



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Evergreen Elementary School District Board of Trustees

CDS Code: 43-69435-0000000

School Year: 2025-26

LEA contact information:

Tonya Trim

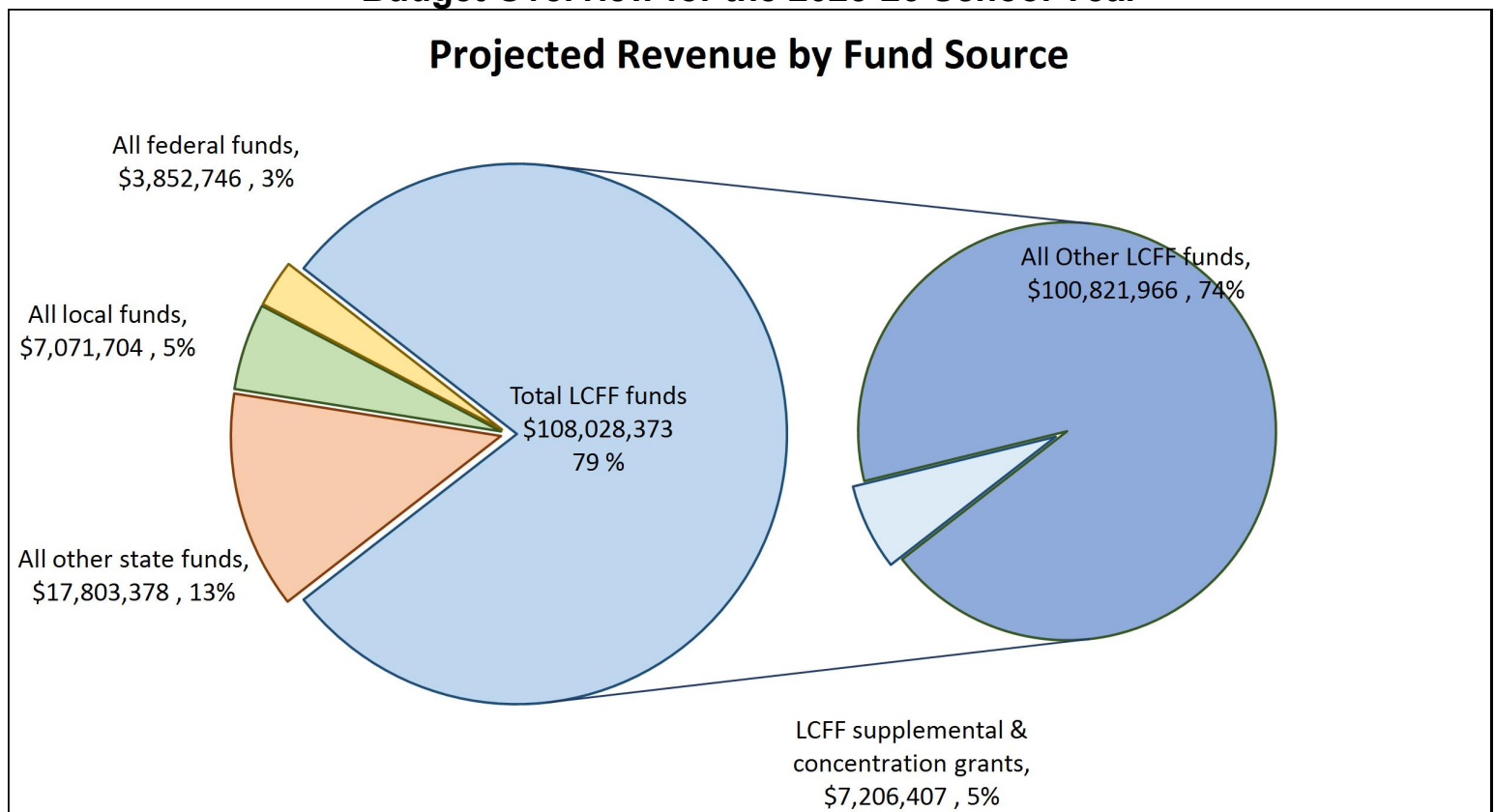
Interim Assistant Superintendent, Educational Services

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408-270-6830

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

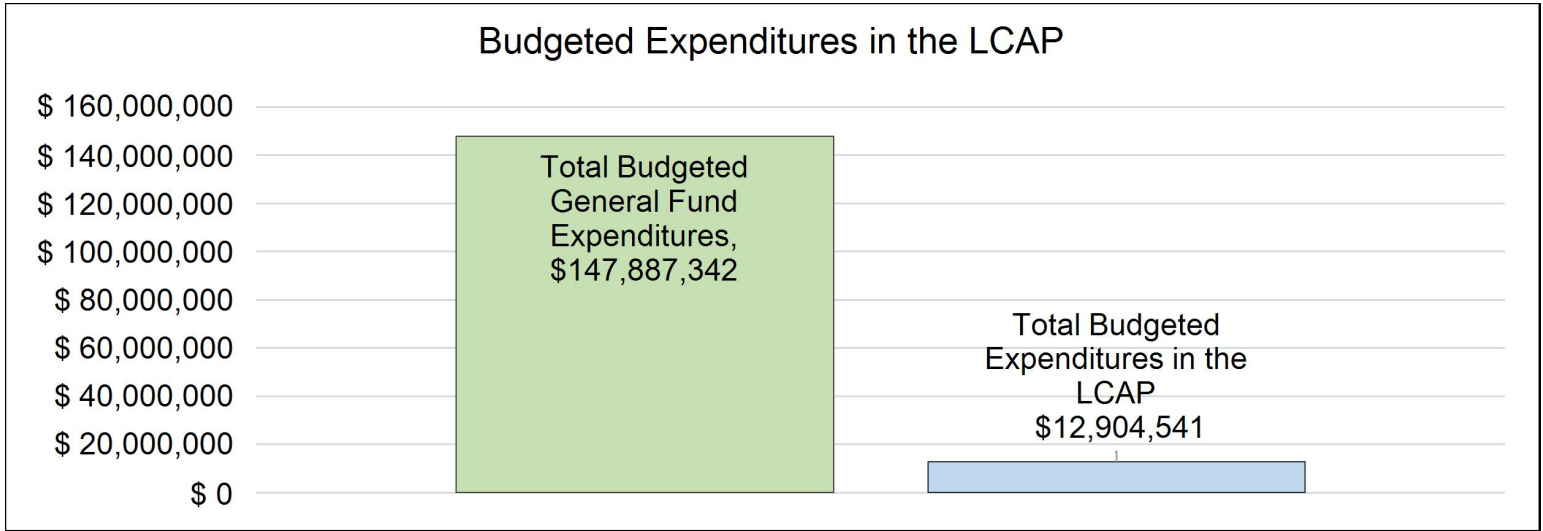


This chart shows the total general purpose revenue Evergreen Elementary School District Board of Trustees expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Evergreen Elementary School District Board of Trustees is \$136,756,201, of which \$108,028,373 is Local Control Funding Formula (LCFF), \$17,803,378 is other state funds, \$7,071,704 is local funds, and \$3,852,746 is federal funds. Of the \$108,028,373 in LCFF Funds, \$7,206,407 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Evergreen Elementary School District Board of Trustees plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Evergreen Elementary School District Board of Trustees plans to spend \$147,887,342 for the 2025-26 school year. Of that amount, \$12,904,541 is tied to actions/services in the LCAP and \$134,982,801 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

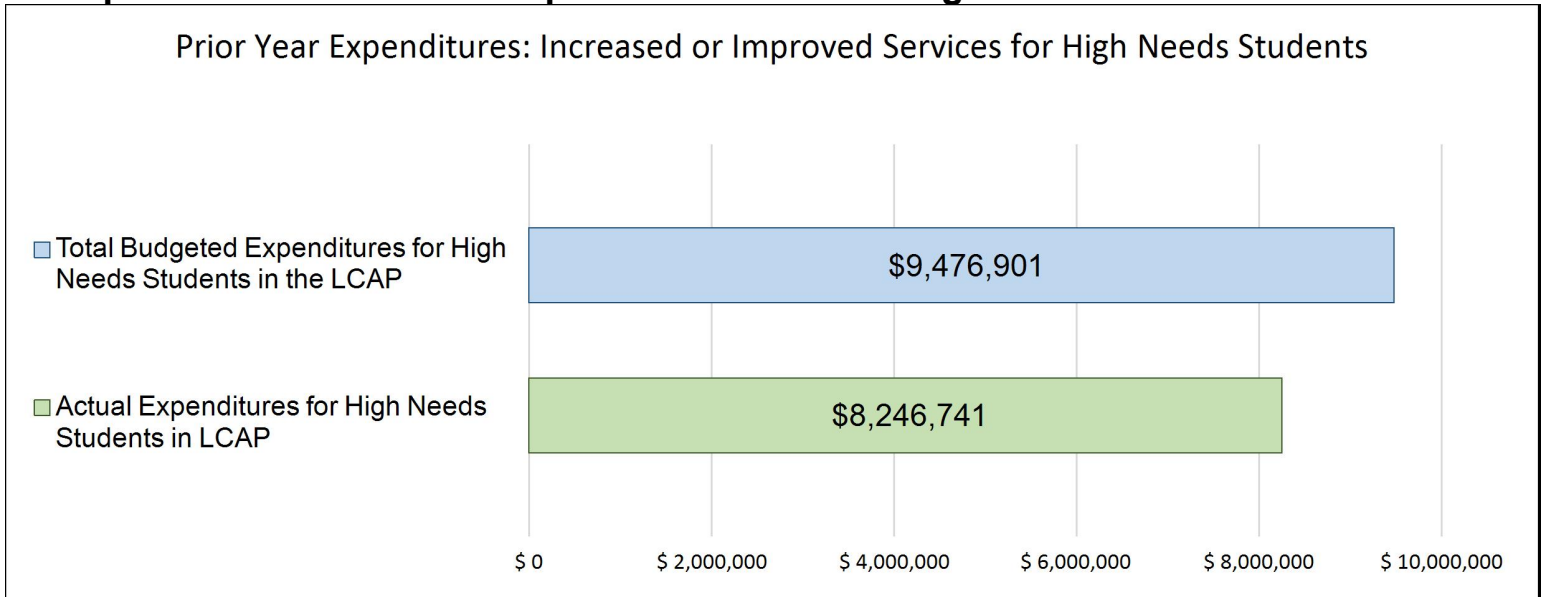
The total expenditures for the District not included in the LCAP includes all operational costs for our 16 school sites including General Education and Special Education Certificated and Classified staff salaries and benefits, property costs, supplies and services.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Evergreen Elementary School District Board of Trustees is projecting it will receive \$7,206,407 based on the enrollment of foster youth, English learner, and low-income students. Evergreen Elementary School District Board of Trustees must describe how it intends to increase or improve services for high needs students in the LCAP. Evergreen Elementary School District Board of Trustees plans to spend \$9,552,427 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Evergreen Elementary School District Board of Trustees budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Evergreen Elementary School District Board of Trustees estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Evergreen Elementary School District Board of Trustees's LCAP budgeted \$9,476,901 for planned actions to increase or improve services for high needs students. Evergreen Elementary School District Board of Trustees actually spent \$8,246,741 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,230,160 had the following impact on Evergreen Elementary School District Board of Trustees's ability to increase or improve services for high needs students:

Despite the delays in expending the budget the District made efforts to ensure that services for high needs students were minimally impacted. The District intends to continue these initiatives into 2025-26.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Evergreen Elementary School District Board of Trustees	Tonya Trim Interim Assistant Superintendent, Educational Services	ttrim@eesd.org 408-270-6830

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

MISSION STATEMENT:

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

VISION STATEMENT

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

Evergreen School District has a very diverse population of 8,474 TK-8 students. There are sixteen schools; thirteen elementary and three middle schools. The ethnicity of our students in 2024-2025 are as follows: African American 1.2%, American Indian 0.3%, Asian 54.7%, Filipino 6.7%, Hispanic 27.7%, Pacific Islander 0.4%, White 3.8%, Two or More Races 5.0% Not Reported 0.3%. The significant student groups are socioeconomically disadvantaged 33.7%, English learners 19.8% and foster youth 0.0%. Our unduplicated percentage is 36.5%, per CALPADs report.

