all of these supports are utilized regularly to communicate with family and community.

Successful Implementation of Strategy 2.4 Enrichment Opportunities- Students participate in a variety of enrichment activities outside of school hours, and/or during lunch time. Activities include lunchtime organized basketball, after school sports, Girls on the Run, student-run/teacher supported clubs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the successful implementation of our PBIS, family engagement, communication, and enrichment strategies—along with careful budget monitoring and alignment—we will continue these programs in the 2025–2026 school year within our allocated budget. The positive outcomes observed in student behavior, school climate, and family participation affirm the value of these initiatives. No major changes are planned for these strategies, allowing for program continuity and sustainability. These efforts will be maintained and refined as outlined in Strategies 2.1 through 2.4 of the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Outcomes

Students at Evergreen Elementary School will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes students cores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP.

Evergreen Elementary School scored Blue in Math because students maintained their proficiency levels. Evergreen elementary School scored Blue in Language Arts because students increased their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Evergreen, all students scored approximately 64% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2025, 83% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2025, 81% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	81.87% of all students are proficient.	83% of all students will be proficient.
CAASPP Math Results	83.29% of all students are proficient.	85% of all students will be proficient.
CAST Results	63.92% of all students are proficient.	66% of all students will be proficient.
iReady Reading T3 Diagnostic	83% of all students are proficient.	86% of all students will be proficient.
iReady Math T3 Diagnostic	81% of all students are proficient.	84% of all students will be proficient.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments	All Students	20,631.77 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	In order for students to have access to learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours (i.e. SEAT hours).		4000-4999: Books And Supplies Obj. 4310 5,300 General Fund 1000-1999: Certificated Personnel Salaries Obj. 1120 1,151 General Fund 3000-3999: Employee Benefits
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: Professional Learning Communities, Data Walks, Equity Walks, Instructional Rounds, and ILT team.	All Students	1,000 General Fund 4000-4999: Books And Supplies Obj. 4310

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both qualitative and quantitative indicators.

The CAASPP ELA scores increased slightly from a baseline of 81.55% to an actual of 81.87%, representing a small positive change. Similarly, in Mathematics, the CAASPP Math scores showed a marginal improvement from a baseline of 82.76% to an actual of 83.29%. The CAST (Science) results demonstrated a more substantial positive change, increasing from a baseline of 62% to an actual of 63.92%.

The iReady diagnostics for the 2023-2024 school year also indicate growth from the beginning to the end of the academic year. In Reading, the Trimester 3 diagnostic score of 83% shows an improvement compared to the baseline (Trimester 1) score of 82%. Mathematics also shows a positive trend, with the Trimester 3 diagnostic score of 81% being higher than the baseline (Trimester 1) score of 80%.

Overall, the comparison of baseline data with the 2023-2024 actual results indicates a positive trend in student academic achievement across English Language Arts, Mathematics, and Science. While the gains in CAASPP ELA and Math were modest, the improvements in CAST and the iReady diagnostics suggest effective instruction and student growth throughout the school year. These findings support the notion that the implemented strategies are contributing to academic progress.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Successful implementation of Strategy 3.1- Effective Learning Environments: General operational supplies and services were supplied to all classroom budgets, department budgets, as well as for SEAT hours.

Successful implementation of Strategy 3.2- Academic Progress Monitoring: Staff has regularly engaged in academic progress monitoring. ILT/PBIS team met on a regular basis to disaggregate data and provide information to staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All monies were spend as allocated.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,542.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$3,534.00

Subtotal of additional federal funds included for this school: \$3,534.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$50,784.00
Supplemental Fund	\$28,224.00

Subtotal of state or local funds included for this school: \$79,008.00

Total of federal, state, and/or local funds for this school: \$82,542.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	50,784.00	0.00
Supplemental Fund	28,224.00	0.00
Title III	3534.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	50,784.00
Supplemental Fund	28,224.00
Title III	3,534.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,365.00
2000-2999: Classified Personnel Salaries	7,000.00
3000-3999: Employee Benefits	6,417.00
4000-4999: Books And Supplies	44,560.00
5000-5999: Services And Other Operating Expenditures	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	5,300.00
3000-3999: Employee Benefits	General Fund	1,151.00
4000-4999: Books And Supplies	General Fund	35,133.00
5000-5999: Services And Other Operating Expenditures	General Fund	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	2,700.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	7,565.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	7,000.00
3000-3999: Employee Benefits	Supplemental Fund	4,721.00
4000-4999: Books And Supplies	Supplemental Fund	8,938.00
1000-1999: Certificated Personnel Salaries	Title III	2,500.00
3000-3999: Employee Benefits	Title III	545.00
4000-4999: Books And Supplies	Title III	489.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,520.00
Goal 2	13,939.23
Goal 3	28,082.77

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diana Nakano	Principal
Jill Tanner	Classroom Teacher
Christina Cerniglia	Other School Staff
Phil Noteware	Classroom Teacher
Francie Arboleda	Other School Staff
Arul Sundarram	Parent or Community Member
Kim Shehee	Parent or Community Member
Sukwinder Kaur	Parent or Community Member
Naveen Tamilmani	Parent or Community Member
Deepak Sukumaran	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/21/2025.

Attested:



Principal, Diana Nakano on 5/15/2025



SSC Chairperson, Jill Tanner on 5/15/2025

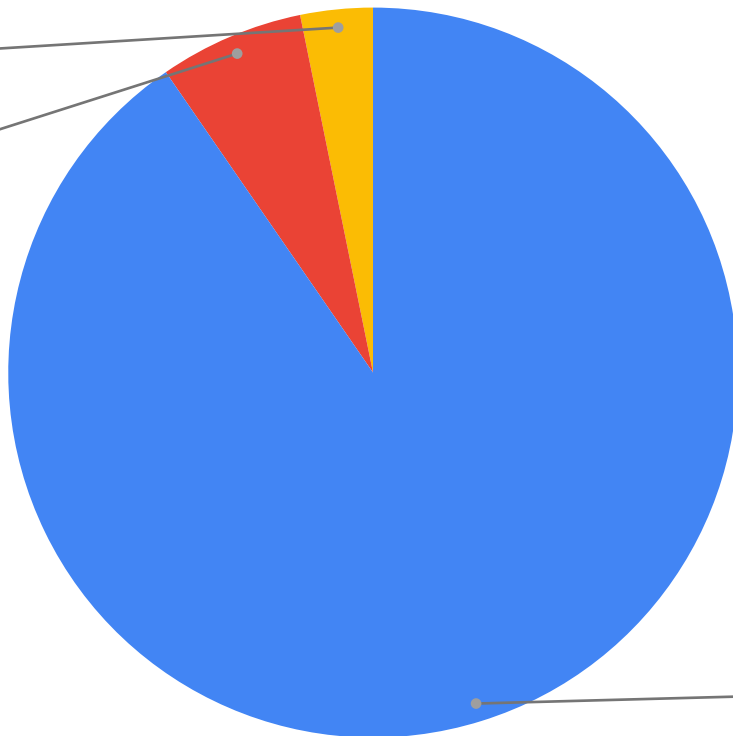
I would like to take this survey in . . .Me gustaría completar esta encuesta. . .Tôi muốn thực hiện khảo sát này trong. .

Vietnamese

3.2%

Spanish

6.4%



English

90.4%

TitStudents at my child's school get put down because of their ... [Religion or cultural practices]le

Sometimes

3.4%

Minimally

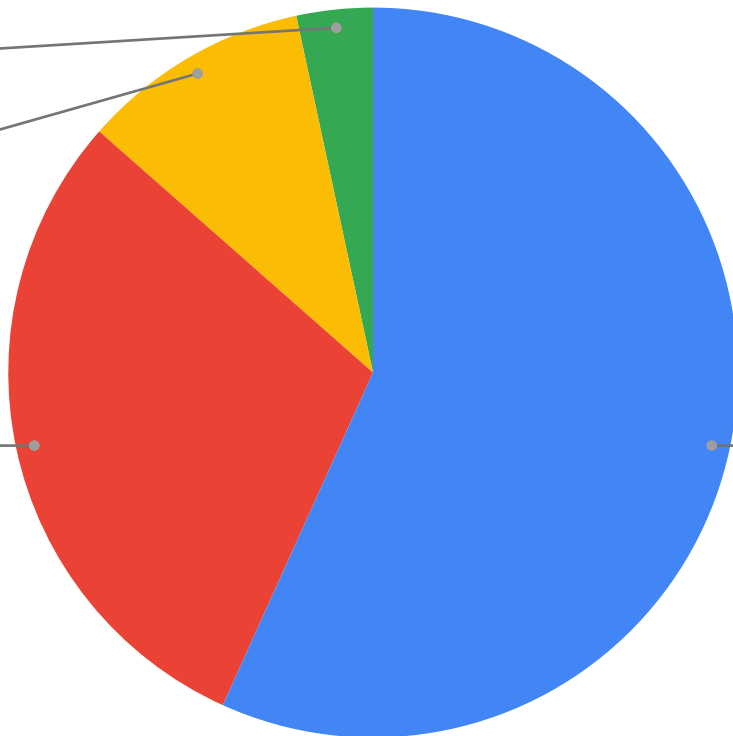
10.1%

I don't know

29.7%

Never

56.8%



Students at my child's school get put down because of their ... [Race]

Sometimes

6.7%

Minimally

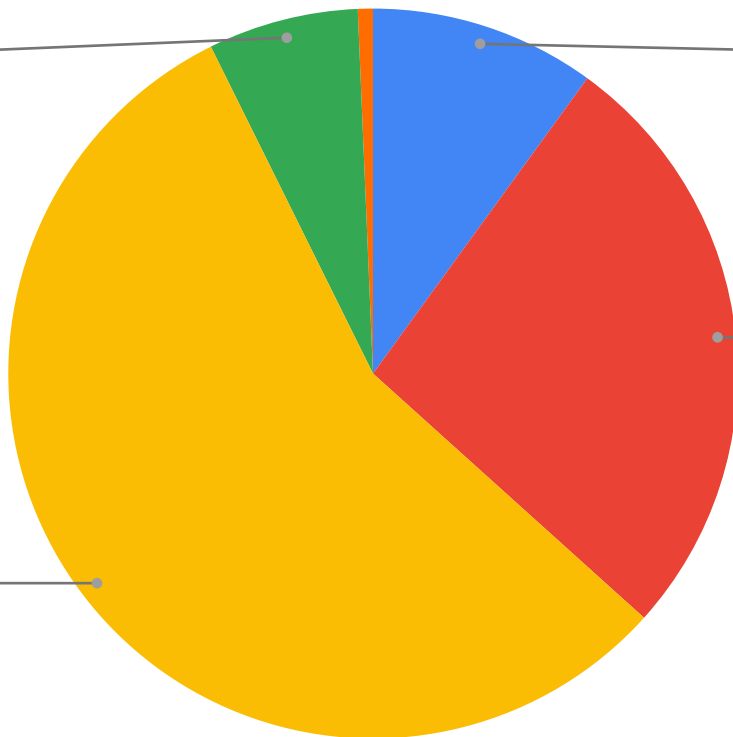
10.0%

I don't know

26.7%

Never

56.0%



The facilities and grounds are well maintained at my child's school.