The district's Strategic School Plan is comprised of five goals that align to improve student achievement and academic success (Updated 2022-2023):

- Promote achievement for all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking and creativity
- Provide equitable education resources and facilities

- Achieve financial stability and sustainability
- Enhance the social-emotional well-being of students, teachers and staff
- Attract and retain teachers and staff, especially those with specialized credentials

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

During the 2021-2022 school year, Evergreen launched a Spanish Dual Immersion program at Holly Oak with two classes, one in kindergarten and one in first grade. The students will matriculate during the school years into two sections for each grade level. Currently we have two sections through 2nd grade, one section in 3rd grade and one section in 4th grade. We will be adding one section of 5th grade in the 2025-2026 school year. There are 921 employees in our district. Our school staffs work tirelessly to support their students. From teachers cultivating curiosity to food service staff dishing up nutritious meals, the dedication of school staff is evident!

Driving our vision for teaching and learning is our Profile of a Learner: We engage students in authentic learning that prepares them with the skills to be global minded citizens. With extensive parent, administrative, teacher, and community feedback we have identified six outcomes in our profile: Learner, Communicator, Collaborator, Critical Thinker, Innovator, and Advocate. This profile identifies the skills we believe that students will need, when leaving our district, to be successful in high school, career, and college. Our Profile of a Learner ties together our district work to ensure all students with high quality education where each student demonstrates respect and a commitment to academic excellence. Our goals have guided the district priorities, actions and allocation of resources. These goals will continue to guide our efforts to identify best practices and close achievement and opportunity gaps.

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

The diversity of our district is an asset for our schools and communities. Students who attend schools with a diverse population can develop an understanding of the perspectives of children from different backgrounds and learn to function in a multicultural, multi-ethnic environment. Yet, as we become more diverse, demand has increased to find the most effective ways to help our students succeed academically, as well as learn to get along with each other. Teachers are faced with the challenge of making instruction “culturally responsive”. On August 13, 2020, the Board of Trustees approved and adopted the Black Lives Matter Resolution. In it, the Evergreen School District has made a commitment to work tirelessly and collaboratively with staff, students, and families to dismantle institutionalized racism in our society. On November 12, 2020, the Board of Trustees approved and adopted an Equity Policy. This led to a further commitment to racial justice and on

May 13, 2021, the Board of Trustees entered into a 3 year contract with Nicole Anderson, LLC to take actionable steps towards closing the equity gap in Evergreen School District. This work has been systems changing. The systematic approach involved work from every facet of the organization, starting with the Board of Trustees, to district level staff, to principals, teachers, students and parent community. By involving every educational partner and focusing on mindset and core beliefs, Evergreen School District reimagined what was possible for every student.

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

Parent involvement is at an all time high. Parent engagement portrays innovation and is exemplary as it improves the quality of education for all students, boosts academic achievement, and smoothes the transition for students moving from elementary to secondary schools. Not only do our programs focus on core subject areas, but they also look at the importance of 21st Century skills and builds in that strand, enabling parents to have access to academic language and skills that are critical for the 21st Century. The evidence of effectiveness is obvious through our data and the participation rate. The instructors' content enables parents to become familiar with district standards as they enjoy classes tailored to meet their specific needs. Parent engagement in our district is unique because of the opportunities for parents to attend engaging classes at the district level as well as attend various events at the school site. Parents also have the option of attending classes in their first language or attend sessions where they can hear both languages. The opportunities in which parents can participate is state of the art and clearly above and beyond what is typically available to parents and community members.

It is imperative that we continue to find ways to accelerate learning for academic success while keeping students' social-emotional needs at the forefront. Evergreen staff will continue to use cycles of inquiry to make certain our students experience continuous improvement.

No schools in EESD receive Equity Multiplier Funds.

Reflections: Annual Performance

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

Suspensions and chronic absenteeism rate for 2023-2024

Overall suspension rate: 1.9%

Overall absenteeism rate: 12.1%

CAASPP Data for 2023-2024

ELA Meets or Exceeds: 65.28%

Math Meets or Exceeds: 61.04%

English Language Learners

ELA Meets or Exceeds: 17.81%
Math Meets or Exceeds: 21.21%

Economically Disadvantaged Proficiency:

ELA Meets or Exceeds: 53.90%
Math Meets or Exceeds: 47.88%

SWD Proficiency:

ELA Meets or Exceeds: 18.73%
Math Meets or Exceeds: 19.75%

Foster Youth Proficiency:

ELA Meets or Exceeds: N/A
Math Meets or Exceeds: N/A

African American Proficiency:

ELA Meets or Exceeds: 34.17%
Math Meets or Exceeds: 16.46%

Hispanic Proficiency:

ELA Meets or Exceeds: 33.97%
Math Meets or Exceeds: 25.77%

Homeless Proficiency:

ELA Meets or Exceeds: N/A
Math Meets or Exceeds: 0%

I-Ready Data for 2024-2025

I-Ready Reading 2025-early, mid or above grade level 3rd Diagnostic:

K-6 = 5764 students, 67%
7-8 = 2138 students, 66%
ALL = 7902 students, 67%

I-Ready Math 2025 early, mid or above grade level 3rd Diagnostic:

K-6 = 5754 students, 62%
7-8 = 2133 students, 64%
ALL = 7887 students, 63%

EL proficiency 3rd diagnostic i-Ready ELA (READING):

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

EL proficiency 3rd diagnostic i-Ready MATH:
26% early, mid or above grade level 3rd Diagnostic

Suspensions and chronic absenteeism rate for 2022-2023
Overall suspension rate:
Overall absenteeism rate:

CAASPP Data for 2022-2023
ELA Meets or Exceeds: 65.11%
Math Meets or Exceeds: 60.42%

English Language Learners
ELA Meets or Exceeds: 21.67%
Math Meets or Exceeds: 23.46%

Economically Disadvantaged Proficiency:
ELA Meets or Exceeds: 39.35%
Math Meets or Exceeds: 33.57%

SWD Proficiency:
ELA Meets or Exceeds: 21.62%
Math Meets or Exceeds: 19.30%

Foster Youth Proficiency:
ELA Meets or Exceeds: N/A
Math Meets or Exceeds: N/A

African American Proficiency:
ELA Meets or Exceeds: 35.13%
Math Meets or Exceeds: 29.73%

Hispanic Proficiency:
ELA Meets or Exceeds: 33.25%
Math Meets or Exceeds: 22.74%

Homeless Proficiency:
ELA Meets or Exceeds: 27.63%
Math Meets or Exceeds: 18.98%

I-Ready Data for 2023-2024

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

K-6 = 4118, 67%

7-8 = 1417 students, 66%

ALL =5535 students, 67%

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

K-6 = 3809 students, 62%

7-8 = 1395 students, 63%

ALL = 5174 students, 62%

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

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

EL proficiency 3rd diagnostic i-Ready MATH:

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

From the 2023 Dashboard, the first year of our recent three-year LCAP cycle:

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

Carolyn A. Clark Elementary (English learner students)

O. B. Whaley Elementary (English learner students)

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

Evergreen Elementary School District (Students with Disabilities),

Katherine R. Smith Elementary (Students with Disabilities),

O. B. Whaley Elementary (Hispanic students)

Tom Matsumoto Elementary (Students with Disabilities),

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

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

Evergreen Elementary School District (Students with Disabilities),

Chaboya Middle (Students with Disabilities),

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

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

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

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

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

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

However, from the 2024 Dashboard, the second year of our recent three-year LCAP cycle:

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

Cadwallader Elementary (English learner students)
Katherine Smith Elementary (English learner students)
Tom Matsumoto Elementary (English learner students)

One of our elementary schools made growth; and Evergreen Elementary School District and the following schools have received the lowest performance level on the English Language Arts (ELA) Indicator, with the one or more student groups affected (listed in parentheses next to the school's name):

Evergreen Elementary School District (Homeless Youth and Students with Disabilities),
Carolyn Clark Elementary (Students with Disabilities),
Holly Oak Elementary (Hispanic students),
Katherine R. Smith Elementary (All Students, English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students),
Tom Matsumoto Elementary (Students with Disabilities),
George V. Ley Va Intermediate (Long-Term English learners, Students with Disabilities, and Hispanic students),
Quimby Oak Middle (Students with Disabilities)

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

Evergreen Elementary School District (Homeless Youth and Students with Disabilities),
Carolyn Clark Elementary (Students with Disabilities),
Katherine Smith (English Learners and Hispanic students)
Chaboya Middle (Students with Disabilities),
George V. LeyVa Intermediate (Long-Term English learners and Students with Disabilities)

All of the aforementioned schools (with the exception of one student group at the middle school) and Evergreen Elementary School District made growth; Evergreen Elementary School District and the following two elementary and two middle schools have received the lowest performance level on the Suspension Indicator, with the one or more student groups affected (listed in parentheses next to the school's name):

Evergreen Elementary School District (Long-Term English Learners and Native Hawaiian/Pacific Islander Students),
Montgomery Elementary (English learners)
Katherine Smith (All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)
LeyVa Intermediate (All Students, English learners, Long-Term English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students)
Chaboya Middle (Students with Disabilities),

Evergreen Elementary School District and the aforementioned schools (with the exception of two elementary schools) made growth; and the following 6 elementary schools and 2 middle schools have received the lowest performance level on the Chronic Absenteeism Indicator, with the one or more student groups affected (listed in parentheses next to the school's name):

Evergreen Elementary School District (Homeless Youth),
Cadwallader (English Learners, Socioeconomically Disadvantaged, Hispanic students),
Holly Oak Elementary (Socioeconomically Disadvantaged),
James Franklin Smith Elementary (Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students),
Montgomery Elementary School (Students with Disabilities and Filipino students)
O. B. Whaley Elementary (All Students, English learner, Socioeconomically Disadvantaged, and Hispanic students),
Silver Oak Elementary (Hispanic students),
Chaboya Middle (Students with Disabilities and Hispanic students),

George V. LeyVa Intermediate (Long-Term English learner and Socioeconomically Disadvantaged)

Learning Recovery and Emergency Block Grant:

Based on data and input from our needs assessment, Evergreen Elementary School District (EESD) will utilize unexpended LREBG funds for the 2025-2026 school year.

The LREBG funded action may be found in Goal 1, Action 1.7.

EESD's needs assessment substantiated findings from the 2024 Dashboard related to the academic indicators, English Learner Progress Indicator (ELPI), English Language Arts (ELA), and Mathematics. A review of state and local data indicates the lowest performance levels among EESD, Cadwallader, Katherine Smith, Tom Matsumoto, Carolyn Clark, Holly Oak, LeyVa Intermediate, Quimby Middle, and Chaboya Middle schools, among the following student groups: All Students, Homeless Youth, Students with Disabilities, English learners, Hispanic, Socioeconomically Disadvantaged, and Long-Term English learners. Accordingly, Goal 1, Action 1.7 directly addresses the need to scale and align the identified priority and supporting Common Core State Standards for kindergarten through eighth grade, district-wide, in the content areas of ELD/ELA and Mathematics. Additionally, we'll be developing and identifying proficiency scales, which will help staff assess student progress toward mastery of the standards. Once we've identified the proficiency scales, we can use it towards progress monitoring and benchmark assessments of pupil learning. This action, along with the following actions, align to allowable uses of funds in the areas of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. Moreover, we're providing professional development and coaching on the 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Eight and the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Eight.

EESD's needs assessment indicates 8 out of 16 schools have students in the lowest performance indicator for Chronic Absenteeism. In comparison, the greatest identified need is in ELA/ELD and Mathematics.

Reflections: Technical Assistance

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

Evergreen School District was identified as eligible for 2024-2025 Differentiated Assistance based on outcomes for Homeless Youth in Academics (English Language Arts/Literacy and Mathematics) and Chronic Absenteeism. These academic trends are also reflected in the results of the local assessment, iReady Math and ELA.

Evergreen School District was identified as eligible for 2023-2024 Differentiated Assistance based on outcomes for Students with Disabilities in Academics (English Language Arts/Literacy and Mathematics) and Chronic Absenteeism, as well as our students who are African-American (Chronic Absenteeism and Suspension). These academic trends are also reflected in the results of the local assessment, iReady Math and ELA.

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

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

2.7 Maintain Director of Child, Welfare and Attendance (CWA)

2.7 Maintain Enrollment Center

2.2 Maintain ongoing district-wide Attendance Meetings with parents/guardians

2.2 Maintain re-engagement plans

1.2 Continue professional development for site administrators

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

2.3 Refocused on implementation of PBIS district-wide

2.9 Maintain Community Liaisons

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

1.11 Investigate, pilot, and adopt consistent curriculum

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

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

3.4 Providing professional development for all Special Education staff and moving forward, connecting it to the Comprehensive Intervention Model (CIM) for Comprehensive Coordinated Early Intervening Services (CCEIS) Plan

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

LCAP Section "Engaging Educational Partners": Continue Special Education focus groups for job alike groups to share feedback in order to build coherence within the field with new leadership

LCAP Section "Engaging Educational Partners": Reconvene Special Education Advisory Committee to make recommendations to the Board of Education

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Safety Survey (Staff (Certificated and Classified); Students; and Parents)	Survey (September 20, 2024)
District Advisory Committee (District Administrators; Site Administrators; Certificated Staff: Teachers; Classified Staff: including Community Liaisons; Parents, including a parent of a student in Special Education; Community Members)	Meetings (October 9, 2024; November 13, 2024; February 12, 2025; March 17, 2025; and May 14, 2025)
DELAC (District Administrators; Site Administrators; Certificated Staff: Teachers; Classified Staff: including Community Liaisons; Parents, including a parent of a student in Special Education; Community Members)	Meetings (October 9, 2024; November 13, 2024; February 12, 2025; March 17, 2025; April 9, 2025 and May 14, 2025)
Professional Development Committee (District Administrators; ETA Leadership; Teachers on Special Assignment; Certificated Staff: Teachers; and Classified Staff)	Meetings (April 22, 2024 and May 6, 2024)
Special Education Focus Group Feedback Session (District Administrator; Teachers on Special Assignment; Certificated Staff: Teachers, Psychologists, Speech Language Pathologists; Occupational Therapists; Adaptive Physical Education Teachers; and Behavior Technicians)	Meetings (April 29, 2024; May 2, 2024; May 16, 2024; May 30, 2024)
Student Advisory (Superintendent, District Administrators, Teacher, Classified Staff, Parents, and Students)	Meetings (November 4, 2024; February 24, 2025; and May 19, 2025)
Community Feedback (District Administrators; Site Administrators; Certificated Staff: Teachers; Classified Staff: including Community Liaisons; Parents, including a parent of a student in Special Education; Community Members)	Padlets: https://bit.ly/4fonOlw and bit.ly/EPEF2425 (November 13, 2024 and March 17, 2025)

Educational Partner(s)	Process for Engagement
LCAP Survey of 2024-2025 LCFF (Parents; Staff (Certificated and Classified); District and Site Administrators; Students; and Community Members)	Survey (Staff and Community Engagement Feedback): (May 9, 2025)
Special Education Advisory Committee (2 Board of Trustees Members; District Administrators; ETA Leadership; Teachers on Special Assignment; Certificated Staff: Teachers; Parent; Classified Staff; and Community - PTA Council Member)	October 10, 2023 and January 9, 2024

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

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

While the Local Control and Accountability Plan (LCAP) is a 3-year plan, Evergreen School District continues to work closely with all stakeholders to update and adjust it yearly. The Single School Plans for Student Achievement (SSPAs), function to share and explicitly state student outcomes and goals at the site level. The 2024-2025 annual update and the 2024-2027 LCAP update are specifically aligned with the Single School Plans for Achievement, and the District's over arching Strategic Plan.

Our yearly update continues and resumed again in September 2024 at the CCEIS Education Partners Meeting. The focused work EESD has completed in identifying goals and actions in the CCEIS plan has allowed a clear vision for building a better system for both academic and behavioral multi-tiered systems of support. We felt a sense of urgency to tie our action planning and any new root cause analysis of the data to the LCAP. What we found was that we needed to include actions that addressed our chronic absenteeism efforts. This work was linked to the focus we were already doing in the Differentiated Assistance Plan as well. Our goal was to work smarter and to begin to interweave all these plans together.

Later in the fall we continued with our LCAP feedback by meetings with our District English Language Advisory Committee and District Advisory Committee (DELAC and DAC). Moving into the spring, we expanded our Education Partners and Leadership Meetings to include our CCEIS work that stands for Comprehensive Coordinated Early Intervening Services. This team included the following individuals:

- Superintendent
- Interim Assistant Sup, Ed Services
- Assistant Sup, Business Services
- Directors of Educational Services
- Director of SPED
- Coordinator of SPED
- TOSA CCEIS
- Coordinator of Assessment and Accountability
- 4 Principals (1 from each Title 1 elementary school)
- 4 Teachers (1 from each Title 1 elementary school)

Classified staff

8 parents (2 from each Title 1 elementary school)

Director, SELPA

In addition, we convened a Special Education Advisory Committee during the 2023-2024 school year and this committee was comprised of the following members:

Director of Special Education

2 Board members

2 parents of students with exceptional needs

1 School Psychologist

1 TOSA SPED

We reviewed each LCAP goal, shared actions and services related to the goal and asked participants to discuss and document perceived strengths and challenges as well as share ideas and ask questions about each goal. We also asked community members to suggest items that they think we should "start," "stop," and/or continue. From these particular input meetings were able to realize two very significant new actions to our 2025 LCAP. They are:

-Hiring 5 additional full time English Language Development (ELD) Instructional Aides (Action 1.8)

-Hiring 1 full time ELD Coach (Action 1.3)

-Reviewing staffing ratios for special education classrooms and supports

-Purchasing Instructional resources and supports for special education classrooms (Action 1.11)

After a deep dive into the data and analyzing the root causes, Educational Partners surfaced the need for additional support for English Learners in the Evergreen School District. Staff is doing an incredible job at reclassifying students to become English proficient in Evergreen. However, what the data is showing, is that students who remain English Learners, need additional support acquiring English proficiency, especially our long-term English learners. These positions will be able to support not only students in the classroom with the push-in model, but also assist and support newcomer students or long term English Learners (LTELS) in particular. The ELD coach will support adult learning and focus on instructional practices and model classroom instruction for peers by providing professional development throughout the year.

In all we conducted multiple opportunities for outreach. The outreach included staff, parents, community members, inclusive of the Board once we take the LCAP to public hearing on June 26, 2025. The community outreach was extended through meetings both in person and via zoom. Meetings were advertised in parent and staff newsletters and were inclusive of various educational partners. Those meetings took place on:

April 29, 2024 (Special Education Focus Group Feedback Session for SLPs)

May 2, 2024 (Special Education Focus Group Feedback Session for OT/BT/APE)
May 16, 2024 (Special Education Focus Group Feedback Session for School Psychs)
May 30, 2024 (Special Education Focus Group Feedback Session for teachers)
May 30, 2024 (SELPA consultation)
September 30, 2024 (Educational Partners-CCEIS)
October 9, 2024 (DELAC/DAC Parent Training)
November 4, 2024 (Student Leadership)
November 13, 2024 (DELAC/DAC)
February 12, 2025 (DELAC/DAC)
February 24, 2025 (Student Leadership)
March 29, 2025 (DELAC/DAC)
April 9, 2025 (DELAC)
April 29 - May 9, 2025 (LCAP Survey/Staff and Community Engagement Feedback Survey administered)
May 14, 2025 (DELAC/DAC/Educational Partners-CCEIS)
May 19, 2025 (Student Leadership)
June 26, 2025 (Public Hearing)
June 30, 2025 (Board Approval)

In Spring 2025 Staff and Community Engagement Feedback Survey was posted on Parent Square and our Evergreen Elementary School District website. During the two week survey window staff members (classified and certificated), parents and community members participated. In the survey, respondents rated how strongly they felt on 27 LCAP components including: My child/student takes pride in his/her work, I am aware of opportunities to learn more about the District budget, I understand the academic expectations for my child/student, our family feels/I feel valued by our school/district and I feel welcome at my child's school. 68.14% of respondents were from parents, 28.76% were from staff, and 3.10% were from other community members. Respondents from all 16 schools were represented. Sites also presented data at site-based meetings that included feedback from both parents and student groups. Site leaders shared feedback and what equated to common threads in the feedback was included in the final LCAP.

Presentations and feedback sessions were held for the following district advisory groups: District English Language Advisory Committee and the District Advisory Committee. After significant work by the LCAP writing team to digest and summarize community input, a summary of suggested revisions, all input was synthesized and incorporated into the final draft which was presented to the Evergreen School Board of Trustees on June 26, 2025 when the Board held a Public Hearing. The 2025 LCAP was recommended to the Board of Trustees for approval on June 30, 2025.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1.A: Basic (Conditions of Learning) Percentage of teachers in Evergreen Elementary School District (EESD) who are appropriately assigned and fully credentialed (they have an assignment	(2021-2022) 91.3%	(2022-2023) 88.9%		(2024-2025) 95%	-2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	monitoring outcome of "clear") (Source: DataQuest)					
1.2	Priority 1.B: Basic (Conditions of Learning) Percentage of students that have access to their own copies of standards-aligned instructional materials for use at school and at home.	(2023-2024) 100%	(2024-2025) 100%		(2026-2027) 100%	No change
1.3	Priority 1.C: Basic (Conditions of Learning) Number/percentage of sites passing the Williams Compliance review (facilities are in good repair, as measured by the FIT tool)	(2023-2024) 100%	(2024-2025) 100%		(2026-2027) 100%	No change
1.4	Priority 2.A: State Standards (Condition of Learning) Percent of teachers who participate in professional development in CA Academic Content Standards and Curriculum Frameworks (MTSS district-wide in October)	(2023-2024) 80%	(2024-2025) 79%		(2026-2027) 90%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Priority 4.F: State Standards (Condition of Learning) Percentage of Redesignated Fluent English Proficient Students	(2023-2024) 16.18%	(2024-2025) 13.00%		(2026-2027) 19%	-3.18%
1.6	Priority 4.A: State Standards (Condition of Learning) Percentage of Redesignated Fluent English Proficient students meeting or exceeding standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy	(2022-2023) 86.88%	(2023-2024) 86.30%		(2025-2026) 89%	-0.58%
1.7	Priority 7.B: Course Access (Conditions of Learning) Percentage of middle school socioeconomically disadvantaged (SED) and English learners (EL) enrolled in AVID class at Chaboya and George V. LeyVa Intermediate	(2023-2024) EL: 11.76% SED: 29.41%	(2024-2025) EL: 31.47% SED: 58.74%		(2026-2027) EL: 23% SED: 60%	EL: +19.71% SED: +29.33%
1.8	Priority 7.A: Course Access (Conditions of Learning)	(2023-2024) 0%	(2024-2025) 0%		(2026-2027) 100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students enrolled in a Visual and Performing Arts Course at O. B. Whaley Elementary School					
1.9	Priority 2.A: State Standards (Condition of Learning) Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	(2023-2024) 17 out of 23 - 74%	(2024-2025) 20 out of 23 - 87%		(2026-2027) 20 out of 23 - 87%	+13%
1.10	Priority 7.C: Course Access (Conditions of Learning) Percentage of students with disabilities who are in general education classes 80% or more of the time, as of May 31st (Source: SEIS)	(2023-2024) 44.36%	(2024-2025) 43.65%		(2026-2027) 54%	-0.71%
1.11	Priority 1.A: Basic (Conditions of Learning) Number of year 1 and 2 teacher candidates	(2023-2024) Year 1: 12 Year 2: 8 2 teachers with preliminary and mentorship	(2024-2025) Year 1: 21 Year 2: 18 1 teachers with preliminary and mentorship		(2026-2027) Year 1: 15 Year 2: 11 4 teachers with preliminary and mentorship	Year 1: +9 Year 2: +10 -1 teachers with preliminary and mentorship

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1 teacher fully credentialed and mentorship	9 teacher fully credentialed and mentorship		3 teacher fully credentialed and mentorship	+8 teacher fully credentialed and mentorship
1.12	Priority 2.A: State Standards (Condition of Learning) Average response rating on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool (rating scale) 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability	(2023-2024) 3.9	(2024-2025) 4.1		(2026-2027) 4.5	+0.2

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

As part of our district's commitment to supporting student achievement and equity, the following actions were successfully implemented within our Local Control and Accountability Plan (LCAP). Targeted support for English learners was enhanced through the deployment of nineteen English Language Development (ELD) Assistants, the provision of professional development opportunities, and the placement of ELD Coaches to support instructional best practices. Additionally, an Educational Technology Teacher on Special Assignment supported the integration of digital learning tools. To strengthen curriculum alignment and instructional planning, essential standards were identified and supplemental resources were provided to support ELD instruction. Response to Intervention (RTI) Coaches and Sobrato Early Academic Language (SEAL) Coaches played key roles in delivering tiered supports and fostering early language development. Transitional Kindergarten and Kindergarten classrooms benefited from the addition of instructional aides, while Educational Services staff, including

directors and secretaries, provided critical coordination and oversight. To further enhance learning opportunities, additional financial resources were allocated directly to school sites, including funding for supplemental costs associated with Outdoor School, ensuring broader access to experiential learning programs.