Strongly disagree

1.9%

Strongly agree

26.5%

I don't know

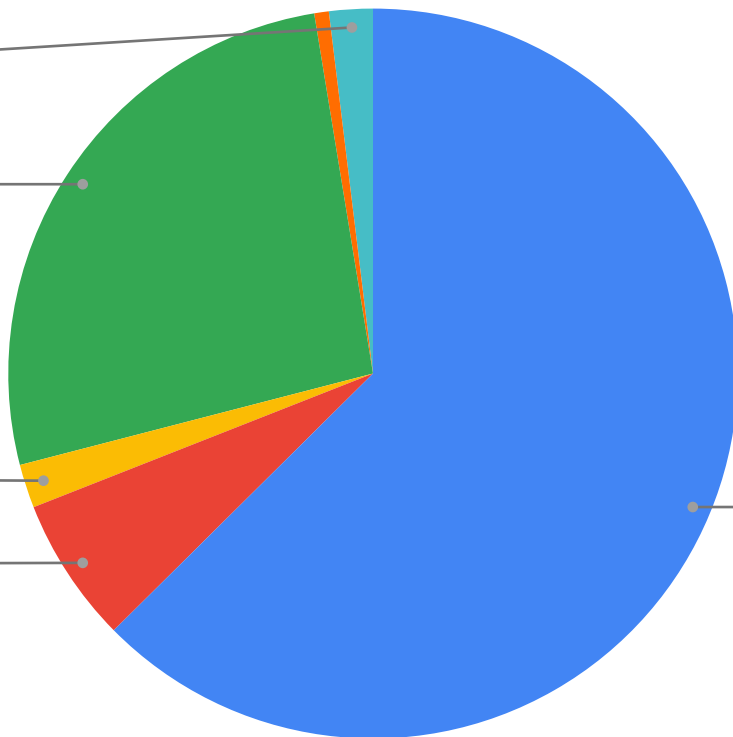
1.9%

Mildly disagree

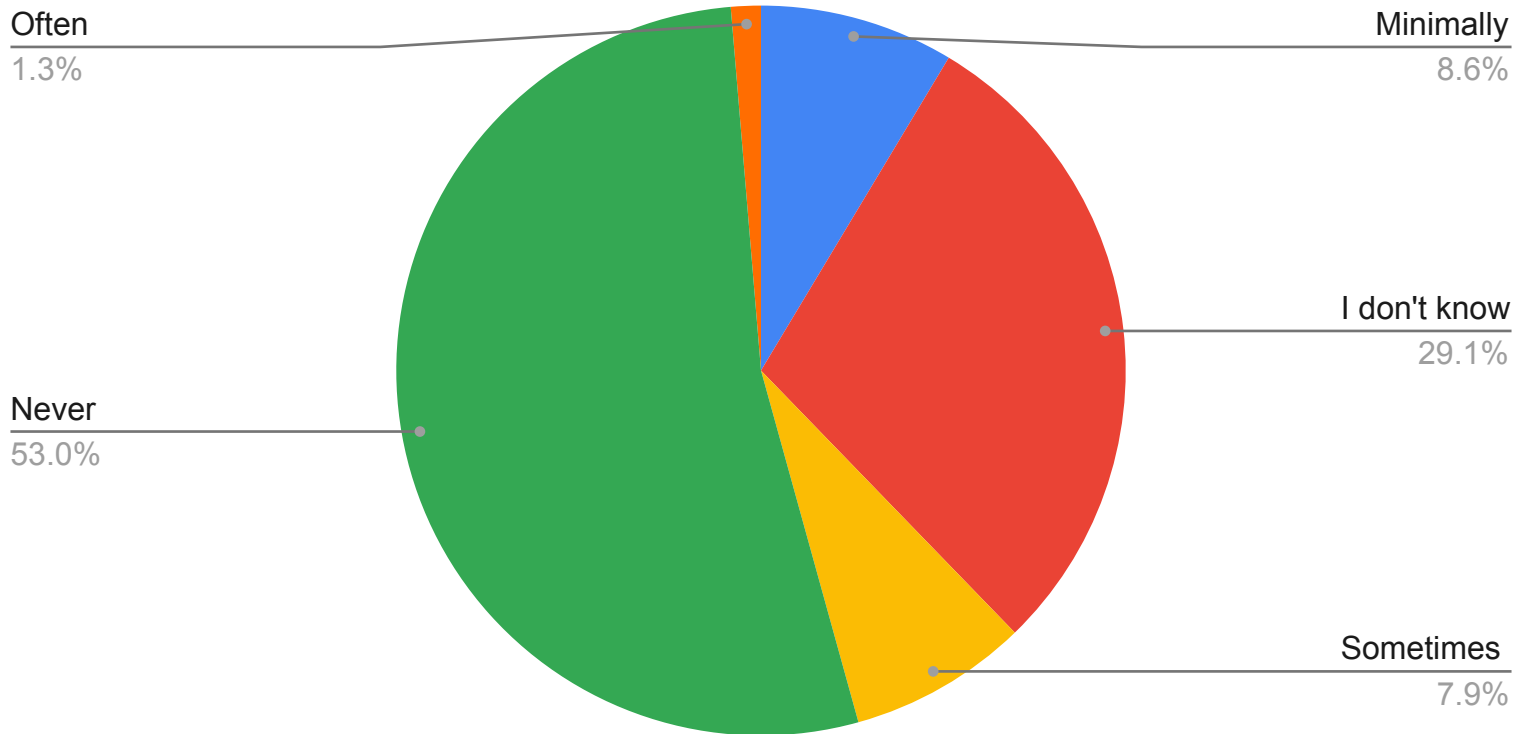
6.5%

Agree

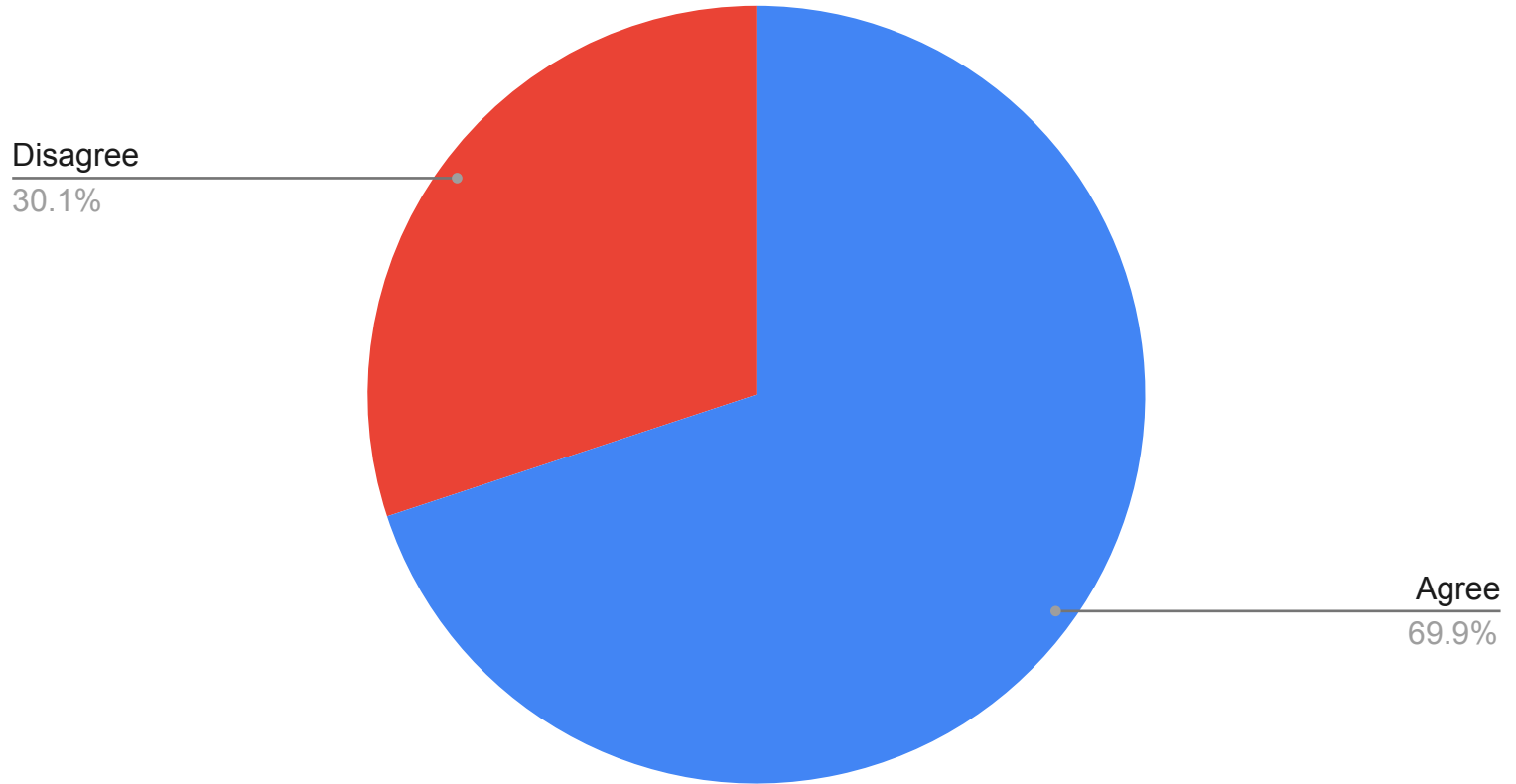
62.6%



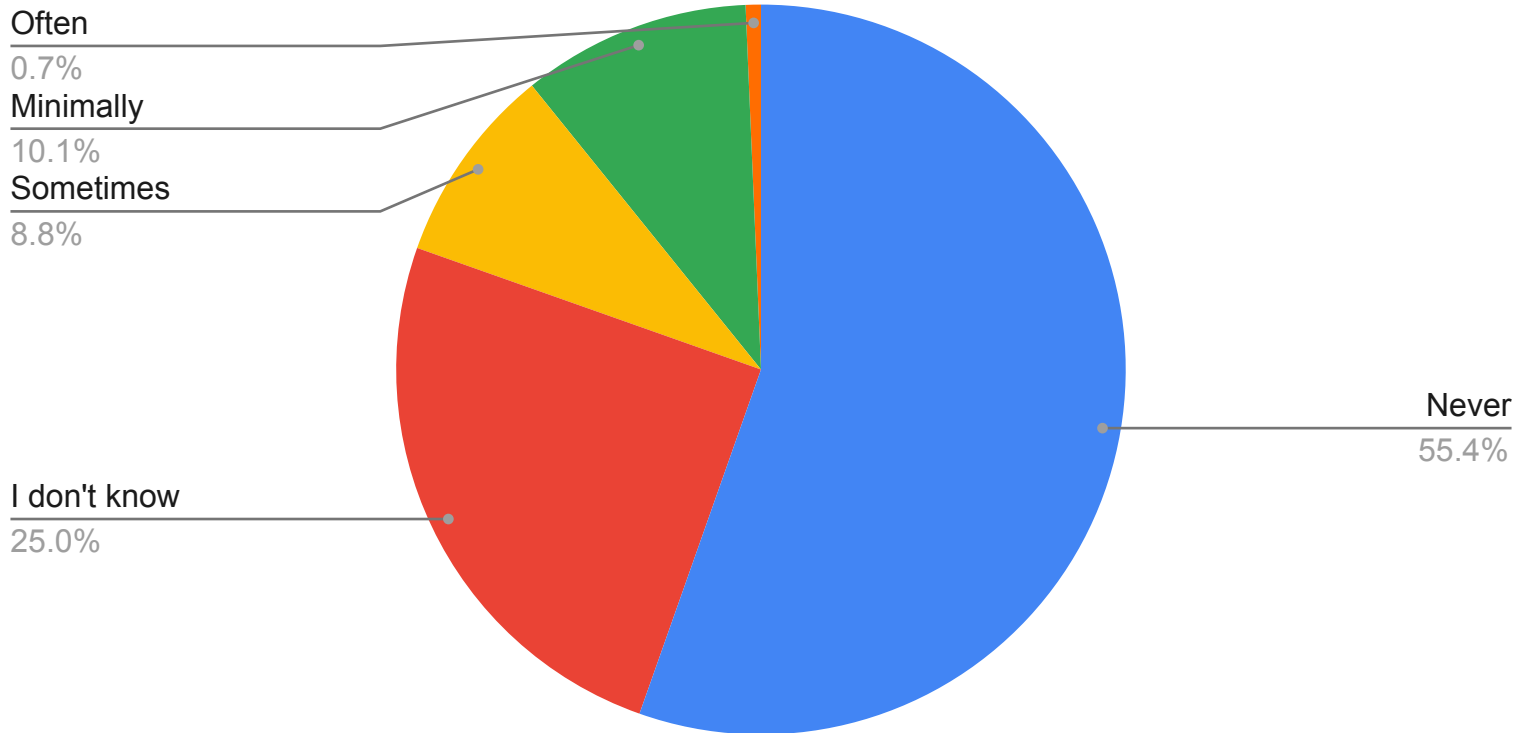
Students at my child's school get put down because of their ... [Learning difficulties]



I am aware of the District's Wellness Connections webpage with



Students at my child's school get put down because of their ... [Clothing or physical appearance]



How familiar are you with the following at your child's school? [School-wide rules and consequences when those rules are

Somewhat familiar

15.7%

Very familiar

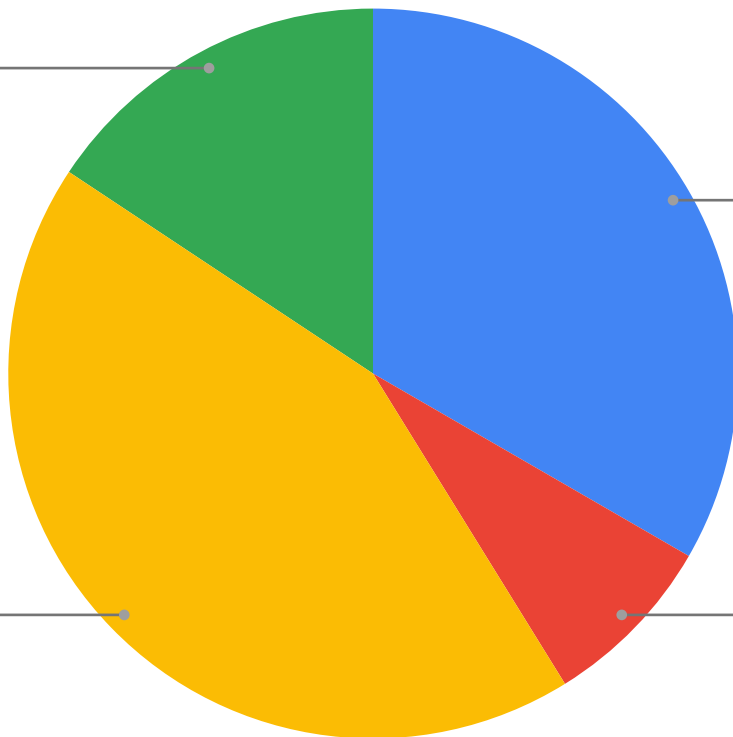
33.3%

Familiar

43.1%

Not familiar at all

7.8%



How familiar are you with the following at your child's school? [Cyberbullying rules and consequences when those rules are

Somewhat familiar

17.1%

Not familiar at all

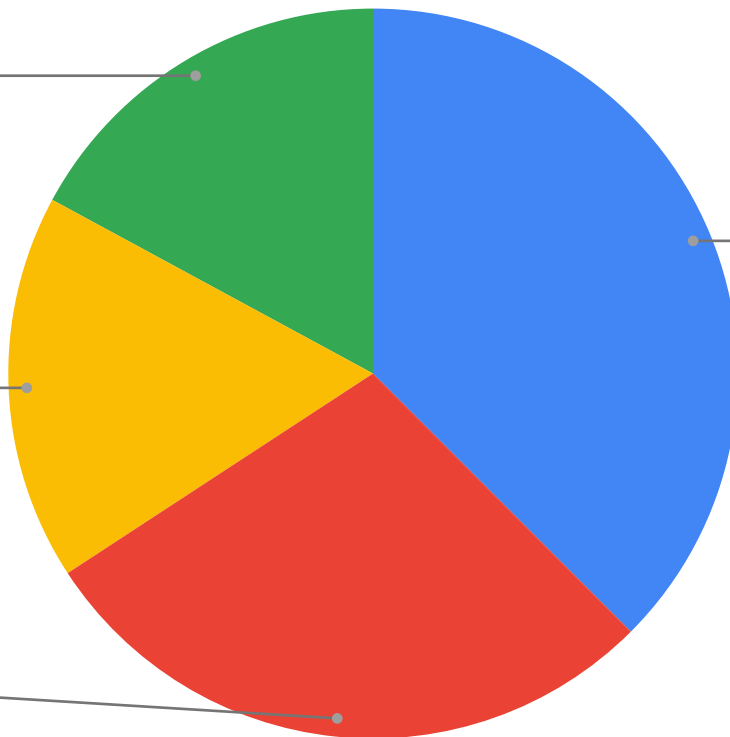
17.1%

Very familiar

28.3%

Familiar

37.5%



My child's school has a way to recognize positive behavior among students.(PBIS)

Disagree

1.3%

Strongly agree

29.9%

Mildly Disagree

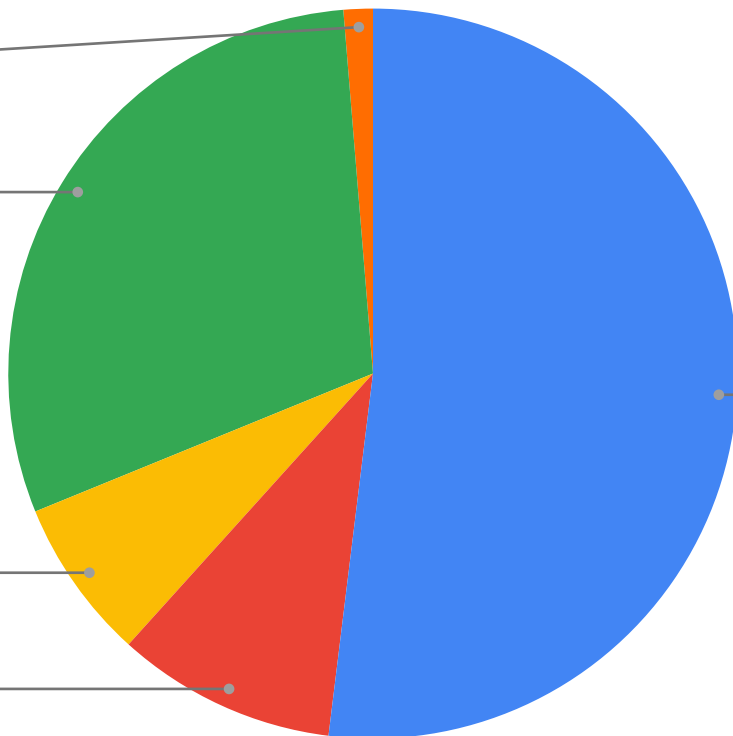
7.1%

I don't know

9.7%

Agree

51.9%



Students at my child's school get put down because of their ... [Gender or gender identification]