In addition, the district will continue to offer a robust Summer School program aimed at providing targeted academic support and enrichment opportunities for students. Staffing for summer sessions will include credentialed teachers, instructional assistants, and specialized support staff to address the diverse needs of participating students. Summer School programming remains a vital component of the district's commitment to academic achievement and equitable access to learning year-round.

During the 2024–2025 school year, the Induction Teacher on Special Assignment (TOSA) assumed additional administrative responsibilities while continuing to support the district's Induction Program. This dual role ensured continuity in the support and mentorship of new teachers. Looking ahead to the 2025–2026 school year, the district will hire a full-time Induction TOSA, thereby allowing for dedicated focus on the Induction Program and expanding support for early-career educators.

In addition, the district expanded its team of English Language Development (ELD) instructional assistants with the addition of five new team members for a total of 19 ELD instructional assistants. Originally designated as an assessment team, these instructional assistants have since been fully integrated into all aspects of supporting English learners. Their responsibilities extend beyond the administration of district assessments to include active involvement in daily instructional support and engagement with ELD students, ensuring comprehensive services are provided.

Furthermore, supplemental instructional resources for Special Education are scheduled for purchase in the 2025–2026 school year. A curriculum piloting committee is currently in the process of reviewing potential programs. Once a final selection is made, the district will proceed with the acquisition of the chosen materials to enhance and support specialized instruction across schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 Maintain all ELD Assistants: We budgeted \$862,531 and overspent by \$89,629, due to the raise in salary.

Action 1.2 Professional Development: We budgeted \$438,387. However, there was an over-expenditure of \$118,293. We needed to obtain more contracted facilitators to continue to offer a wider variety of professional development, thereby giving staff more selections and choice. We did not have enough in-house teacher presenters to meet this need.

Action 1.5 Maintain Induction TOSA: We budgeted \$200,246. However, there was an under-expenditure of \$188,069. Although the position was vacant, a stipend was paid to an administrator to oversee and facilitate the Induction Program. Since there wasn't an Induction TOSA hired, the former Induction TOSA facilitated and maintained the program. Looking ahead to the 2025–2026 school year, the district will hire a full-time Induction TOSA.

Action 1.6 Summer School: We budgeted \$2,096,517, but overspent by \$1,471,690. Additional programs were added to Summer School.

Action 1.7 Teacher Support: We budgeted \$88,000, but there was an under-expenditure of \$14,588. The number of sessions needed to identify Essential Standards in Mathematics were less than anticipated.

Action 1.8 Assessment Team: We budgeted \$223,904, but underspent by \$30,872. There were late hires; not all team members started in August.

Action 1.9 Supplemental Resources to Support ELD: We budgeted \$12,000, but over spent by \$162,527. The addition of the digital component of the curriculum was necessary to support the printed curriculum.

Action 1.10 Maintain RTI Coaches: We budgeted \$1,509,349 and underspent by \$246,004. There was a vacant position throughout the year.

Action 1.11 Supplemental Resources to Support Students with Disabilities: We budgeted \$81,840. However, funds were not utilized because the curriculum pilot was deferred to the fall of 2025-2026.

Action 1.13 Maintain Transitional Kindergarten/Kindergarten Aides: We budgeted \$1,632,949. However, we underspent by \$461,356. There were vacant positions.

Action 1.14 Educational Services staff to support all learners: We budgeted \$776,943 but we overspent by \$114,866. Additional supports were needed.

Action 1.15 Additional Resources for Sites to Implement MTSS: We budgeted \$1,368,685 and underspent by \$196,606, due to shared site and district expenses.

Action 1.16 Supplement costs of outdoor science school: We budgeted \$54,560, but underspent by \$17,949. Parent donations offset district costs.

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

The following actions, followed by the metrics, were effective in the 2024-2025 school year.

Our long-term English learners improved by 2.4% on the English Learner Progress Indicator (ELPI), with 61.4% making progress. On the CAASPP ELA, they progressed 4.4 points closer to standard.

CAASPP: SBAC ELA & Math
Socioeconomically Disadvantaged (SED)
ELA: +14.55%
Math: +14.31%
CAST: +14.23%

Long-term English learners (LTELs)
Math: +0.38%

iReady
EESD All Students
Math: +0.85%

Focus Student Groups (Reading)
SED (low income): +0.06%

Focus Student Groups (Math)

Hispanic: +1.46%

SED: +2.32%

Action 1.1 Maintaining ELD assistants

ELD Assistants were effective because of 30 minutes of daily instruction for newcomers. On the CAASPP Math, our English learners progressed 6.1 points closer to standard, which is an improvement in 2024 from the 2023 California School Dashboard.

Action 1.2 Professional Development

Staff receive ongoing professional development to implement effective instructional strategies in the classroom. On the SBAC ELA and Math, our socioeconomically disadvantaged students have improved by the following percentage points: 14.55 in ELA, 14.31 in Math, and 14.23 on the CAST.

Action 1.3 Hire 1 ELD Coach

There was an intentional focus on providing Designated ELD strategies to staff, which included reviewing data collaboratively with staff. Our long-term English learners improved on the SBAC math by 0.38 percentage points.

Action 1.4 Maintain Educational Tech TOSA

The technology newsletter is communicated consistently, which included instructional strategies. Teacher participation in professional development was maintained from 2023 to 2024.

Action 1.5 Maintain Induction TOSA

There was an increase in the number of teacher candidates from the previous year. Our long-term English learners improved on the SBAC math by 0.38 percentage points.

Action 1.6 Summer School

Interventions provided to students who needed additional academic support resulted in an increase in iReady results for reading and math. All students had opportunities to participate in enrichment activities.

Action 1.7 Teacher Support

The identification of Math Essential Standards supported the increase in iReady and CAASPP math results. The expenditures were related to monitoring and reviewing benchmark assessments in an effort to increase student outcomes district-wide. According to our iReady results, all of our students showed growth in math by 0.85 percentage points. Based on the following CAASPP results, all of our students showed growth on the SBAC ELA by 0.17 percentage points; SBAC Math by 0.62 percentage points, and CAST by 0.15 percentage points.

Action 1.8 Assessment Team

The five additional ELD instructional assistants increased access for all English learner levels 1 and 2 students at every school site to receive push in and for newcomers, pull out services. This contributed to the increase of our scores for SBAC Math, and ELPI for our long-term English learners.

Action 1.9 Supplemental Resources to Support ELD

The ELD instructional assistants utilized supplemental resources from Benchmark to provide push in support and for newcomers, pull out services for our English learner levels 1 and 2 students. This action helped increase our scores for Math, and ELPI for our long-term English learners.

(2024-2025)

Specific Learning Disability

Hispanic: -2.48%

Low Income (LI): -4.6%

English learners (EL): +2.66%

Other Health Impairment

Hispanic: +2.52%

LI: -7.63%

EL: +6.38%

Intellectual Disability

Hispanic: +4.77%

LI: +0.95%

EL: 0%

Action 1.10 Maintain RTI Coaches: The percentage of students who are identified for specific learning disabilities decreased for our student groups, Hispanic and Low Income; other health impairment decreased for our students of low income; and intellectual disabilities remained the same for our English learners.

The focal students were identified for intervention, based on the disproportionate representation of Hispanic/Latino students in Special Education, and meet with RTI coaches four to five days per week, for 30 minutes in small groups.

Percent of English learners who were reclassified to Fluent English Proficient in 2024-2025:

EL: -2.91%

EL & SWD: +0.19%

Action 1.11 Supplemental Resources to Support Students with Disabilities

Staff integrated the pilot of curriculum for our students with disabilities, who maintained progress in math and progressed 0.9 points from the prior school year.

Action 1.12 Maintain 3 Seal Coaches

Our SEAL coaches wrote units for our English learners and provided professional development to teachers, and thereby implemented a process for monitoring and analyzing data for the implementation of interventions for English learners.

Action 1.13 Maintain Transitional Kindergarten/Kindergarten Aides

Our transitional kindergarten and kindergarten instructional aides directly supported our English learners with scaffolds and differentiated supports, provided by and in collaboration with the classroom teacher.

Action 1.14 Educational Services Staff to Support All Learners

ELD instructional assistants received ongoing professional development to support English learners. The Director and Teacher on Special Assignment provide professional development for the RTI Coaches, focused on tiered intervention and instruction.

Action 1.15 Additional Resources for Sites to Implement Multi-Tiered Systems of Support (MTSS)

The site administrators facilitate attendance workshops for parents to improve absenteeism for their students. In addition, Other Means of Correction (OMC) and Positive Behavior Intervention Supports (PBIS) is being applied to provide alternatives to suspension.

Action 1.16 Supplemental Costs of Outdoor Science School

The Average Daily Attendance rate for our students who are economically disadvantaged (low income), is 92.20%. Their CAST results have improved by 14.23%.

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

Action 1.5: The title, "Maintain Induction TOSA", has been changed to "Induction", to include induction costs.

Action 1.6, Summer School, has been removed because it is funded by ELOP.