Sometimes

4.1%

Minimally

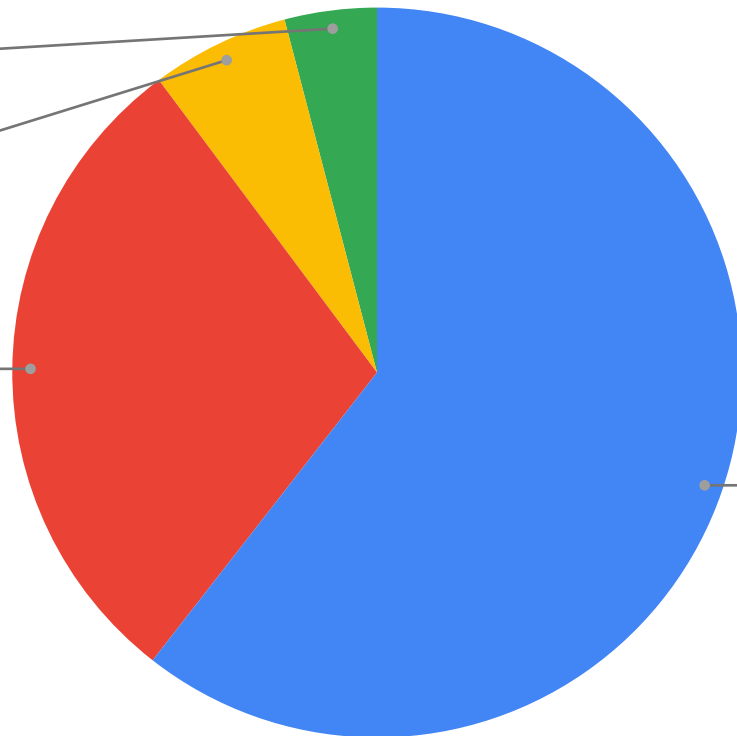
6.1%

I don't know

29.3%

Never

60.5%



How much do you find the following to be a problem at your child's school? [Bullying]

I see this happening a lot

1.4%

I see this happening

21.6%

I don't know

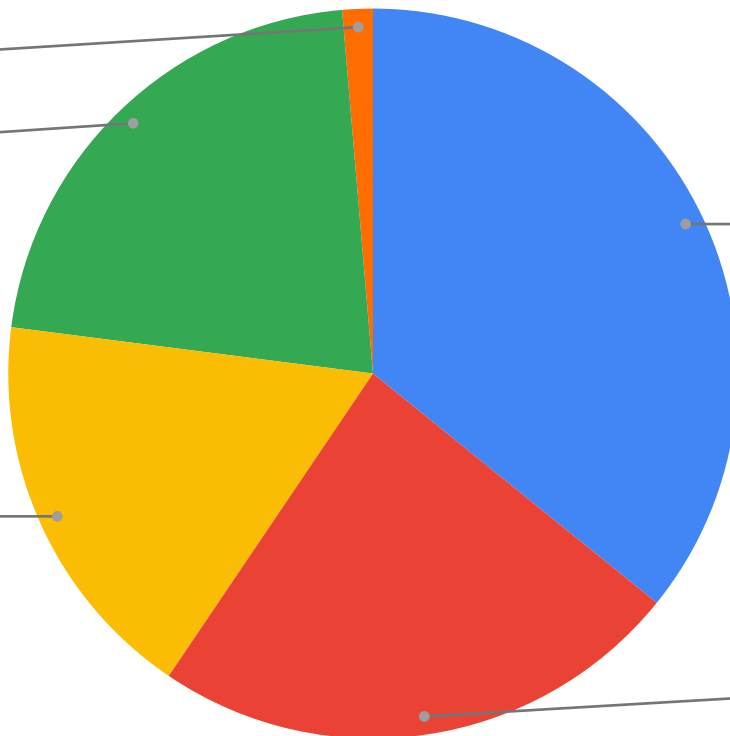
17.6%

I never hear or see this

35.8%

I hear other students talk

23.6%



How familiar are you with the following at your child's school? [Classroom rules and consequences when those rules are

Somewhat familiar

17.0%

Familiar

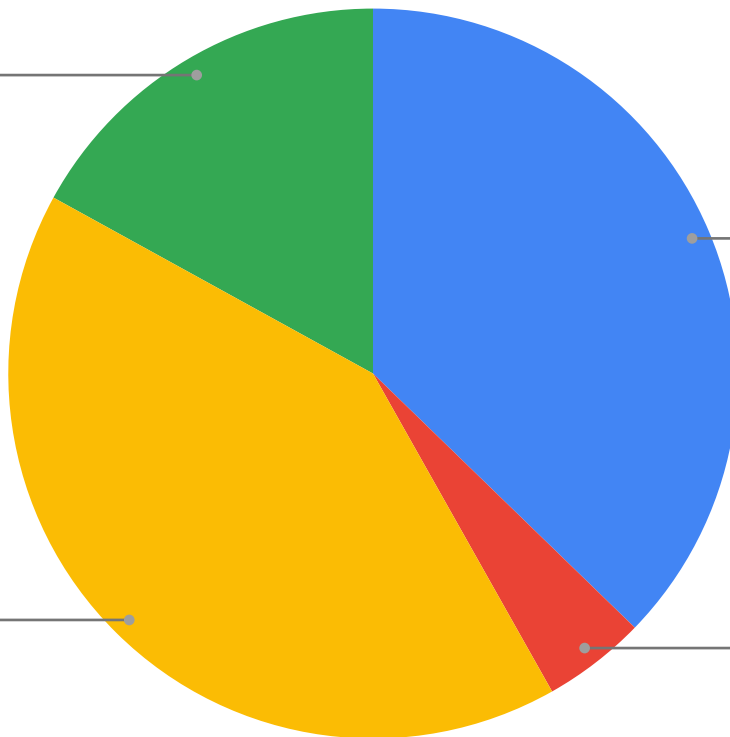
41.2%

Very familiar

37.3%

Not familiar at all

4.6%

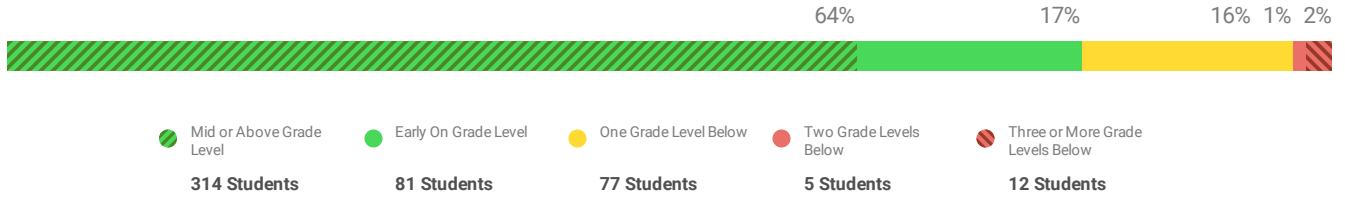


School: EVERGREEN ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2024 - 2025
 Diagnostic: Diagnostic 3
 Prior Diagnostic: None

Criterion Referenced

Overall Placement

Students Assessed/Total: 489/510



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		58%	17%	25%	0%	0%	48/53
Grade 1		52%	14%	30%	4%	0%	73/77
Grade 2		65%	17%	17%	0%	0%	52/59
Grade 3		58%	25%	17%	0%	0%	64/66
Grade 4		72%	15%	8%	2%	3%	65/66
Grade 5		77%	10%	9%	0%	3%	88/89

Diagnostic Results



School EVERGREEN ELEMENTARY SCHOOL
Subject Math
Academic Year 2024 - 2025
Diagnostic Diagnostic 3
Prior Diagnostic None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		63%	19%	10%	1%	7%	99/100

Staff: Students at my school get put down because of their ... [Clothing or physical appearance]

I don't know

7.7%

Sometimes

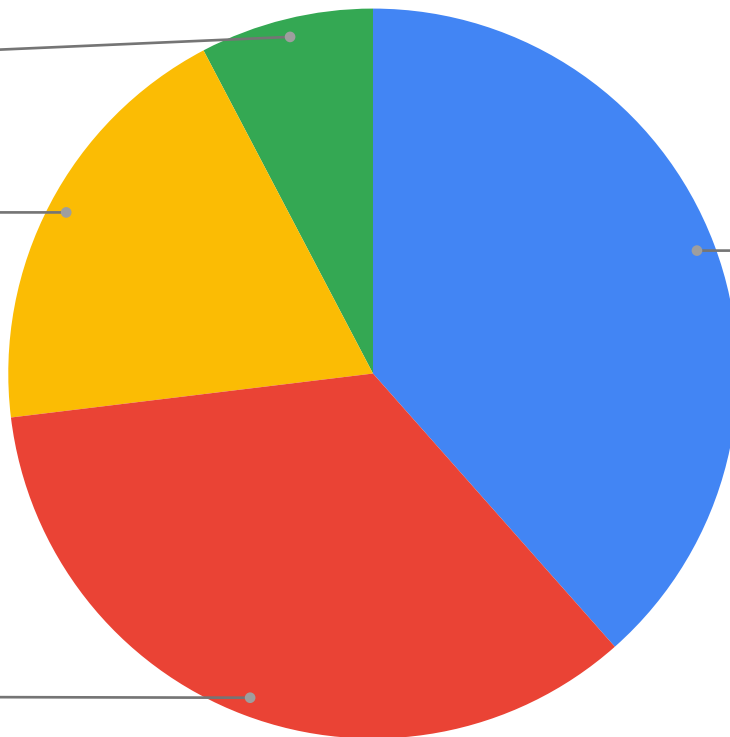
19.2%

Minimally

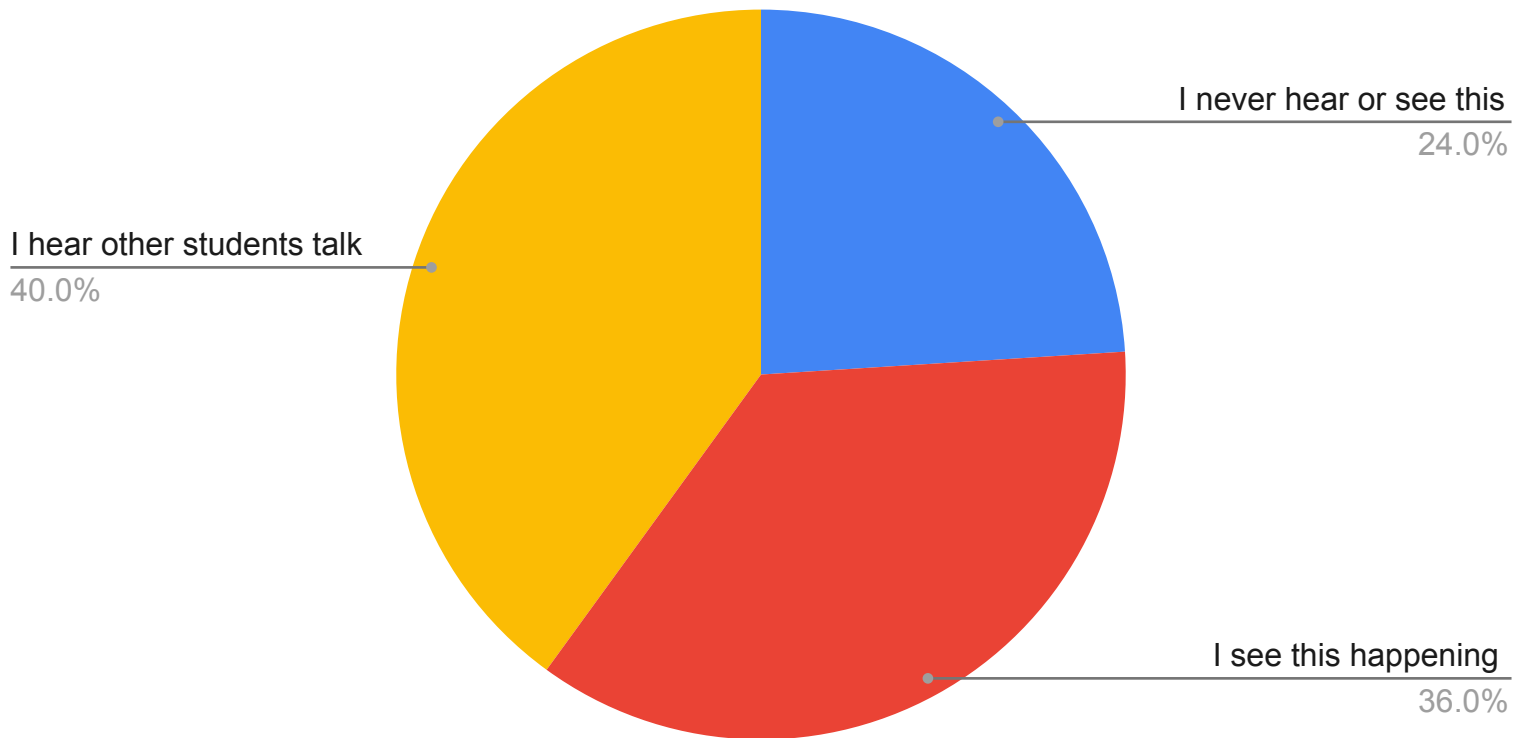
34.6%

Never

38.5%



Staff: How much do you find the following to be a problem at your school? [Bullying]



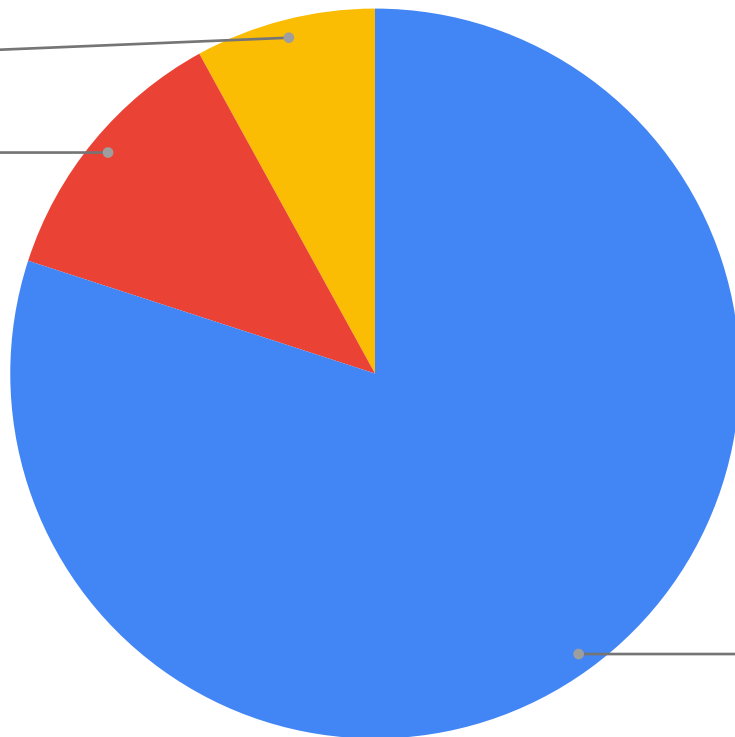
Staff: How much do you find the following to be a problem at your school? [Fights and Assault]

I hear other students talk

8.0%

I see this happening

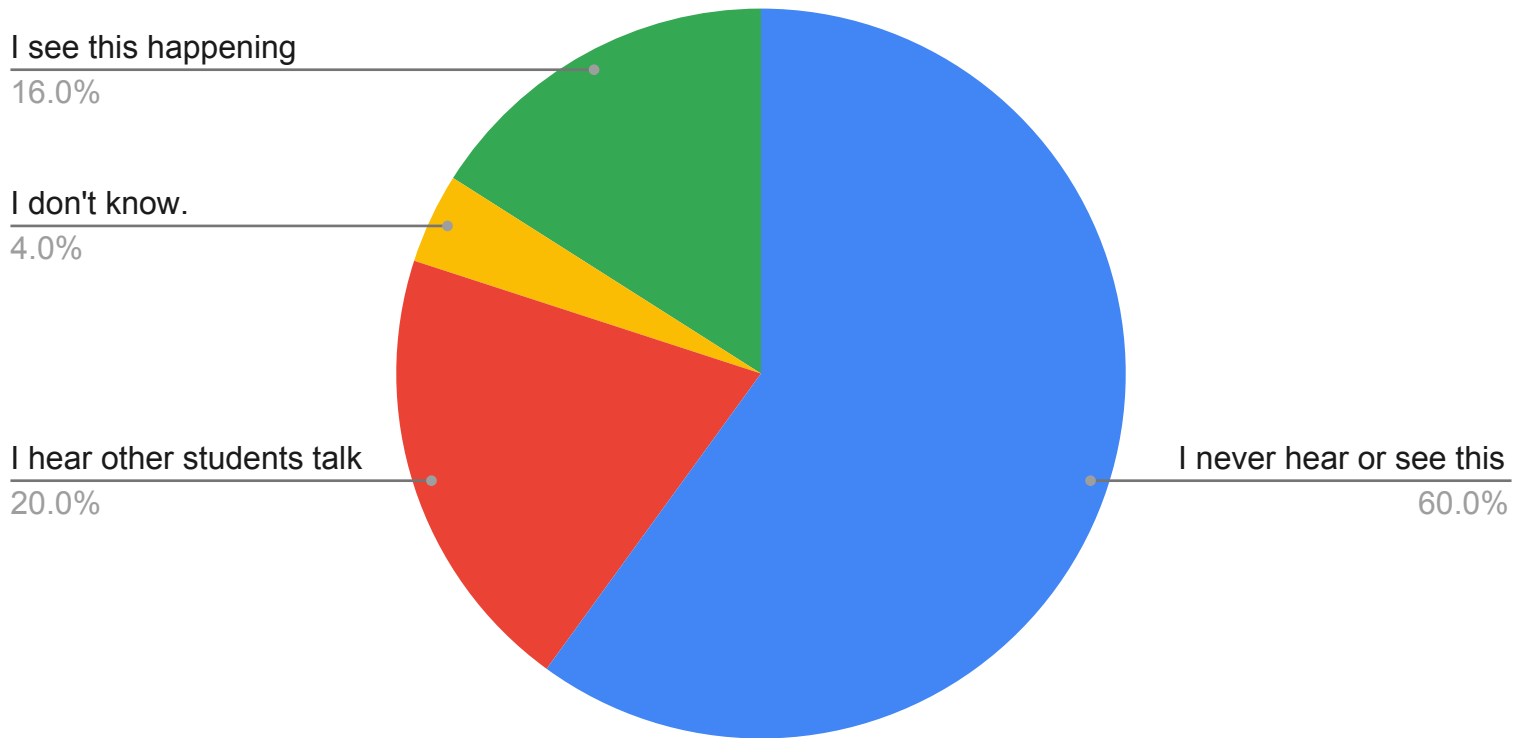
12.0%



I never hear or see this

80.0%

Staff: How much do you find the following to be a problem at your school? [Graffiti and vandalism]



Staff: How much do you find the following to be a problem at your school? [Harassment, and intimidation]

I don't know.

4.0%

I see this happening

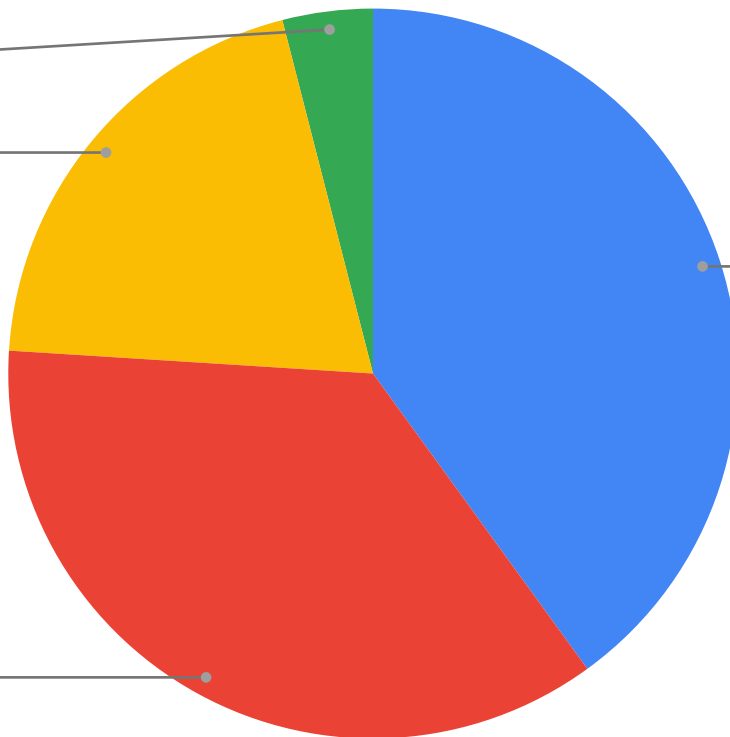
20.0%

I hear other students talk

36.0%

I never hear or see this

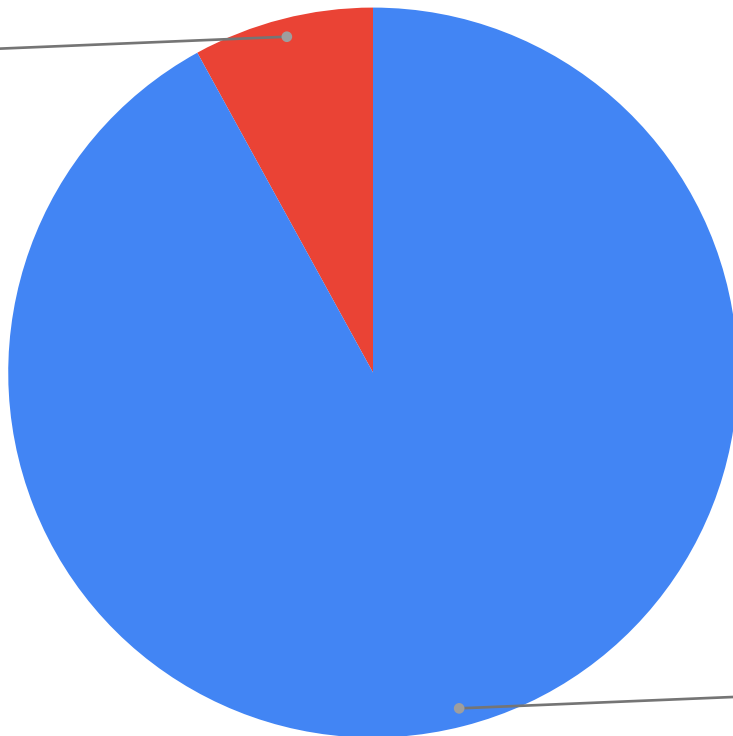
40.0%



Staff: How much do you find the following to be a problem at your school? [Illegal weapons]

I don't know.

8.0%



I never hear or see this

92.0%

Staff: Students at my school get put down because of their ... [Race]

I don't know

11.5%

Sometimes

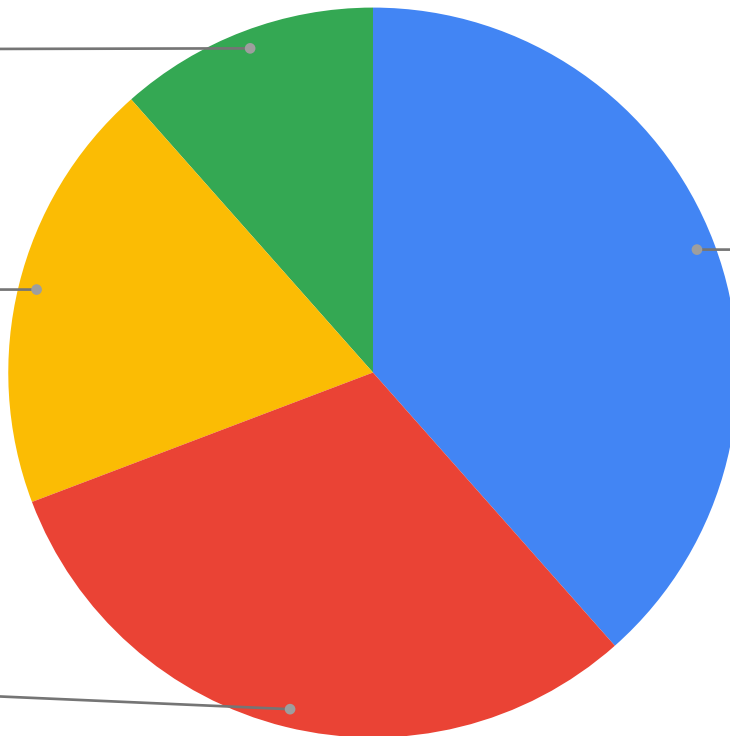
19.2%

Minimally

30.8%

Never

38.5%



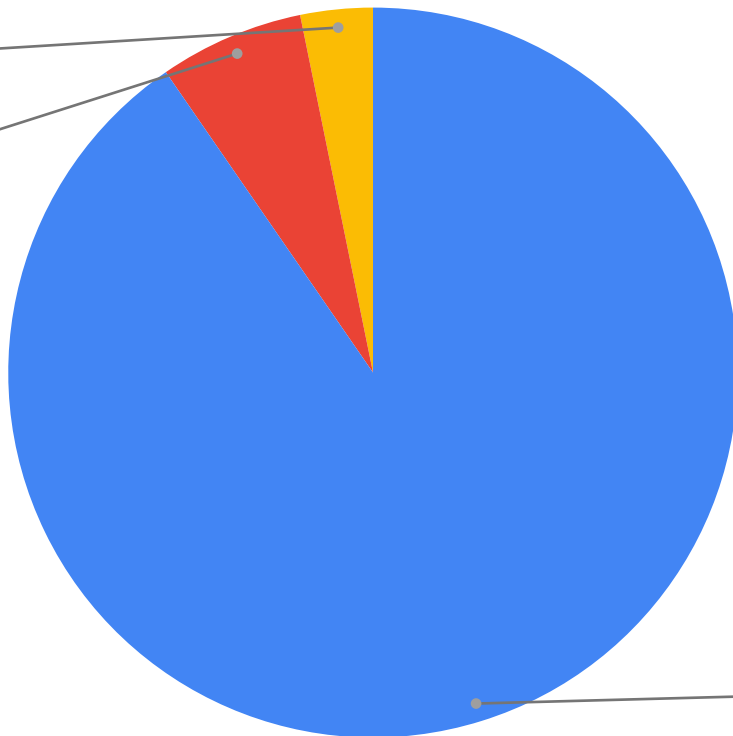
I would like to take this survey in . . .Me gustaría completar esta encuesta. . .Tôi muốn thực hiện khảo sát này trong. .

Vietnamese

3.2%

Spanish

6.4%



English

90.4%

Staff: Students at my school get put down because of their ... [Sexual Orientation]

Sometimes

11.5%

I don't know

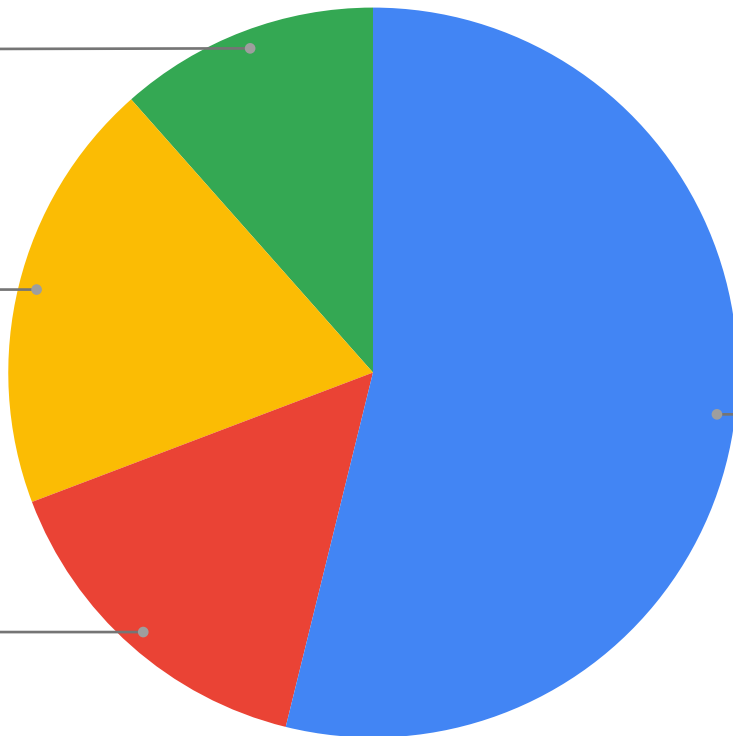
19.2%

Minimally

15.4%

Never

53.8%



Staff: How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either

I don't know

3.8%

Often

3.8%

Sometimes

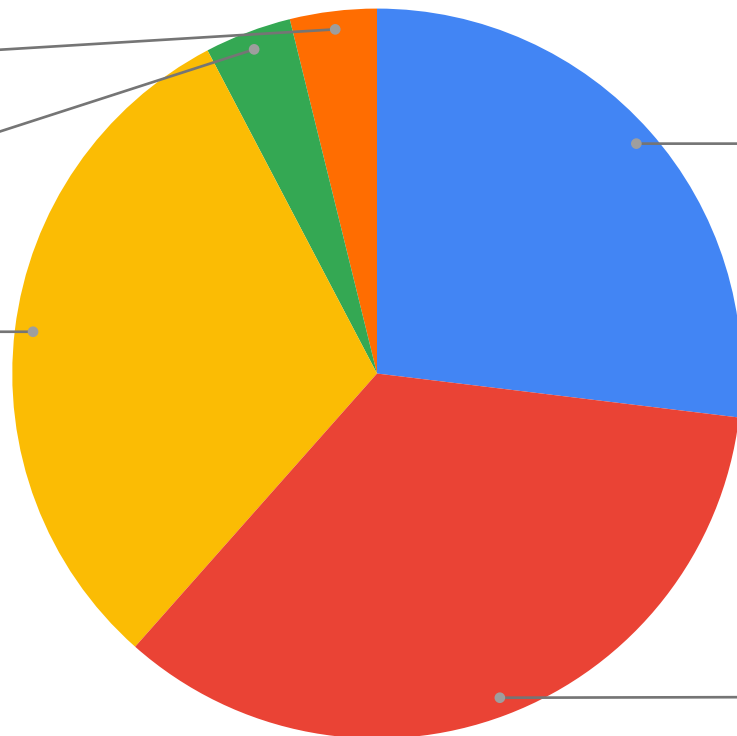
30.8%

Never

26.9%

Minimally

34.6%



Staff: Students at my school get put down because of their ... [Religion or cultural practices]

I don't know

15.4%

Sometimes

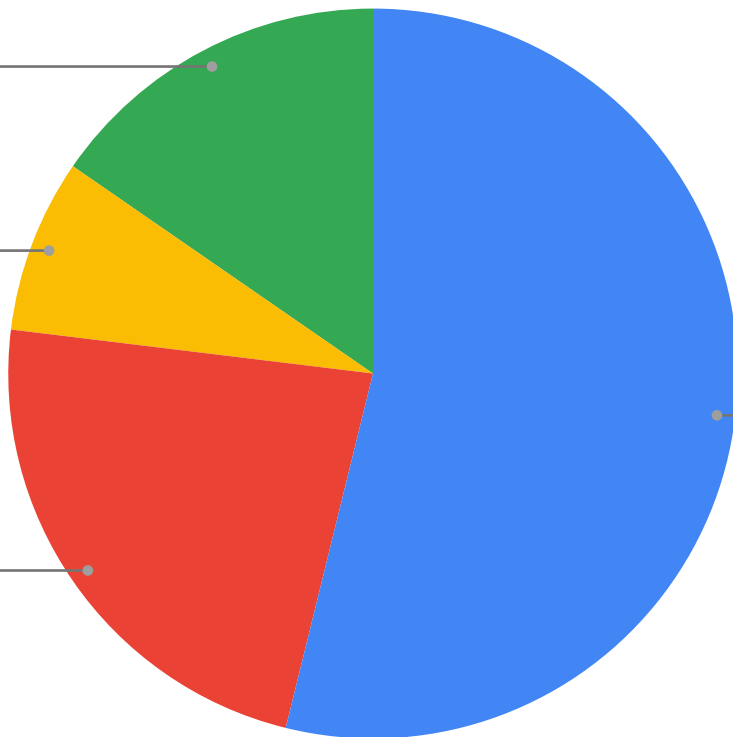
7.7%

Minimally

23.1%

Never

53.8%



Staff: Students at my school get put down because of their ... [Gender or gender identification]