Action 1.8, Assessment Team will be removed and added to action 1.1 titled Maintain all ELD Assistants. Our ELD instructional assistants have since been fully integrated into all aspects of supporting English learners. Their responsibilities extend beyond the administration of district assessments to include active involvement in daily instructional support and engagement with ELD students, ensuring comprehensive services are provided.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain all ELD Assistants	English learner (EL) assistants will work with EL students in a push-in/pull-out model to support students to achieve English proficiency.	\$1,122,059.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This addresses the English learner students who were in the lowest performing level in the English learner progress indicator (ELPI) on the CA School Dashboard at our two elementary schools, Carolyn A. Clark and O. B. Whaley Elementary, as well as our English learner students who experienced a decline of 9% on the ELPI in Evergreen Elementary School District (EESD).</p>		
1.2	Professional Development	<p>Provide ongoing professional development to address districtwide initiatives. This includes EESD teacher leaders and outside agencies.</p> <p>The impact of this action will be important for our student groups in Evergreen Elementary School District and the following schools, who were in the lowest performing level in the academic indicators on the CA School Dashboard, both English Language Arts/Literacy and Mathematics Indicators: Evergreen Elementary School District (Students with Disabilities), George V. Ley Va Intermediate (Students with Disabilities; Hispanic students), and O. B. Whaley Elementary (Hispanic students)</p> <p>English Language Arts/Literacy Indicator only: Katherine R. Smith Elementary (Students with Disabilities) and Tom Matsumoto Elementary (Students with Disabilities)</p> <p>Mathematics Indicator only: O.B. Whaley Elementary (Socioeconomically Disadvantaged) Chaboya Middle (Students with Disabilities)</p>	\$497,500.00	Yes
1.3	Hire 1 ELD coach	<p>English Language Development (ELD) Coach will support teachers to implement effective instructional practices that support English learners, inclusive of supporting long-term English learners (LTEL).</p> <p>This addresses the English learner students who were in the lowest performing level in the ELPI indicator on the CA School Dashboard at our</p>	\$172,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
		two elementary schools, Carolyn A. Clark and O. B. Whaley Elementary, as well as our English learner students who experienced a decline of 9% on the ELPI in Evergreen Elementary School District (EESD).		
1.4	Maintain Educational Tech TOSA	Maintain an Educational Tech Teacher-on-Special-Assignment (TOSA) to continue to bridge technology instruction in 21st Century skills embedded in the classroom. Our Ed Tech TOSA coordinates our district-wide professional development.	\$185,551.00	Yes
1.5	Induction	Maintain 1 full-time equivalent (FTE) Teacher on Special Assignment (TOSA) to support the Induction Program.	\$131,723.00	Yes
1.7	Teacher Support	<p>LREBG (Learning Recovery and Emergency Block Grant) Action: Continue the identification and implementation of the Essential Standards. Included in this action is identifying Proficiency Scales and professional development.</p> <p>The LREBG funded action may be found in Goal 1, Action 1.7.</p> <p>Based on data and input from our needs assessment, Evergreen Elementary School District (EESD) will utilize unexpended LREBG funds of \$735,827 in the 2025-26 school year. At the end of the 2025-26 school year, the our LREBG funding balance will be \$0.</p> <p>EESD's needs assessment substantiated findings from the 2024 Dashboard related to the academic indicators, English Learner Progress Indicator (ELPI), English Language Arts (ELA), and Mathematics. A review of state and local data indicates the low and lowest performance levels among EESD, Cadwallader, Katherine Smith, Tom Matsumoto, Carolyn Clark, John J. Montgomery, Holly Oak, O.B. Whaley, LeyVa Intermediate, Quimby Middle, and Chaboya Middle schools, among the following student groups: Homeless Youth, Students with Disabilities, English learners, Hispanic, Socioeconomically Disadvantaged, and Long-Term English learners. Accordingly, Goal 1, Action 1.7 directly addresses the need to</p>	\$750,827.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>scale and align the identified priority and supporting Common Core State Standards for kindergarten through eighth grade, district-wide, in the content areas of ELD/ELA and Mathematics. Additionally, we'll be developing and identifying proficiency scales, which will help staff assess student progress toward mastery of the standards. Once we've identified the proficiency scales, we can use it towards progress monitoring and benchmark assessments of pupil learning. This action, along with the following actions, align to allowable uses of funds in the areas of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. Moreover, we're providing professional development and coaching on the 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Eight and the English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Eight.</p> <p>EESD's needs assessment indicates 8 out of 16 schools have students in the lowest performance indicator for Chronic Absenteeism. In comparison, the greatest identified need is in ELA/ELD and Mathematics.</p> <p>Research has shown that there appears to be an approach to meet the students' needs, between the level of learning that students are working toward and the instructional strategy that teachers are using. In other words, the journey of learning requires different strategies at different stages of learning. Proficiency scales that align to levels of complexity provides teachers and students an accurate picture of expectations and can be used to monitor current performance and for formative and summative purposes. Moreover, these scales enable teachers to work together in professional learning communities to ensure that they are using the right instructional strategies for the correct level of learning.</p> <p>Metric: We will monitor our progress in increasing our students' reading and math iReady diagnostic and California Assessment of Student Performance and Progress (CAASPP) ELA and math results. (Metrics 3.1 and 3.6)</p>		

Action #	Title	Description	Total Funds	Contributing
1.9	Supplemental Resources to Support ELD	<p>Purchase supplemental resources to support Integrated and Designated English language development (ELD) for all English learner students, inclusive of long-term English learners (LTELs).</p> <p>This addresses the English learner students who were in the lowest performing level in the ELPI indicator on the CA School Dashboard at our two elementary schools, Carolyn A. Clark and O. B. Whaley Elementary, as well as our English learner students who experienced a decline of 9% on the ELPI in Evergreen Elementary School District (EESD).</p>	\$165,725.00	No
1.10	Maintain RTI Coaches	Maintain Response to Intervention (RTI) coaches at 8 elementary sites, Cadwallader, Cedar Grove, Holly Oak, Katherine R. Smith, Millbrook, John J. Montgomery, Norwood Creek, and O. B. Whaley Elementary to support professional development and intensive ELA instruction for students.	\$1,610,831.00	Yes
1.11	Supplemental resources to support students with disabilities	<p>Purchase supplemental resources to ensure instruction is based on content and grade level state standards, based on the red (lowest performance level) on the ELA indicator from the results of the CA School Dashboard for our SWD.</p> <p>The impact of this action will be important for our student groups in Evergreen Elementary School District and the following schools, who were in the lowest performing level in the academic indicators on the CA School Dashboard, both English Language Arts/Literacy and Mathematics Indicators: Evergreen Elementary School District (Students with Disabilities), George V. Ley Va Intermediate (Students with Disabilities)</p> <p>English Language Arts/Literacy Indicator only: Katherine R. Smith Elementary (Students with Disabilities) and Tom Matsumoto Elementary (Students with Disabilities)</p> <p>Mathematics Indicator only: Chaboya Middle (Students with Disabilities)</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Maintain 3 SEAL Coaches	Maintain 3 SEAL coaches. One coach for each SEAL site: Montgomery, Holly Oak and Cadwallader.	\$517,366.00	Yes
1.13	Maintain Transitional Kindergarten/Kindergarten Aides	Maintain classified personnel salaries and benefits for instructional assistants to support full day kindergarten.	\$1,493,796.00	Yes
1.14	Educational Services staff to support all learners	Maintain district level staff to support English learners, foster youth, SED, McKinney Vento (homeless youth), SWD.	\$813,429.00	Yes
1.15	Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS)	Portion of funding will be allocated directly to schools, based on unduplicated student population, to enhance specific student needs at the school sites.	\$1,587,307.00	Yes
1.16	Supplement costs of outdoor science school	Allocate funds sufficient to meet the cost of outdoor science school for SED students at Title 1 schools and Title 1 adjacent schools.	\$55,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Evergreen School District has established a strategic goal aimed at enhancing the social and emotional well-being of students, staff, and families, while strengthening the vital connection between school and home. This goal reflects the district’s commitment to fostering a nurturing and inclusive educational environment where every member of the school community feels supported and valued.

Central to this initiative is the development of robust communication pathways at all levels—district to family, school to family, and teacher to family—ensuring clear, consistent, and responsive engagement. In addition, the district seeks to create meaningful opportunities for parents to interact with their children in both social and academic contexts, reinforcing the home-school partnership that is critical to student success.

This goal is informed by both qualitative and quantitative data that underscore the need for intentional strategies, supports, and opportunities to promote social-emotional learning and wellness across the school community. In response, the district will focus on building the capacity of educators to support students in developing self-regulation skills and sustaining active engagement in their learning.