I don't know

15.4%

Sometimes

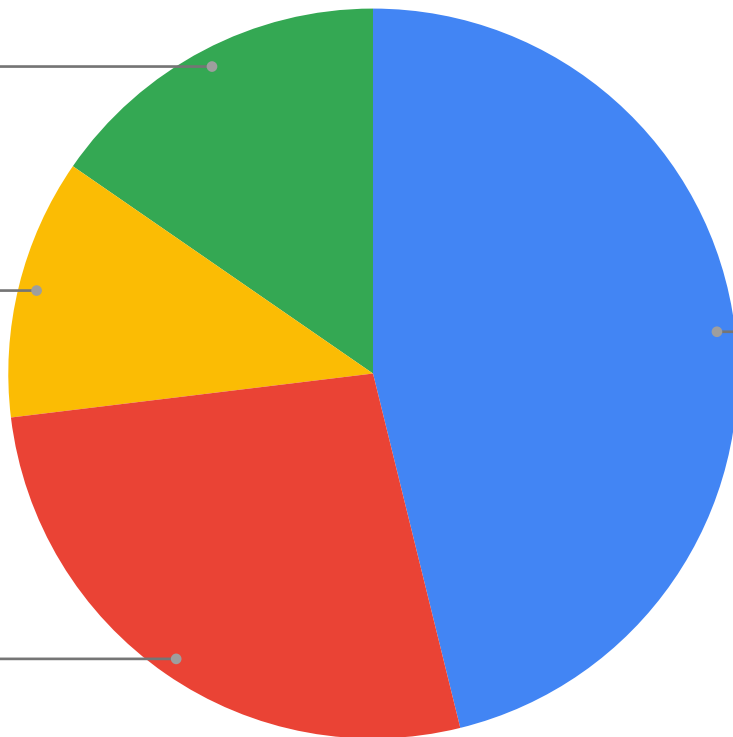
11.5%

Minimally

26.9%

Never

46.2%



Staff: How safe do you feel at school?

Not safe at all

3.8%

Somewhat safe

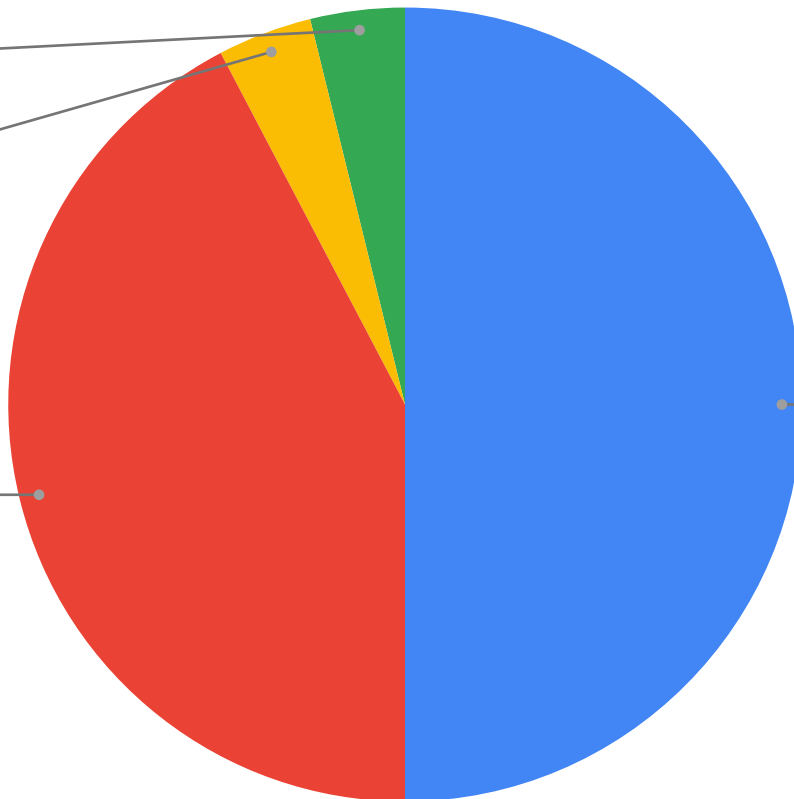
3.8%

Safe

42.3%

Very safe

50.0%



Staff: Students at my school get put down because of their ... [Learning difficulties]

I don't know

7.7%

Often

7.7%

Minimally

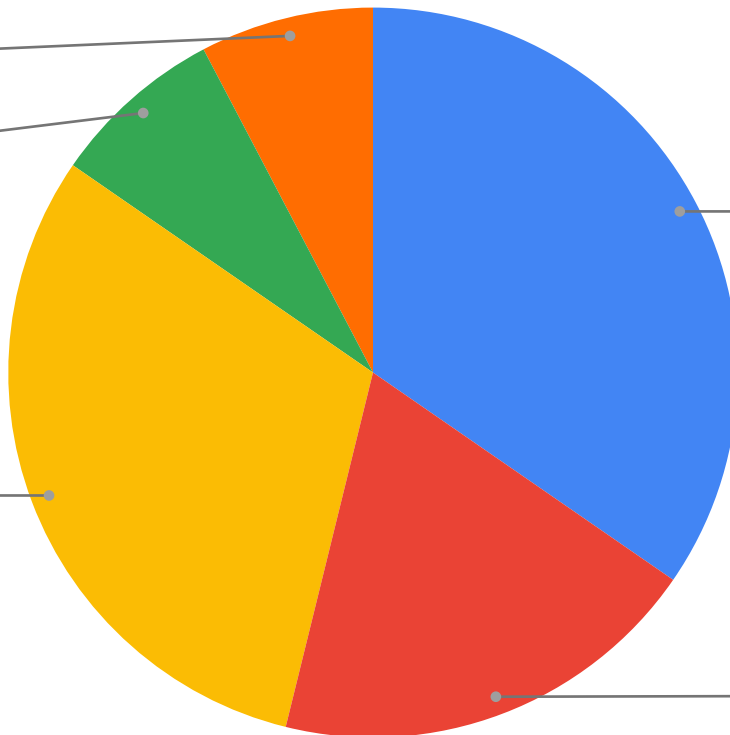
30.8%

Never

34.6%

Sometimes

19.2%



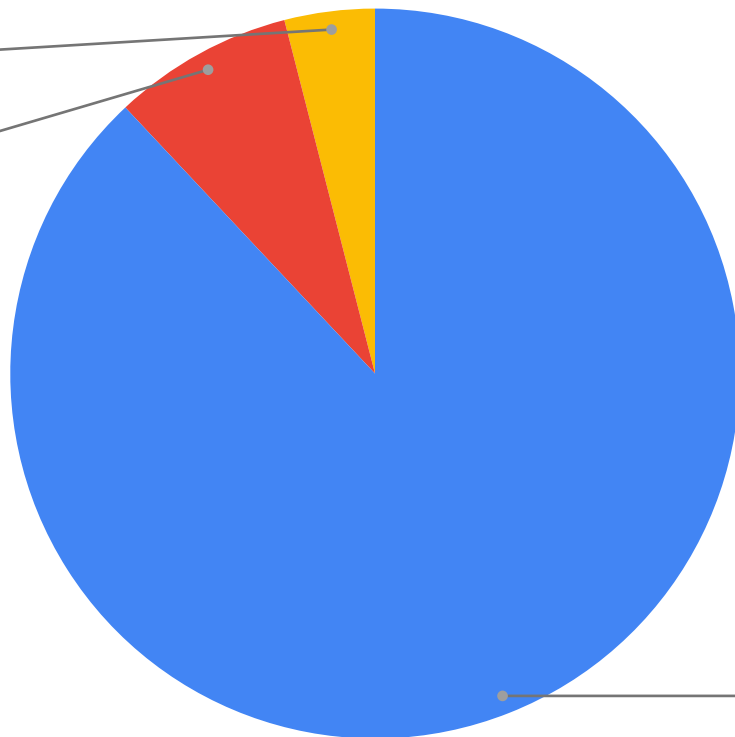
Staff: How much do you find the following to be a problem at your school? [Student interest in gangs]

I hear other students talk

4.0%

I don't know.

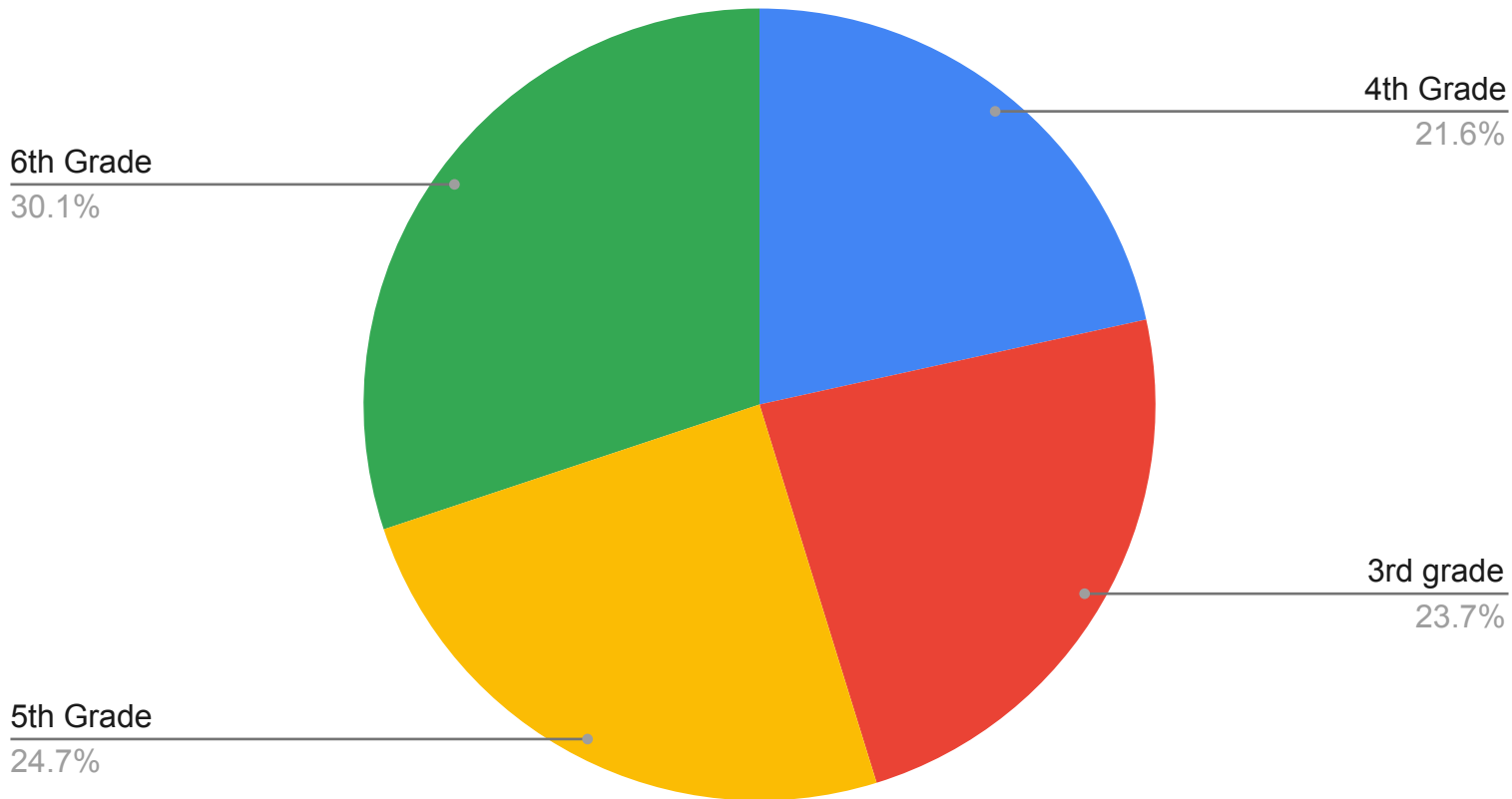
8.0%



I never hear or see this

88.0%

What is your current grade?



How safe do you feel at school?

Not safe at all

1.5%

Somewhat safe

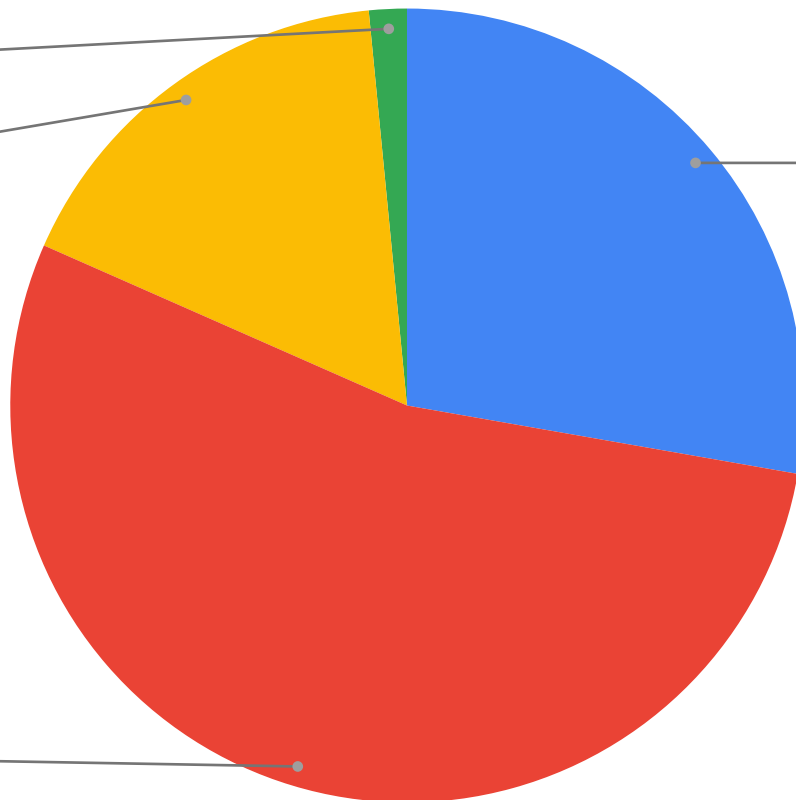
16.9%

Safe

53.8%

Very safe

27.8%



My school has a way to recognize positive behavior among students. (PBIS)

Disagree

5.1%

I don't know

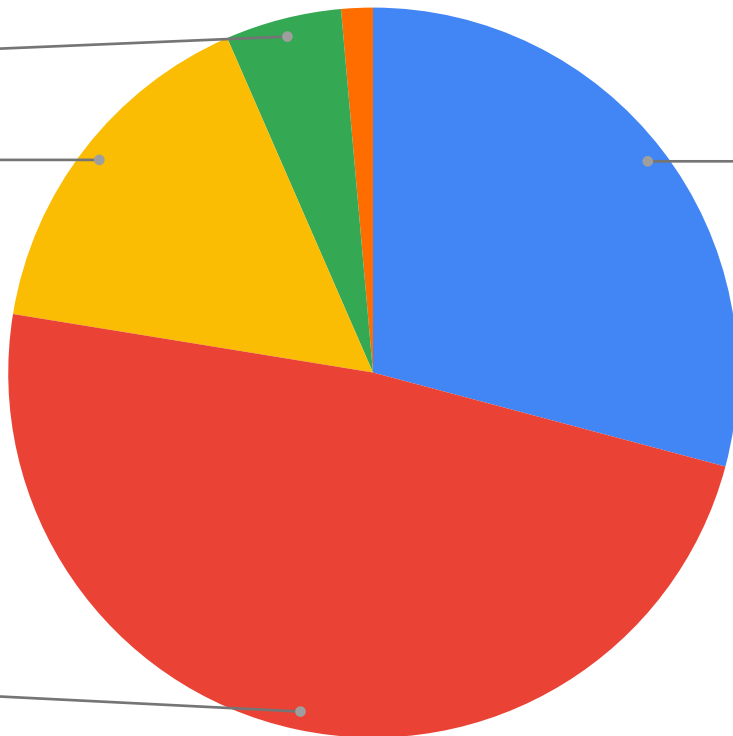
15.9%

Agree

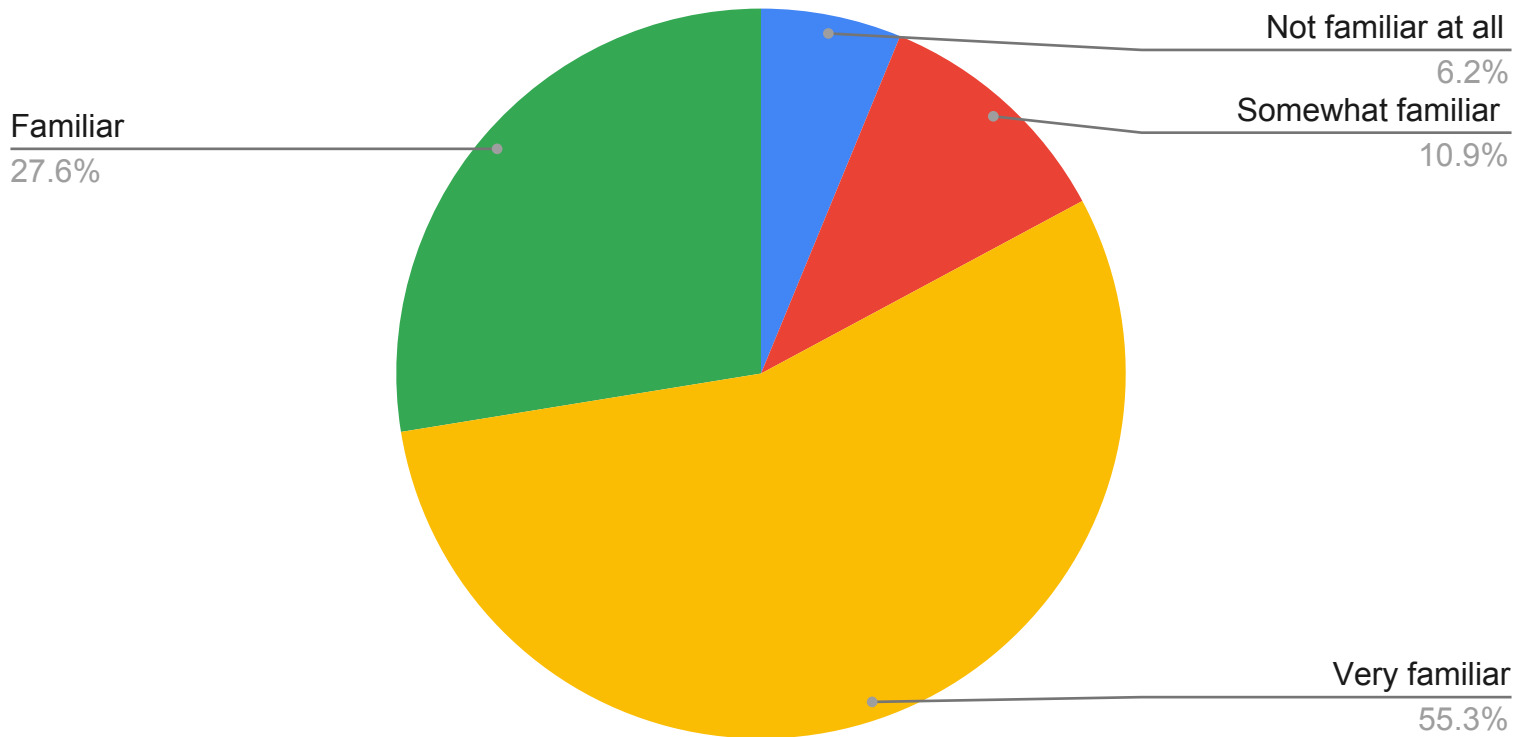
48.4%

Strongly agree

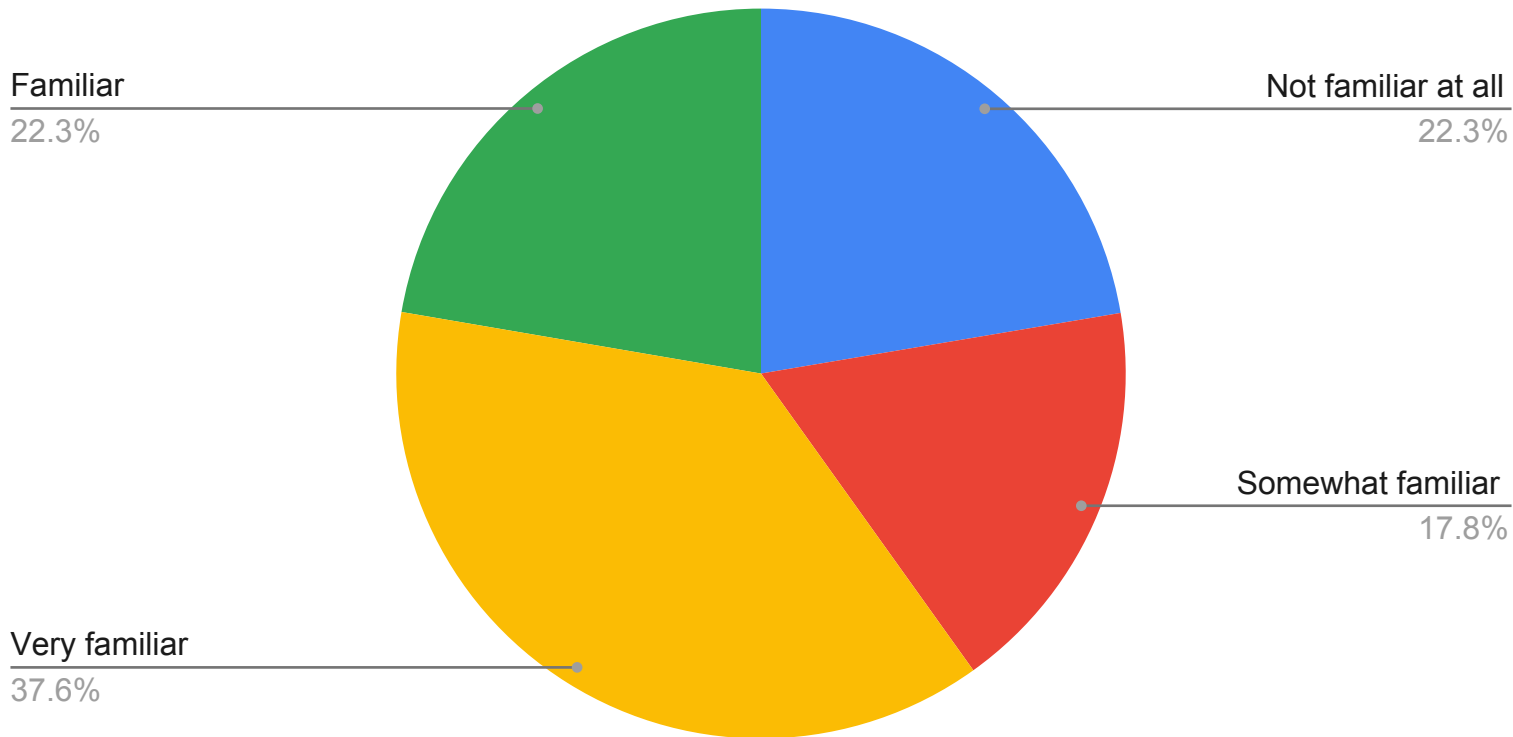
29.1%



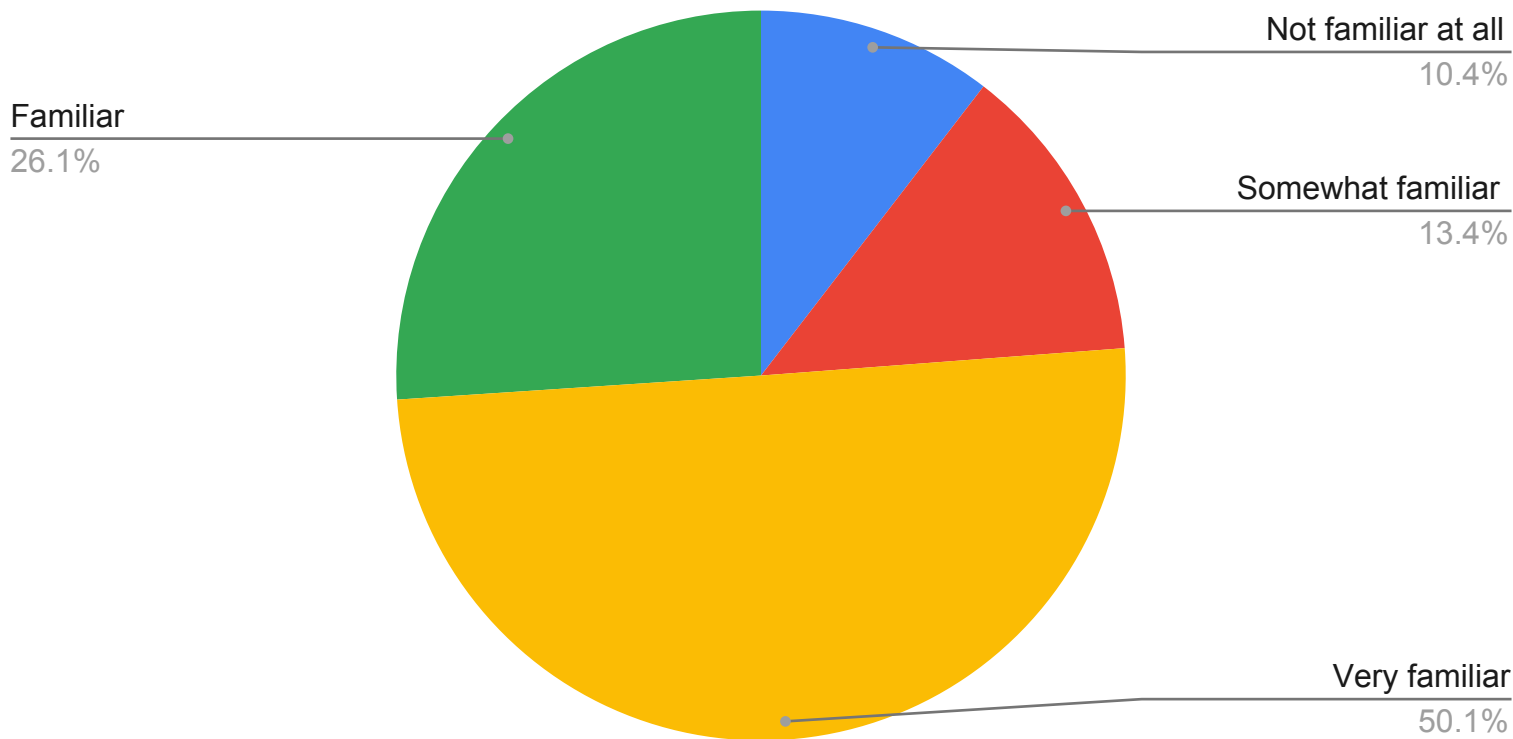
How familiar are you with the following? [Classroom rules and consequences when those rules are broken.]



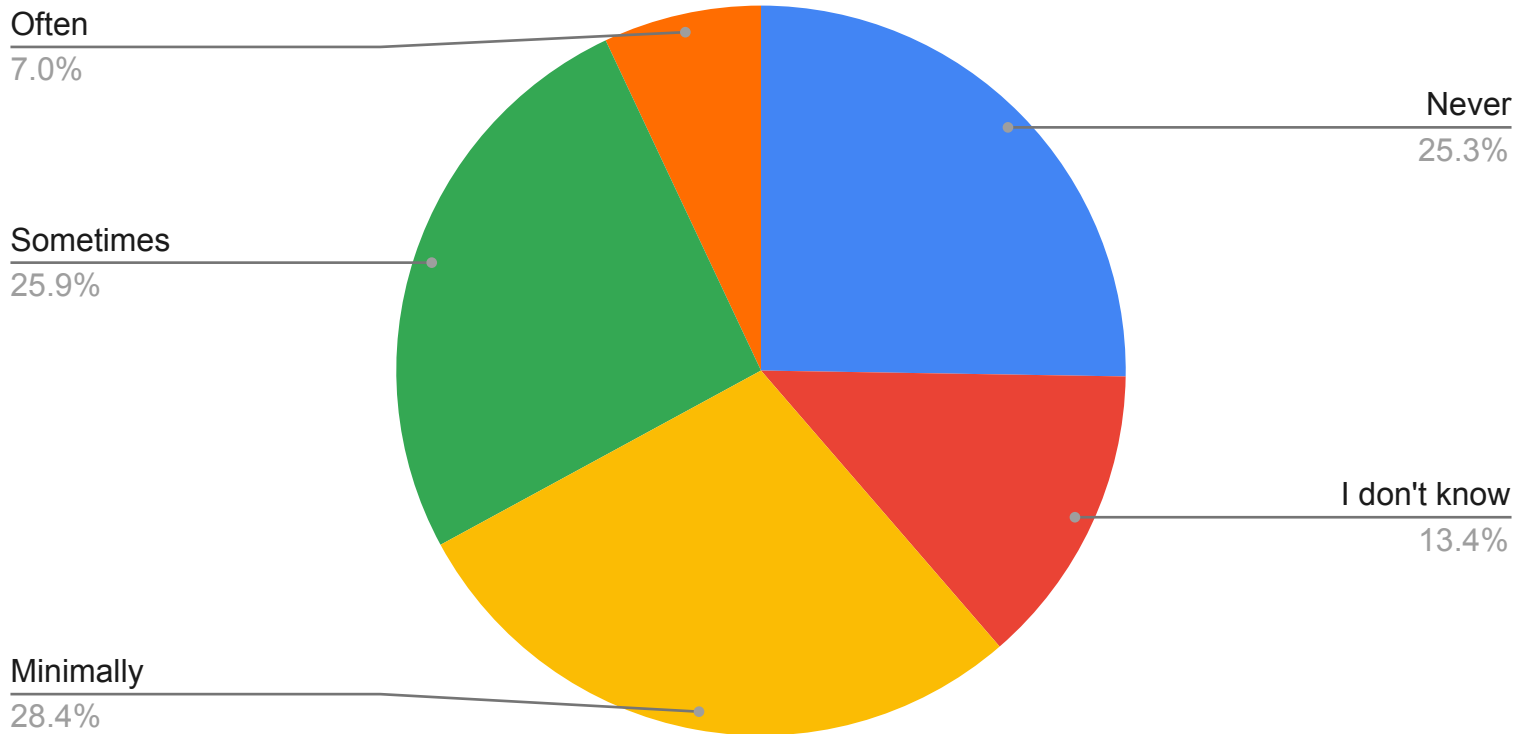
How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]