Key approaches will include the use of positive reinforcement, effective conflict resolution techniques, and relationship-building practices that cultivate a strong sense of belonging and safety for all students. Through these efforts, the district aims to create an environment where every student is empowered to thrive socially, emotionally, and academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3.A: Parental Involvement (Engagement)	(2023-2024) 3.5	(2024-2025) 4.3		(2026-2027) 4.3	+0.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Average response rating on the CA School Dashboard Implementation of Parent Involvement and Family Engagement: Seeking Input for Decision Making Self-Reflection Tool (rating scale)</p> <p>1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability</p>					
2.2	<p>Priority 3.B: Parental Involvement (Engagement)</p> <p>Total parent attendance counts at parent meetings that meet the needs of low income, English learner, and foster youth students</p>	<p>(2023-2024)</p> <p>Representing District English Learner Advisory Committee (DELAC) only: 18</p> <p>Representing both DELAC & District Advisory Committee (DAC): 16</p> <p>O. B. Whaley Elementary John J. Montgomery Elementary Holly Oak Elementary</p>	<p>(2024-2025)</p> <p>Representing District English Learner Advisory Committee (DELAC) only: 13</p> <p>Representing both DELAC & District Advisory Committee (DAC): 17</p> <p>O. B. Whaley Elementary</p>		<p>(2026-2027)</p> <p>Representing DELAC only: 23</p> <p>Representing both DELAC & DAC: 21</p> <p>O. B. Whaley Elementary John J. Montgomery Elementary Holly Oak Elementary George V. Ley Va Elementary</p>	<p>Representing District English Learner Advisory Committee (DELAC) only: -5</p> <p>Representing both DELAC & District Advisory Committee (DAC): +1</p> <p>O. B. Whaley Elementary John J. Montgomery Elementary</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		George V. Ley Va Elementary Katherine R. Smith Elementary Cedar Grove Elementary For the Aforementioned Schools ELAC only: 124 Both Coffee with Principal and ELAC: 43 'Coffee/Tea with the Principal' only: 657 Parent University: 159	John J. Montgomery Elementary Holly Oak Elementary George V. Ley Va Elementary Katherine R. Smith Elementary Cedar Grove Elementary For the Aforementioned Schools ELAC only: 228 Both Coffee with Principal and ELAC: 529 'Coffee/Tea with the Principal' only: 623 Parent University: 256		Katherine R. Smith Elementary Cedar Grove Elementary For the Aforementioned Schools ELAC only: 150 Both Coffee with Principal and ELAC: 50 'Coffee/Tea with the Principal' only: 750 Parent University: 190	Holly Oak Elementary George V. Ley Va Elementary Katherine R. Smith Elementary Cedar Grove Elementary For the Aforementioned Schools ELAC only: +104 Both Coffee with Principal and ELAC: +486 'Coffee/Tea with the Principal' only: -34 Parent University: +97
2.3	Priority 3.C: Parental Involvement (Engagement) Percent of parents of students with a disability that indicated full participation in the IEP process as of May 24th (Source: SEIS)	(2023-2024) 86.78%	(2024-2025) 88.81%		(2026-2027) 97%	+2.03%
2.4	Priority 6.C: School Climate (Engagement)	(2023-2024)	(2024-2025)		(2026-2027)	Elementary School: +0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students in grades 3-8 reporting that they feel safe or very safe at school (Source: EESD Student Safety Survey)	Elementary School: 82.0% Middle School: 75.4%	Elementary School: 82.3% Middle School: 76.9%		Elementary School: 86% Middle School: 79%	Middle School: +1.5%
2.5	Priority 5.A: Pupil Engagement (Engagement) District Average Daily Attendance rate as of May 22nd (Source: PowerSchool)	(2023-2024) All: 95.58% English learner (EL): 95.03% Low Income (LI): 94.04% Students with Disabilities (SWD): 93.19% African American: 93.07% Hispanic: 93.18% Pacific Islander: 89.62% White: 95.70% Two or More Races: 96.22% Asian: 96.94%	(2024-2025) All: 95.80% English learner (EL): 95.70% Low Income (LI): 92.20% Students with Disabilities (SWD): 93.20% African American: 92.80% Hispanic: 93.40% Pacific Islander: 89.40% White: 95.10% Two or More Races: 95.70% Asian: 97.00%		(2026-2027) All: 96.12% EL: 95.57% LI: 94.58% SWD: 93.73% African American: 93.61% Hispanic: 93.72% Pacific Islander: 90.16% White: 96.24% Two or More Races: 96.76% Asian: 97.48%	All: +0.22% English learner (EL): +0.67% Low Income (LI): -1.84% Students with Disabilities (SWD): +0.01% African American: -0.27% Hispanic: +0.22% Pacific Islander: -0.22% White: -0.60% Two or More Races: -0.52% Asian: +0.06%
2.6	Priority 5.B: Pupil Engagement (Engagement) Percentage of students who were chronically absent: all students, English learners (EL), low income (LI), students with disabilities (SWD), African American, Hispanic, Pacific	(2023-2024) Student Groups in EESD All: 8.86% EL: 12.67% LI: 16.94% SWD: 19.71% African American: 18.75% Hispanic: 18.70% Pacific Islander: 41.38% White: 7.27%	(2024-2025) as of 5/5/2025: All Students 8.77% EL 10.83% LI 16.39% SWD 20.69% African American 20.79% Hispanic 19.06%		(2026-2027) Student Groups in EESD All: 6% EL: 10% LI: 14% SWD: 17% African American: 16% Hispanic: 16%	All Students - 0.09% EL -1.84% LI -0.55% SWD +0.98% African American +2.04% Hispanic +0.36% Pacific Islander/Native Hawaiian -5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Islander, White, Two or More Races, and Asian students (Source: PowerSchool)	Two or More Races: 5.98% Asian: 4.01%	Pacific Islander/Native Hawaiian 35.48% White 8.46% Two or More Races 8.73% Asian 3.75%		Pacific Islander: 38% White: 4% Two or More Races: 3% Asian: 1%	White +1.19% Two or More Races +2.75% Asian -0.26%
2.7	Priority 5.B: Pupil Engagement (Engagement) Chronic absenteeism rate (Source: CA School Dashboard)	(2022-2023) Student Groups in EESD All students: 14.4% English learners (EL): 16.3% Socioeconomically Disadvantaged (SED): 25.7% Students with Disabilities (SWD): 28.9% African American: 30.6% Hispanic: 29.8% Pacific Islander: 46.7% White: 13.1% Two or More Races: 14.4% Asian: 6.8%	(2023-2024) Student Groups in EESD All students: 12.1% English learners (EL): 16.5% Socioeconomically Disadvantaged (SED): 22.1% Students with Disabilities (SWD): 25.7% African American: 21.2% Hispanic: 25.1% Pacific Islander: 43.3% White: 9.8% Two or More Races: 11.4% Asian: 5.4%		(2025-2026) Student Groups in EESD All students: 11% English learners (EL): 13% Socioeconomically Disadvantaged (SED): 21% Students with Disabilities (SWD): 23% African American: 25% Hispanic: 27% Pacific Islander: 44% White: 10% Two or More Races: 8% Asian: 4%	All students: -2.3% English learners (EL): +0.2% Socioeconomically Disadvantaged (SED): -3.6% Students with Disabilities (SWD): -3.2% African American: -9.4% Hispanic: -4.7% Pacific Islander: -3.4% White: -3.3% Two or More Races: -3.0% Asian: -1.4%
2.8	Priority 5.C: Pupil Engagement (Engagement) Number of middle school dropouts as of May 30th	(2023-2024) 0%	(2024-2025) 0%		(2026-2027) 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Priority 6.A: School Climate (Engagement) Percent of students suspended one or more times (Source: PowerSchool)	(2023-2024) All students: 1.70% African American: 5.41% Students with Disabilities (SWD): 4.95% Hispanic: 3.46% English learners (EL): 3.12% SED (Low Income): 3.68%	(2024-2025) as of 5/5/2025 All Students: 1.51% African American: 7.92% SWD: 0.36% Hispanic: 3.55% EL: 2.57% SED (Low Income): 3.33%		(2026-2027) All students: 1.2% African American: 4.0% Students with Disabilities: 2.8% Hispanic: 2.8% English learners: 1.2% SED (Low Income): 2.6%	All Students: -0.19% African American: +2.51% SWD: -4.59% Hispanic: +0.09% EL: -0.55% SED: -0.35%
2.10	Priority 6.A: School Climate (Engagement) Percent of students suspended one or more times (Source: CA School Dashboard)	(2022-2023) Student Group in EESD All students: 1.6% African American: 9.4% Students with Disabilities: 3.6% Hispanic: 3.3% English learners: 1.5% Socioeconomically Disadvantaged: 2.9%	(2023-2024) Student Group in EESD All Students 1.5% African American 7.9% SWD 0.4% Hispanic 3.6% EL 2.6% SED 3.3%		(2025-2026) Student Group in EESD All students: 1.2% African American: 4.0% Students with Disabilities: 2.8% Hispanic: 2.8% English learners: 1.2% Socioeconomically Disadvantaged: 2.6%	Student Group in EESD All Students -0.1% African American -1.5% SWD -3.2% Hispanic +0.3% EL +1.1% SED +0.4%
2.11	Priority 6.B: School Climate (Engagement) Number of students expelled as of June 7th (Source: PowerSchool)	(2023-2024) 1	(2024-2025) 1		(2026-2027) 0	0%
2.12	Priority 6.C: School Climate (Engagement)	(2023-2024) Safety and Wellness: 72.17%	(2024-2025) Safety and Wellness: 78.70%		(2026-2027) Safety and Wellness: 82%	Safety and Wellness: +6.53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of parents reporting sense of safety and school connectedness (Staff and Community Engagement Feedback Survey)	School Engagement and Involvement: 60.32%	School Engagement and Involvement: 86.04%		School Engagement and Involvement: 76%	School Engagement and Involvement: +25.72%
2.13	Priority 6.C: School Climate (Engagement) Percentage of staff reporting adequate resources for safety (Safety Survey)	(2023-2024) 73%	(2024-2025) 75.6%		(2026-2027) 75%	+2.6%
2.14	Priority 6.C: School Climate (Engagement) Percentage of students in grades 3-8 reporting that they have experienced harassment or bullying (Source: EESD Student Safety Survey)	(2023-2024) Elementary School: 28.9% Middle School: 27.8%	(2024-2025) Elementary School: 85.4% Middle School: 72.4%		(2026-2027) Elementary School: 21% Middle School: 20%	Elementary School: +56.5% Middle School: +44.6%
2.15	Priority 6.C: Community Engagement Feedback Survey (Engagement) Percentage of parents reporting they/their family feel involved in school life at their child's school	(2023-2024) 84.82% English learner: 77.46% Low Income: 83.67%	(2024-2025) 84.42% English learner: 77.27% Low Income: 73.81%		(2026-2027) 93% English learner: 85% Low Income: 92%	-0.40% English learner: -0.19% Low Income: -9.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	Priority 6.C: Community Engagement Feedback Survey (Engagement) Percentage of parents reporting their child recognizes that their work will help them become college and career ready	(2023-2024) 68.29% English learners: 74.63% Low Income: 77.55%	(2024-2025) 77.92% English learner: 74.24% Low Income: 88.10%		(2026-2027) 76% English learners: 83% Low Income: 85%	+9.63% English learner: - 0.39% Low Income: +10.55%
2.17	Priority 6.C: Community Engagement Feedback Survey (Engagement) Percentage of parents reporting they understand the academic expectations for their child	(2023-2024) 83.87% English learners: 77.14% Low Income: 79.17%	(2024-2025) 78.57% English learner: 83.33% Low Income: 88.10%		(2026-2027) 92% English learners: 86% Low Income: 87%	-5.3% English learner: +6.19% Low Income: +8.93%
2.18	Priority 6.C: Community Engagement Feedback Survey (Engagement) Percentage of staff, parents, and community reporting they see bullying happening sometimes/a lot at their child's school	(2023-2024) 42.11% English learners: 37.70% Low Income: 48.78%	(2024-2025) 27.95% English learner: 28.41% Low Income: 64.29%		(2026-2027) 34% English learners: 30% Low Income: 41%	-14.16% English learner: - 9.29% Low Income: +15.51%
2.19	Priority 6.C: Community Engagement Feedback Survey (Engagement) Percentage of staff, parents, and community reporting they agree and strongly agree that their child's/student's ability to	(2023-2024) 86.07% English learners: 77.27% Low Income: 85.11%	(2024-2025) 30.43% English learner: 76.90% Low Income: 46.43%		(2026-2027) 94% English learners: 85% Low Income: 93%	-55.64% English learner: - 0.37% Low Income: - 38.68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	use technology as a tool for learning has increased					
2.20	Priority 6.C: Community Engagement Feedback Survey (Engagement) Percentage of staff, parents, and community reporting their child feels connected to an adult at school	(2023-2024) 66.97% English learners: 84.21% Low Income: 70.59% SWD: 66.67%	(2024-2025) 73.29% English learner: 82.58% Low Income: 86.91% SWD: 85%		(2026-2027) 75% English learners: 92% Low Income: 79% SWD: 75%	+6.32% English learner: -1.63% Low Income: +16.32% SWD: +18.33%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Over the course of the school year, the district implemented a series of targeted initiatives aimed at enriching student learning, promoting equity, strengthening family engagement, and ensuring the well-being of all students. These coordinated efforts were designed to address the academic, behavioral, and social-emotional needs of students, while fostering inclusive and supportive school communities.

To provide meaningful enrichment opportunities, all schools ensured access to instructional supports and engaging activities, including programs such as Speech and Debate. In addition, every school site offered after-school care, creating a safe and structured environment for continued learning beyond the traditional school day. These programs contributed to student development by promoting academic engagement and social growth.

In an effort to address attendance and re-engagement, site administrators facilitated workshops for parents, offering support and practical strategies to help improve student attendance. These sessions emphasized the critical link between consistent attendance and academic success, while also reinforcing the partnership between families and schools.

The district made significant progress in its commitment to equity through a series of Equity Walks conducted at all 16 school sites. These walks included the participation of educational partners, parents, students, teachers, administrators, classified staff, and Board members. As a result of this inclusive process, each site developed its own Equity Action Plan to guide ongoing efforts toward creating more just and equitable learning environments.

Support for families was further expanded through the continued implementation of Parent University. Classes were offered in both English and Spanish and focused on early literacy, STEM education, and strategies for navigating middle and secondary school. By providing these educational opportunities, the district empowered parents with the tools needed to more actively support their children's academic journeys.

Simultaneously, the district prioritized the creation of a safe and caring climate across all campuses. School counselors and social workers met regularly with specific student groups. Counselors provided academic guidance, while social workers addressed behavioral and social-emotional needs, working collaboratively to ensure that students remained connected to learning and received necessary support services.

To build student leadership capacity, the district supported the Building Leaders Activists Collective Knowledge (B.L.A.C.K.) program for middle school students. This initiative created a structured space for students to meet regularly, cultivate leadership skills, and engage in meaningful dialogue about their role as change agents within their school communities.

Central to the coordination of student support services was the work of the Director of Child Welfare, Safety, and Attendance. The development of the "Collaboration Corner" provided a centralized platform for attendance meetings, resource sharing, and training opportunities for site leaders. These included sessions on Other Means of Correction, behavioral support interventions, and the PBIS Behavior Matrix. Regular meetings with the Wellness Team, nurses, and social workers ensured that services were aligned and responsive to student needs.

Further support was provided by counseling and social work interns, who collaborated with staff to meet with student groups and deliver both academic and behavioral interventions. Their contributions enhanced the district's capacity to meet the diverse needs of students across school sites.

Community Liaisons continued to play a vital role in promoting student engagement and family involvement. Their efforts included making attendance-related phone calls, connecting families to community resources, and encouraging participation in both school events and Parent University offerings. These outreach efforts helped build trust and strengthen relationships between schools and the communities they serve.

In alignment with these efforts, a comprehensive re-engagement plan was implemented to address the ongoing challenge of chronic absenteeism. This plan focused on raising awareness about the importance of attendance and involved collaboration among wellness centers, counselors, and social workers. The district emphasized restorative practices and alternative approaches to discipline, training administrators on the use of Other Means of Correction to create more supportive and inclusive school climates.

Finally, to ensure student safety and well-being, the district partnered with external agencies to provide therapeutic and counseling services, including treatment options and transportation support such as bus passes. These collaborations, including work with county agencies and Care Solace, ensured that students had access to critical behavioral health services, thereby removing barriers to learning and enhancing their overall well-being.