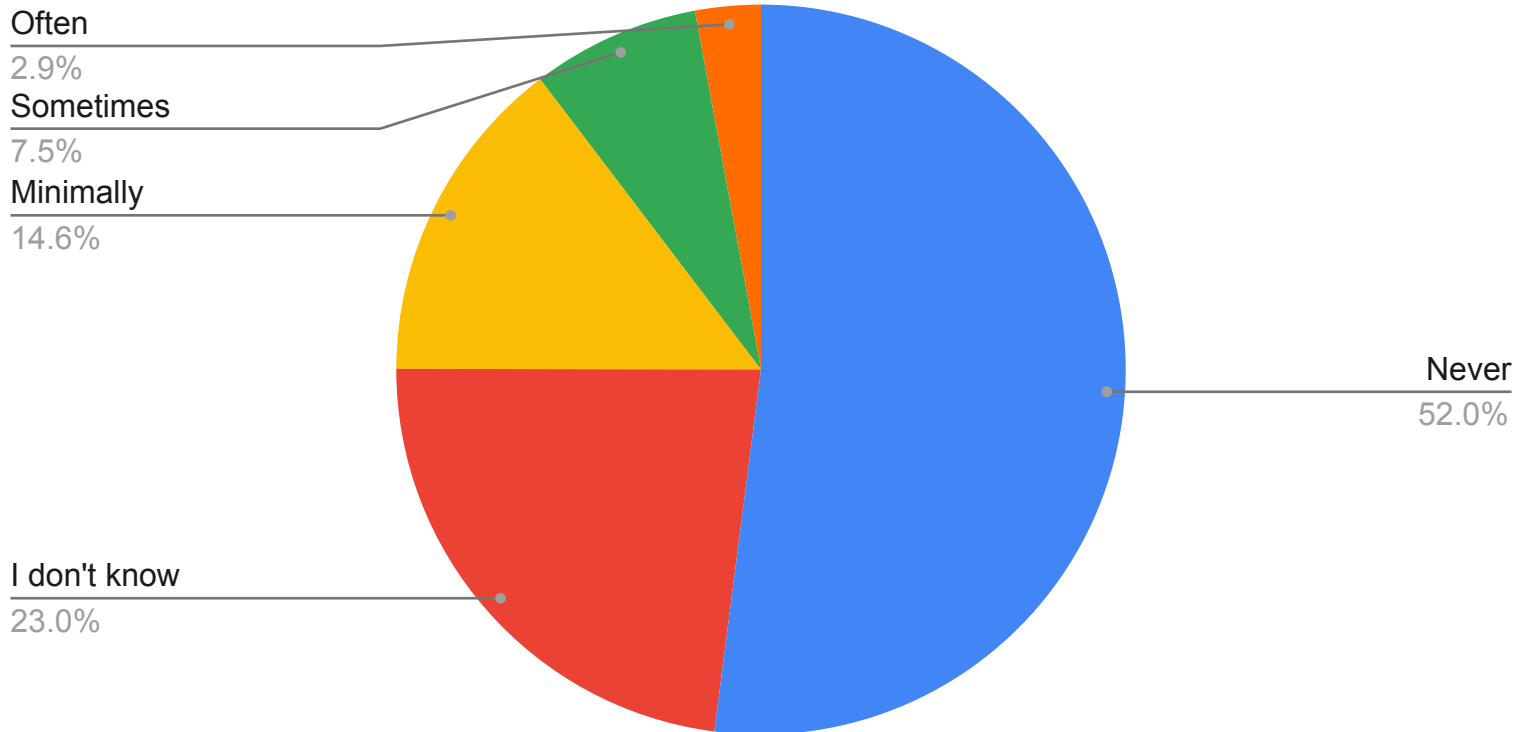
How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



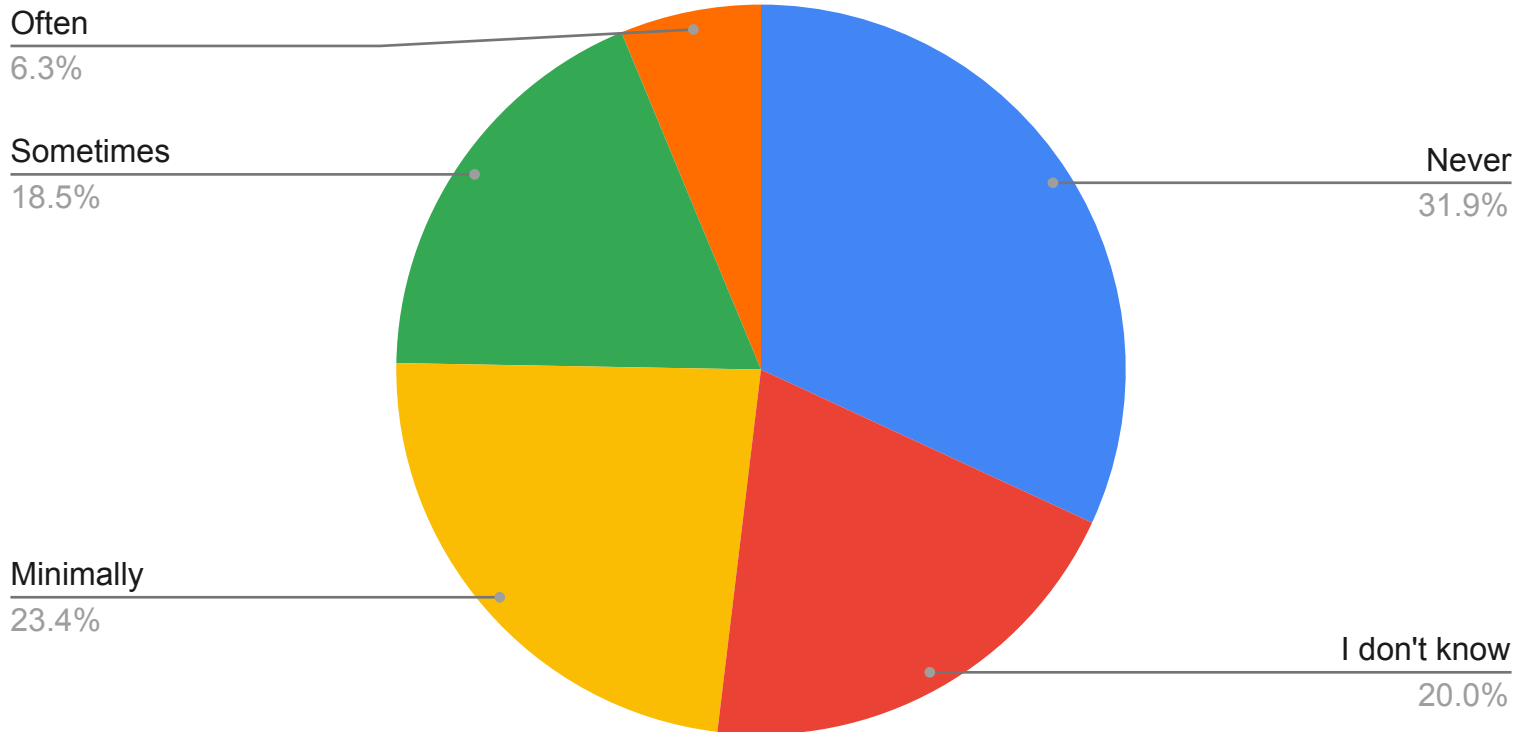
How much do you find the following to be a problem at your school? [Bullying]



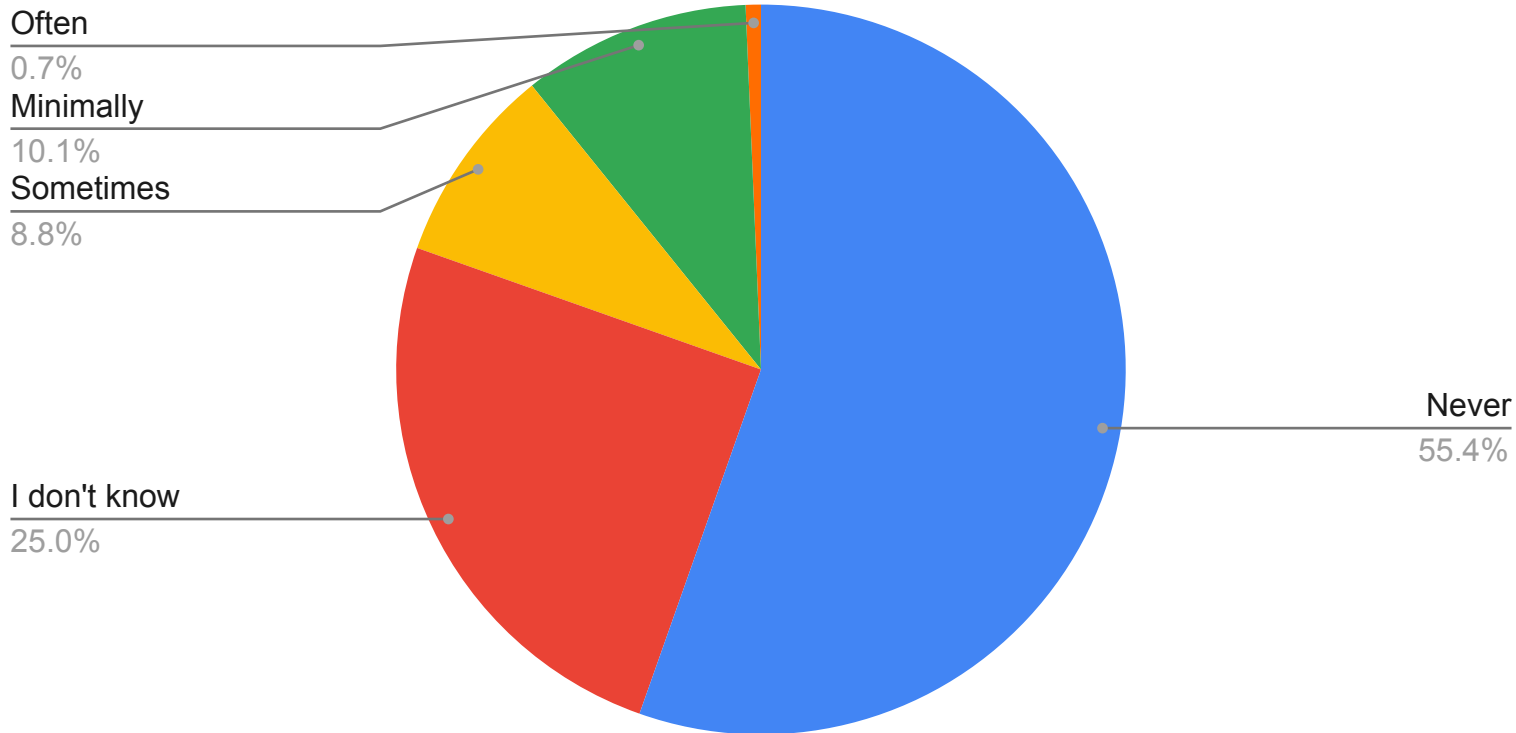
Students at my school get put down because of their ... [Gender or gender identification]



Students at my school get put down because of their ... [Learning difficulties]



Students at my child's school get put down because of their ... [Clothing or physical appearance]



Students at my school get put down because of their ... [Race]

Sometimes

11.7%

Often

4.3%

I don't know

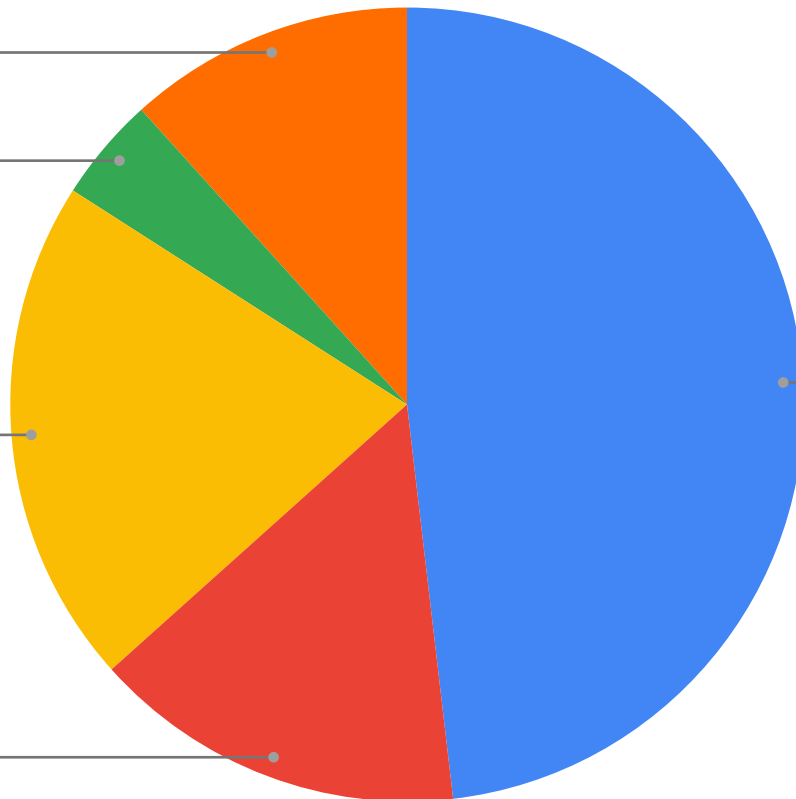
20.7%

Minimally

15.2%

Never

48.1%



Students at my school get put down because of their ... [Religion or cultural practices]

Sometimes

5.4%

Often

3.2%

Minimally

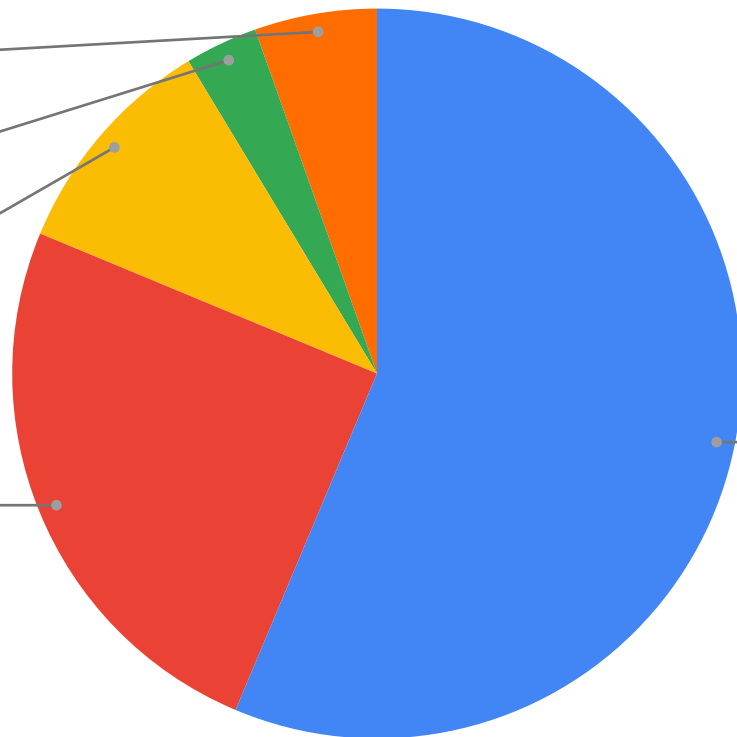
10.1%

I don't know

24.9%

Never

56.3%



How well do understand your school Emergency procedures? [Earthquake Drill]

I don't know

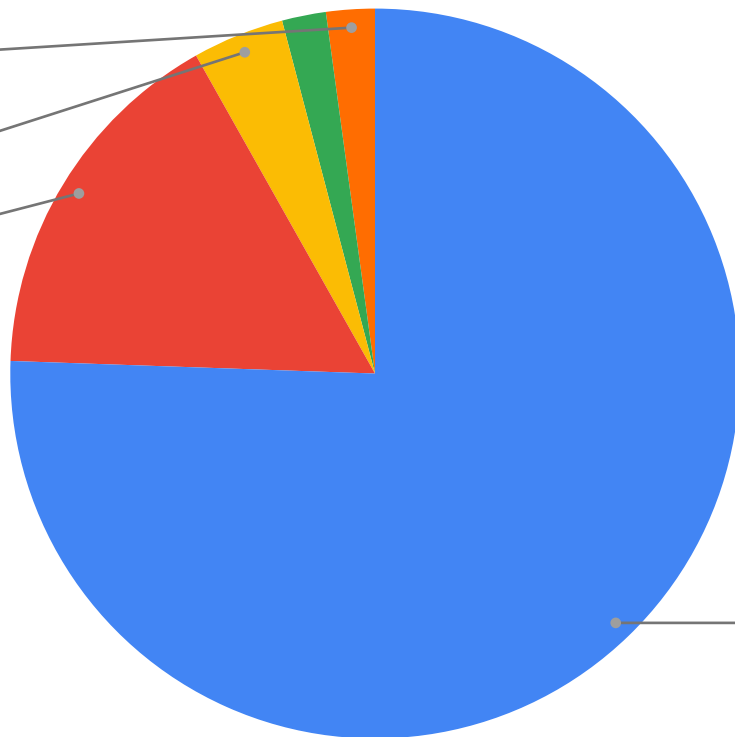
2.2%

Somewhat familiar

4.1%

Familiar

16.3%



Very familiar

75.5%

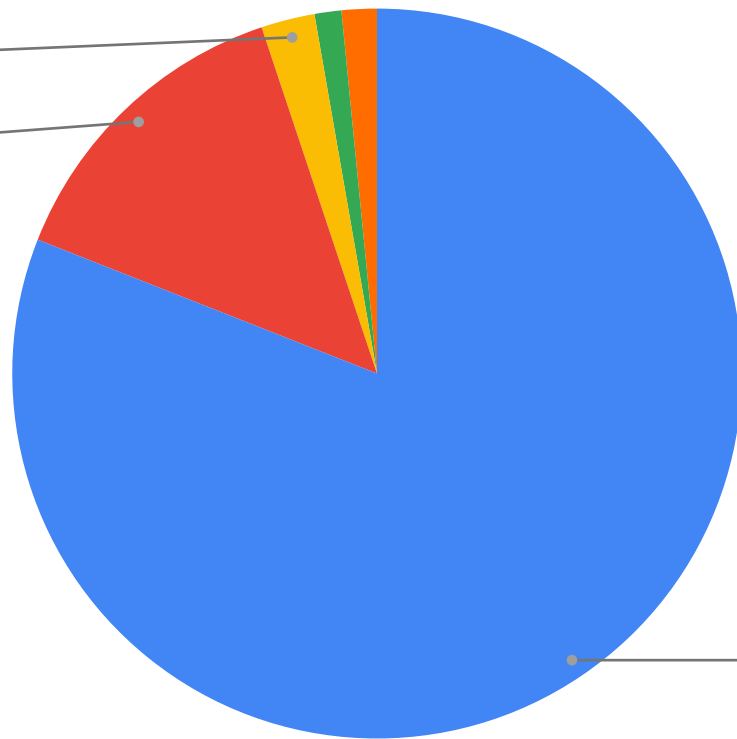
How well do you understand your school Emergency procedures? [Fire Drill]

Somewhat familiar

2.4%

Familiar

13.9%



Very familiar

81.0%

How well do understand your school Emergency procedures? [Run, Hide, Defend]

I don't know

4.1%

Not familiar at all

6.2%

Familiar

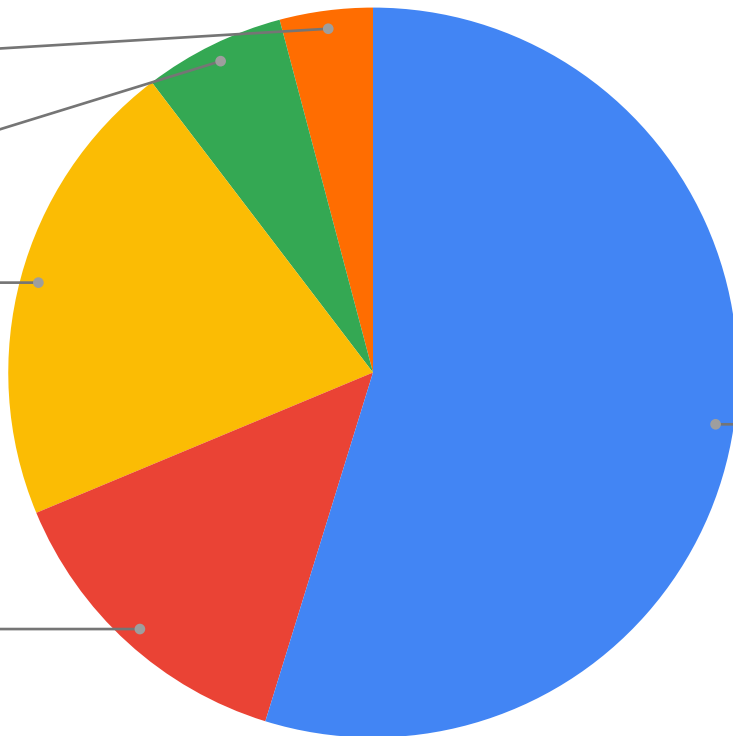
20.9%

Somewhat familiar

14.0%

Very familiar

54.8%



How well do understand your school Emergency procedures? [Shelter in Place]

I don't know

7.1%

Not familiar at all

10.2%

Familiar

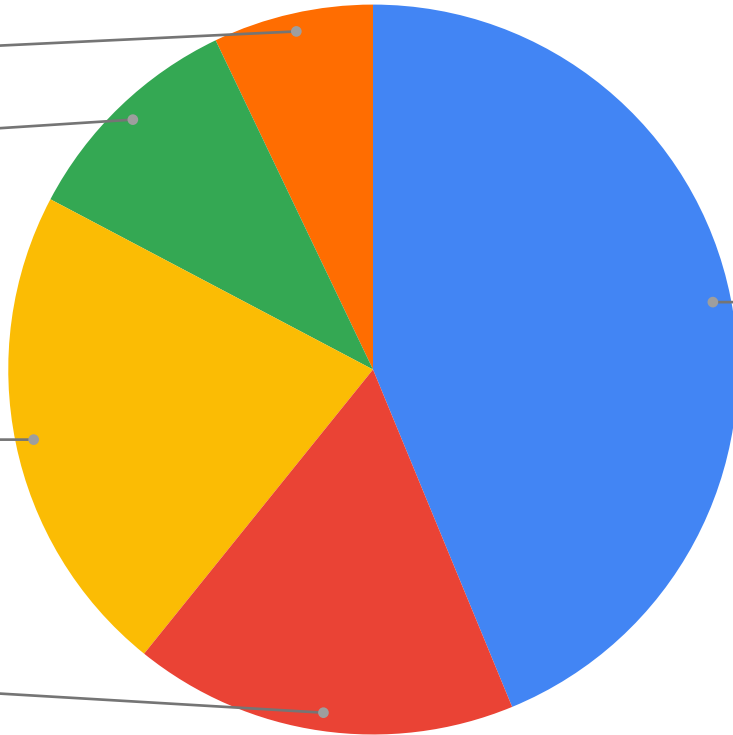
21.9%

Somewhat familiar

17.0%

Very familiar

43.8%



The facilities and grounds are well maintained at my school.

Strongly disagree

3.4%

I don't know

17.7%

Mildly disagree

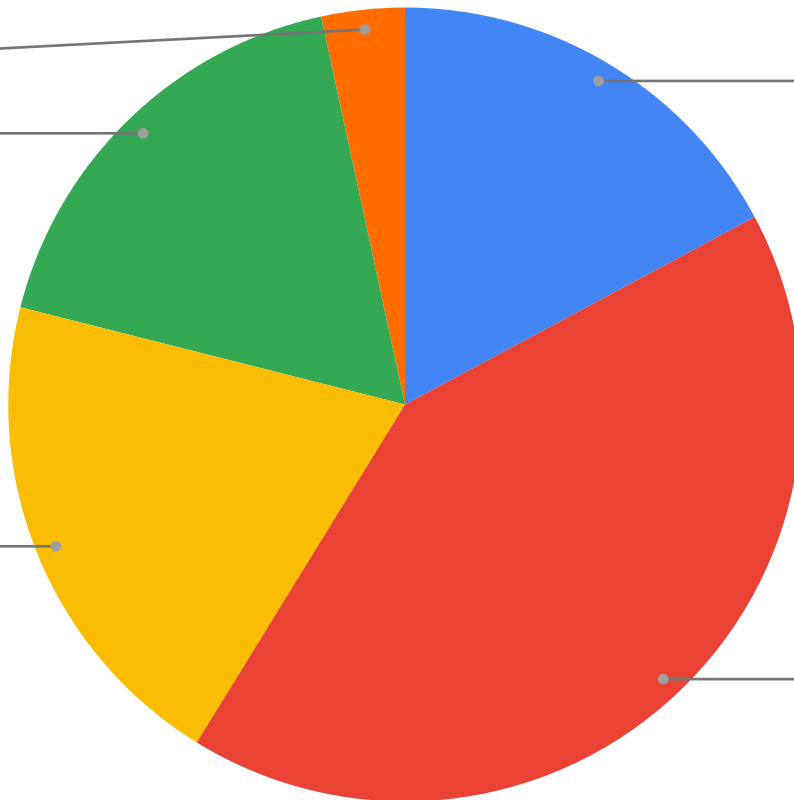
20.1%

Strongly agree

17.2%

Agree

41.6%



I am aware of the District's Wellness Connections webpage.





Evergreen Elementary School

Family Engagement Plan 2025 - 2026

Evergreen Elementary School believes family engagement is the participation of parents and family members in authentic, two-way, and meaningful communication involving student learning and related school activities.

Evergreen Elementary School has jointly developed a mutually agreed-upon parent & family engagement policy with parents and family members that establishes the school's objectives for meaningful family engagement. Evergreen Elementary School commits to the following to strengthen student achievement, learning, and success:

- Parents play an integral role in supporting their child's learning.
- Parents are encouraged to be actively involved in their child's education. This involvement can include regularly communicating with classroom teachers, attending conferences and school events, participating in School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), Parent Teacher Association (PTA), and attending district/school parent workshops.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making on advisory committees to assist in the education of their child.

This policy guides the school's strategies to strengthen school and parent partnerships in all programs. When schools, families, and communities work together to support learning, children do better in school, stay in school longer, and better engage in their education.

Communication and Collaboration:

- Distribute yearly parent surveys to all parents of students enrolled in our school to involve parents in developing this plan and provide input on using parent and family engagement funds.
- Provide parents access to information on the district's parent and family engagement plan, the district's Local Control Accountability Plan (LCAP), and the School Accountability Report Cards (SARCs) through the school/district website. Copies of these documents are available for parents upon request at the individual school sites.

Engage parents in dialogue about parent engagement during the following meetings:

- District Parent Advisory Committee Meetings
- Open Houses
- SSC (open to the public)



Evergreen Elementary School

- Parent Workshops
- Coffee Chat with the Principal
- Back to School Night
- School-Hosted Events
- PTA Events
- SEL program / Partnerships

Evergreen Elementary School commits to building the school's staff and parent capacity to cultivate strong family engagement. Through planned collaboration and training, we will maintain the authentic engagement of parents and family members. This genuine engagement will develop the necessary partnerships among the school, families, and communities to improve student engagement and academic achievement.

Evergreen Elementary School will help parents understand:

- California and District academic standards and metrics connected to student learning and progress.
- Programs for parents to learn about the challenging State academic standards and local academic assessments, including alternative forms of assessment that might be provided.
- Opportunities to participate in activities and workshops supporting social-emotional learning, mental health, wellness, and other topics related to student success.

Evergreen Elementary School will support staff in developing and maintaining family engagement. Information and resources on strengthening family engagement and improving school-family communication strategies will be regularly disseminated to increase:

- Family participation
- Improve school-family connections
- Strengthen ties within the school community

To ensure that information related to the district, school, parent programs, and activities is available to all families, our school will regularly communicate through multiple platforms:

- Written notices
- Phone calls
- Emails
- Posted information on digital platforms in a comprehensible language and easy-to-read format.

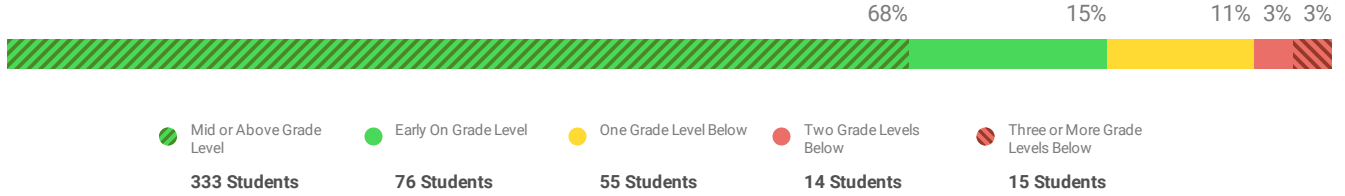
Each year, Evergreen Elementary will include an evaluation of the content and effectiveness of the parent and family engagement plan and family engagement activities to improve academic quality through parent surveys. This survey link is distributed to parents through the schools' digital platforms and posted on the school's website for parents to complete

School: EVERGREEN ELEMENTARY SCHOOL
 Subject: Reading
 Academic Year: 2024 - 2025
 Diagnostic: Diagnostic 3
 Prior Diagnostic: None

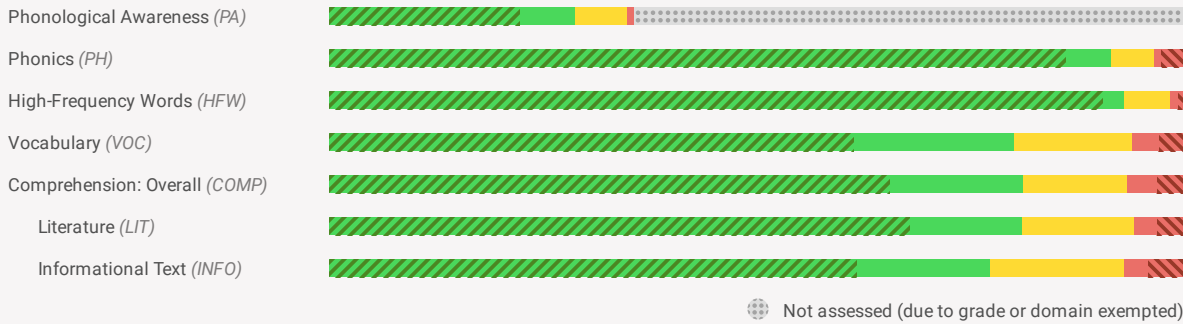
Criterion Referenced

Overall Placement

Students Assessed/Total: 493/510



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		50%	29%	21%	0%	0%	48/53
Grade 1		63%	10%	26%	1%	0%	73/77
Grade 2		87%	7%	4%	2%	0%	54/59
Grade 3		65%	22%	9%	3%	2%	65/66

Diagnostic Results



School EVERGREEN ELEMENTARY SCHOOL
Subject Reading
Academic Year 2024 - 2025
Diagnostic Diagnostic 3
Prior Diagnostic None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		73%	12%	9%	0%	6%	66/66
Grade 5		64%	19%	9%	5%	3%	88/89
Grade 6		71%	12%	4%	6%	7%	99/100