In summary, the district's multifaceted approach reflects a deep and ongoing commitment to fostering a holistic educational environment where every student is supported academically, socially, and emotionally. These initiatives collectively work to ensure that all students have the opportunity to thrive and succeed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 2.1 Enrichment Opportunities: We budgeted \$50,000 and there were over-expenditures of \$240,799. We expanded contract services to additional schools to increase participation district-wide.
- 2.2 Attendance and re-engagement: We budgeted \$54,560. However, we under-spent by \$29,824. The district submitted an application to participate in R.A.I.S.E. (Researching, Expanding, Advancing and Inspiring Student Engagement) Network. Approval was recently granted. Therefore, there will be an increased expenditure amount for 2025-2026.
- 2.5 Create a safe and caring climate: We budgeted \$818,216, but we underspent by \$226,225. One counselor provided services to students in Special Education, which came from restricted funds.
- 2.6 Build student leaders: We budgeted \$106,840. However, we underspent by \$25,590 to provide opportunities for additional professional development for staff and family engagement
- 2.7 Director of Child Welfare Safety and Attendance: We budgeted \$137,618, but overspent by \$130,918. Alternate funding source was not realized for 50%.
- 2.8 SSW Interns and Counseling Interns: We budgeted \$352,785, but we underspent by \$59,326. We were anticipating recruitment of more interns than were available to support students.
- 2.10 Re-Engagement Plan: We budgeted \$10,912. However, funds were not utilized. This action will be combined with action 2.2.
- 2.11 Student Safety: We budgeted \$118,735, but there was an over-expenditure of \$9,427. There was a higher cost than what was budgeted, based on the prior year's expenditures.

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

The following actions were effective in the 2024-2025 school year, based on the metrics.

2.1 Enrichment Opportunities

Students had access to instructional supports and engaging activities at all schools, including Speech and Debate, as well as ensuring that every school had after school care. This led to decreased chronic absenteeism rates for our students overall, as well as our student groups.

2.2 Attendance and Re-Engagement

Parents attended attendance workshops with support and guidance from site administrators. This led to decreased chronic absenteeism rates for our students overall, as well as our student groups. On the California School Dashboard, EESD made growth by two levels in 2024, from the red indicator in 2023, on the Chronic Absenteeism Rate Indicator.

2.3 Create Equitable Actions and Policies

Equity Walks were held at all 16 schools, which included Educational Partners, parents, students, administrators, teachers certificated, classified staff, and Board members throughout the year. Sites developed Equity Action Plans. This led to decreased chronic absenteeism and suspension rates for our overall students. Our students, overall, improved on their iReady math scores by 0.85 percentage points, as well as our students who are Hispanic by 1.46 percentage points and socioeconomically disadvantaged by 2.32 percentage points. A growth

of 0.06 percentage points was made by our socioeconomically disadvantaged student group on the iReady reading spring diagnostic assessment.

2.4 Parent University classes

Classes were offered in Early Literacy, STEM, and navigating middle school and secondary education. The classes were offered in English and Spanish. Our students, overall, experienced decreased suspension rates. An increased percentage of parents reported sense of safety, by 6.53 percentage points, and school connectedness, by 25.72 percentage points. The percentage of parents, reporting an understanding of the academic expectations of their child, of English learners increased by 6.19 percentage points and of students of low income by 8.93 percentage points, from 2023 to 2024.

2.5 Create a safe and caring climate

Our school social workers and counselors are meeting regularly with specific student groups. Respectively, counselors provide academic support and guidance; our social workers provide social behavioral supports that increase students' access to academic instruction. The chronic absenteeism rate of the following student groups, English learners decreased by 10.53 percentage points; students of low income by 11.42 percentage points; and students with disabilities by 17.67%. The suspension rate for our students with disabilities, English learners, and socioeconomically disadvantaged students decreased. Our students, who are socioeconomically disadvantaged, improved on their iReady math scores by 2.32 percentage points. A growth of 0.06 percentage points was made by our socioeconomically disadvantaged student group on the iReady reading spring diagnostic assessment.

The following metrics are referenced when addressing the effectiveness of our actions.

CAASPP

Students with Disabilities (SWD)

CAA ELA: +5.98%

Math: +0.45%

CAST: +5.35%

Socioeconomically Disadvantaged (SED)

ELA: +14.55%

Math: +14.31%

CAST: +14.23%

Long-term English learners (LTELs)

Math: +0.38%

2.6 Build student leaders

For our students in middle school, we have the program, Building Leaders and Activists with Collective Knowledge (B.L.A.C.K.) where the students met regularly throughout the year. This action contributed to the decreased chronic absenteeism rates.

2.7 Director of Child Welfare Safety and Attendance

This action is effective because of the creation of the collaboration corner, a system for attendance meetings, for sites. In the collaboration corner, resources are shared with site leaders. Training was provided for Other Means of Correction, Behavior Support Interventions, and the PBiS Behavior Matrix. The Director of Child Welfare Safety and Attendance met regularly with the Wellness Team, which consists of nurses and social workers. Therefore, our students experienced decreased chronic absenteeism and suspension rates.

2.8 SSW and Counseling Interns

Our school social workers and counselors are meeting regularly with specific student groups. Counselors provide academic support and guidance, while our social workers provide social behavioral supports that increase students' access to academic instruction. The daily attendance rates of our English learners increased.

2.9 Maintain Community Liaisons

Community Liaisons support by making attendance phone calls, providing family support with community resources, as well as encouraging families to attend our Parent University courses and school events. Our schools have experienced an increase in parent attendance at school meetings facilitated by the principal.

2.10 Re-Engagement Plan

There was an intentional focus across the district and at school sites sharing the importance and impact of attendance with families and students through work with different wellness centers. Counselors and social workers provided other ways to react behaviorally. The focus was on other means of corrections with our administrators, as well as restorative practices across school sites. This action contributed to the decreased chronic absenteeism rate for our English learners and students of low-income.

2.11 Student Safety

We collaborated and coordinated with different external agencies to provide therapeutic and counseling, treatment services, and bus passes so students can get to school safely. We work with the Santa Clara County Office of Education and Care Solace for behavior health services.

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

Action 2.8 SSW and Counseling Interns changed to SSW Interns and Counseling Interns, in order to clarify that both positions consist of interns.

Action 2.9 Maintain Community Liaisons is no longer a contributing action, as we will not be using LCFF funds for this action.

Action 2.10 Re-Engagement Plan has been removed. The action has been merged with Action 2.2 Attendance and Re-Engagement because it addresses the same outcomes.

Metric 2.13 Priority 6.C: School Climate (Engagement)-Staff and Community Engagement Feedback Survey has been changed to Safety Survey because that feedback question is housed in that survey.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Enrichment Opportunities	<p>Provide before and after school enrichment or intervention opportunities to students as long as funding is available.</p> <p>Metrics: We will monitor our progress in decreasing our students' chronic absenteeism rates and increasing their average daily attendance rates.</p>	\$378,000.00	No
2.2	Attendance and re-engagement	<p>Improve student attendance by establishing site based attendance teams that will partner with families to identify and provide supports to students to address chronic absenteeism. Develop a Re-Engagement Plan to support actions and processes that address chronic absenteeism, behavioral challenges and sense of belonging.</p> <p>This addresses the student groups who were at the lowest performance level in the Chronic Absenteeism indicator on the CA School Dashboard:</p> <p>Evergreen Elementary School District (All Students, English learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic, Native Hawaiian or Pacific Islander, White, and Two or More Races), Carolyn A. Clark Elementary (All Students, SED, SWD, and Hispanic students), Evergreen Elementary (SED, SWD, and Hispanic students), Holly Oak Elementary (EL, SED, and Hispanic students), Katherine R. Smith Elementary (All Students, EL, SED, SWD, and Hispanic students), O. B. Whaley Elementary (All Students, EL, SED, and Hispanic students), Quimby Oak Middle (SED and SWD), Cedar Grove Elementary (All Students, SED, SWD, and Hispanic students), George V. LeyVa Intermediate (All Students, EL, SED, and SWD),</p>	\$78,364.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Norwood Creek Elementary (All Students, EL, SED, SWD, and Hispanic students), Millbrook Elementary (All Students, SED, SWD, and Hispanic students), Chaboya Middle (SED, and Hispanic students), Silver Oak Elementary (All Students, SED, Asian, and Hispanic students), Tom Matsumoto Elementary (Hispanic students) James Franklin Smith Elementary (SED, SWD, and Hispanic students)</p>		
2.3	Create Equitable Actions and Policies	<p>Work with consultants to create equitable actions and policies to impact change for marginalized students. An Equity Learning Walk Tool is being utilized, in order to develop equity plans. The goal is to establish equity actions at each school site in Evergreen Elementary School District.</p> <p>This action addresses the indicators, based on the California School Dashboard, where EESD and our schools need to focus, in order for our student groups to show improvement and/or meet standards:</p> <p>The following two elementary schools in our school district have received the lowest performance level on the English Learner Progress Indicator (ELPI) for the student groups affected (listed in parentheses next to the school's name): Carolyn A. Clark Elementary (English learner students) O. B. Whaley Elementary (English learner students)</p> <p>Evergreen Elementary School District and the following three elementary schools and one middle school in the school district have received the lowest performance level on the English Language Arts Indicator, with the one or more student groups affected (listed in parentheses next to the school's name): Evergreen Elementary School District (Students with Disabilities), Katherine R. Smith Elementary (Students with Disabilities), O. B. Whaley Elementary (Hispanic students) Tom Matsumoto Elementary (Students with Disabilities), George V. Ley Va Intermediate (Students with Disabilities and Hispanic students)</p>	\$30,000.00	No

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

Action #	Title	Description	Total Funds	Contributing
		<p>O. B. Whaley Elementary (All Students, English learner, Socioeconomically Disadvantaged, and Hispanic students), Quimby Oak Middle (Socioeconomically Disadvantaged and Students with Disabilities), Cedar Grove Elementary (All Students, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), George V. LeyVa Intermediate (All Students, English learner, Socioeconomically Disadvantaged, and Students with Disabilities), Norwood Creek Elementary (All Students, English learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), Millbrook Elementary (All Students, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), Chaboya Middle (Socioeconomically Disadvantaged, and Hispanic students), Silver Oak Elementary (All Students, Socioeconomically Disadvantaged, Asian, and Hispanic students), Tom Matsumoto Elementary (Hispanic students) James Franklin Smith Elementary (Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students)</p> <p>Metrics: We will monitor our progress in increasing our students' ELPAC and CAASPP ELA and math results, along with decreasing chronic absenteeism and suspension rates.</p>		
2.4	Parent University classes	<p>Increase Parent University classes with various topics and a variety of classes to increase parent involvement at Holly Oak Elementary, John J. Montgomery Elementary, Cedar Grove Elementary, O. B. Whaley Elementary, Katherine R. Smith Elementary, and George V. LeyVa Intermediate School.</p> <p>Metrics: This action will be monitored by our suspension rates, in addition to increasing our percentage of parents reporting sense of safety and school connectedness and understanding the academic expectations for their child from our Staff and Community Engagement Feedback Survey.</p>	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Create a safe and caring climate	Maintain 4 middle school counselors, 1 Individualized Education Plan (IEP) counselor, and 1 school social worker (SSW) in order to support Multi-Tiered System of Support (MTSS).	\$764,363.00	Yes
2.6	Build student leaders	<p>Contract with Tyson Amir for B.L.A.C.K. (Building Leaders & Activists with Collective Knowledge) program at 3 middle schools to include 6th graders.</p> <p>This addresses Evergreen Elementary School District's African American students who were at the lowest performance level in the suspension and chronic absenteeism indicator on the CA School Dashboard.</p>	\$10,000.00	Yes
2.7	Director of Child Welfare Safety and Attendance	<p>Maintain Director of Child Welfare and Attendance.</p> <p>This addresses the student groups who were at the lowest performance level in the Chronic Absenteeism indicator on the CA School Dashboard:</p> <p>Evergreen Elementary School District (All Students, English learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic, Native Hawaiian or Pacific Islander, White, and Two or More Races), Carolyn A. Clark Elementary (All Students, SED, SWD, and Hispanic students), Evergreen Elementary (SED, SWD, and Hispanic students), Holly Oak Elementary (EL, SED, and Hispanic students), Katherine R. Smith Elementary (All Students, EL, SED, SWD, and Hispanic students), O. B. Whaley Elementary (All Students, EL, SED, and Hispanic students), Quimby Oak Middle (SED and SWD), Cedar Grove Elementary (All Students, SED, SWD, and Hispanic students), George V. LeyVa Intermediate (All Students, EL, SED, and SWD), Norwood Creek Elementary (All Students, EL, SED, SWD, and Hispanic students),</p>	\$268,773.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Millbrook Elementary (All Students, SED, SWD, and Hispanic students), Chaboya Middle (SED, and Hispanic students), Silver Oak Elementary (All Students, SED, Asian, and Hispanic students), Tom Matsumoto Elementary (Hispanic students) James Franklin Smith Elementary (SED, SWD, and Hispanic students)		
2.8	SSW Interns and Counseling Interns	Maintain School Social Worker (SSW) Interns and Counseling Interns to provide services to vulnerable students.	\$125,000.00	Yes
2.9	Maintain Community Liaisons	Maintain Community Liaisons at all Title 1 schools to increase community engagement and involvement. Metrics: We will monitor our progress in decreasing our students' chronic absenteeism rates and increasing their average daily attendance rates.	\$330,408.00	No
2.10	Re-Engagement Plan (This action has been moved to Action 2.2.)	(This action has been moved to Action 2.2.) Develop a Re-Engagement Plan to support actions and processes that address chronic absenteeism, behavioral challenges and sense of belonging. This addresses the student groups who were at the lowest performance level in the Chronic Absenteeism indicator on the CA School Dashboard: Evergreen Elementary School District (All Students, English learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic, Native Hawaiian or Pacific Islander, White, and Two or More Races), Carolyn A. Clark Elementary (All Students, SED, SWD, and Hispanic students), Evergreen Elementary (SED, SWD, and Hispanic students), Holly Oak Elementary (EL, SED, and Hispanic students),	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Katherine R. Smith Elementary (All Students, EL, SED, SWD, and Hispanic students), O. B. Whaley Elementary (All Students, EL, SED, and Hispanic students), Quimby Oak Middle (SED and SWD), Cedar Grove Elementary (All Students, SED, SWD, and Hispanic students), George V. LeyVa Intermediate (All Students, EL, SED, and SWD), Norwood Creek Elementary (All Students, EL, SED, SWD, and Hispanic students), Millbrook Elementary (All Students, SED, SWD, and Hispanic students), Chaboya Middle (SED, and Hispanic students), Silver Oak Elementary (All Students, SED, Asian, and Hispanic students), Tom Matsumoto Elementary (Hispanic students), James Franklin Smith Elementary (SED, SWD, and Hispanic students)		
2.11	Student Safety	Use YWCA programming to continue to educate students and teach them how to be safe both at school and at home.	\$149,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In alignment with its commitment to student success, the Evergreen School District has established a goal centered on enhancing pupil achievement and educational outcomes. This objective is rooted in the development of strong and effective schools that foster rigorous and supportive learning environments. Recognizing the diverse needs of its student population, the district is dedicated to offering a variety of learning pathways and options tailored to accommodate different learning styles.

Central to this goal is the integration of essential 21st-century skills, such as collaboration and critical thinking, into the educational experience. To realize this vision, the district will focus on three key areas: the implementation of rigorous learning environments, the provision of professional development to support diverse instructional strategies, and the expansion of school pathways that offer students meaningful choices in their educational journey.

Progress toward achieving this goal will be monitored through a standardized accountability system designed to ensure that all students are empowered to reach their full academic potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4.A: Pupil Achievement (Pupil Outcomes) Percentage of students performing at or above standard on the Smarter Balanced English	(2022-2023) Evergreen Elementary School District (EESD) All Students ELA: 65.11% Math: 60.42%	(2023-2024) Evergreen Elementary School District (EESD) All Students ELA: 65.28%		(2025-2026) EESD All Students ELA: 68% Math: 63% Science: 54%	All Students ELA: +0.17% Math: +0.62% Science: +0.15% Focus Student Groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Arts (ELA) and Math assessments and the California Science Test (CAST); California Alternate Assessments (ELA, Math, Science) (Source: Test Results for California's Assessments)	<p>Science: 51.51%</p> <p>Focus Student Groups Students with Disabilities (SWD) ELA: 21.62% CAA ELA: 6.98% Math: 19.30% CAA Math: 6.98% CAST: 7.53%</p> <p>Hispanic ELA: 33.25% Math: 22.74% CAST: 20.36%</p> <p>African American ELA: 35.13% Math: 29.73% CAST: 15.38%</p> <p>Socioeconomically Disadvantaged (SED) ELA: 39.35% Math: 33.57% CAST: 26.83%</p> <p>English learners (EL) ELA: 21.67% Math: 23.46% CAST: 9.15%</p> <p>Long-term English learners (LTELs) ELA: 12.23% Math: 9.05% CAST: 6.90%</p>	<p>Math: 61.04% Science: 51.66%</p> <p>Focus Student Groups Students with Disabilities (SWD) ELA: 18.73% CAA ELA: 12.96% Math: 19.75% CAA Math: 5.36% CAST: 12.88%</p> <p>Hispanic ELA: 33.97% Math: 25.77% CAST: 21.14%</p> <p>African American ELA: 34.17% Math: 16.46% CAST: 34.78%</p> <p>Socioeconomically Disadvantaged (SED) ELA: 53.90% Math: 47.88% CAST: 41.06%</p> <p>English learners (EL) ELA: 17.81% Math: 21.21% CAST: 5.81%</p>		<p>Focus Student Groups Students with Disabilities (SWD) ELA: 24% CAA ELA: 10% Math: 21% CAA Math: 9% CAST: 12%</p> <p>Hispanic ELA: 35% Math: 24% CAST: 23%</p> <p>African American ELA: 37% Math: 32% CAST: 17%</p> <p>Socioeconomically Disadvantaged (SED) ELA: 41% Math: 36% CAST: 30%</p> <p>English learners (EL) ELA: 25% Math: 25% CAST: 12%</p> <p>Long-term English learners (LTELs) ELA: 15% Math: 11%</p>	<p>Students with Disabilities (SWD) ELA: -2.89% CAA ELA: +5.98% Math: +0.45% CAA Math: -1.62% CAST: +5.35%</p> <p>Hispanic ELA: +0.72% Math: +3.03% CAST: +0.78%</p> <p>African American ELA: -0.96% Math: -13.27% CAST: +19.40%</p> <p>Socioeconomically Disadvantaged (SED) ELA: +14.55% Math: +14.31% CAST: +14.23%</p> <p>English learners (EL) ELA: -3.86% Math: -2.25% CAST: -3.34%</p> <p>Long-term English learners (LTELs) ELA: -5.22% Math: +0.38% CAST: -6.90%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-term English learners (LTELs) ELA: 7.01% Math: 9.43% CAST: 0%		CAST: 9%	
3.2	Priority 4.A: Pupil Achievement (Pupil Outcomes) 2023 CA School Dashboard: English Language Arts Distance from Standard for students (Source: Dashboard)	(2022-2023) EESD All Students: 33.4 points above standard Focus Student Groups SWD: 84.8 points below standard Hispanic: 44.2 points below standard African American: 51.5 points below standard SED: 30.5 points below standard EL: 15.2 points below standard	(2023-2024) EESD All Students: 33.6 points above standard Focus Student Groups SWD: 89.2 points below standard Hispanic: 46.7 points below standard African American: 48.3 points below standard SED: 31.4 points below standard EL: 10.7 points below standard		(2025-2026) EESD All Students: 38 points above standard Focus Student Groups SWD: 81 points below standard Hispanic: 41 points below standard African American: 44 points below standard SED: 24 points below standard EL: 12 points below standard	All Students: +0.2 points above standard Focus Student Groups SWD: -4.4 points below standard Hispanic: -2.5 points below standard African American: +3.2 points below standard SED: -0.9 points below standard EL: +4.5 points below standard
3.3	Priority 4.A: Pupil Achievement (Pupil Outcomes) 2023 CA School Dashboard: Mathematics Distance from Standard for students (Source: Dashboard)	(2022-2023) EESD All Students: 22.5 points above standard Focus Student Groups SWD: 99.4 points below standard Hispanic: 76.6 points below standard African American: 78.9 points below standard	(2023-2024) EESD All Students: 25.2 points above standard Focus Student Groups SWD: 98.4 points below standard		(2025-2026) EESD All Students: 26 points above standard Focus Student Groups SWD: 96 points below standard Hispanic: 73 points below standard	All Students: +2.7 points above standard Focus Student Groups SWD: +1 point below standard Hispanic: +5.3 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 50 points below standard EL: 24.4 points below standard	Hispanic: 71.3 points below standard African American: 75.2 points below standard SED: 49 points below standard EL: 18.2 points below standard		African American: 71 points below standard SED: 47 points below standard EL: 21 points below standard	African American: +3.7 points below standard SED: +1 point below standard EL: +6.2 points below standard
3.4	Priority 4.E: Pupil Achievement (Pupil Outcomes) 2023 CA School Dashboard English Learner Progress Indicator (ELPI): The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4 for students (Source: Dashboard)	(2022-2023) 54.6%	(2023-2024) 46.5%		(2025-2026) 57%	-8.1%
3.5	Priority 4.F: Pupil Achievement (Pupil Outcomes) Percentage of English Learner students reclassified to Fluent English Proficient during the school year	(2023-2024) EL: 16.13% EL & SWD: 0.52%	2024-2025) as of 6/4/25 EL: 13.22% EL & SWD: 0.71%		(2026-2027) EL: 18% EL & SWD: 2%	EL: -2.91% EL & SWD: +0.19%
3.6	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes)	(2023-2024), as of 6/9/24 EESD All Students	(2024-2025), as of 6/2/25 EESD All Students		(2026-2027) EESD All Students Reading: 70%	All Students Reading: 0% Math: +0.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who are early on, at, or above standard on the spring iReady Reading and Math diagnostic, formative assessments (Source: Performance Matters)	Reading: 66.54% Math: 62.27% Focus Student Groups (Reading) SWD: 29.87% Hispanic: 39.16% SED (low income): 43.53% EL: 26.85% Focus Student Groups (Math) SWD: 27.72% Hispanic: 28.70% SED: 37.99% EL: 27.33%	Reading: 66.54% Math: 63.12% Focus Student Groups (Reading) SWD: 26.38% Hispanic: 38.90% SED (low income): 45.59% EL: 25.96% Focus Student Groups (Math) SWD: 27.10% Hispanic: 30.16% SED: 40.31% EL: 27.08%		Math: 64% Focus Student Groups (Reading) SWD: 35% Hispanic: 43% SED (low income): 48% EL: 29% Focus Student Groups (Math) SWD: 31% Hispanic: 33% SED: 40% EL: 32%	Focus Student Groups (Reading) SWD: -3.49% Hispanic: -0.26% SED (low income): +2.06% EL: -0.89% Focus Student Groups (Math) SWD: -0.62% Hispanic: +1.46% SED: +2.32% EL: -0.25%
3.7	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes) Mean scale score of students who are at or above standard on the California Spanish Assessment (CSA)	(2023-2024) Grade 3: 338.5	N/A		(2025-2026) Grade 3: 349	N/A
3.8	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes) Percentage of students who are at or above standard on the Spanish assessments in Language Arts and Mathematics	(2023-2024), as of 5/24/24 Language Arts Kindergarten: 85.50% Grades 1-3: 75.75% Mathematics Kindergarten: 82.50% Grades 1-3: 70.25%	(2024-2025), as of Language Arts Kindergarten: 84.00% Grades 1-3: 81.60% Mathematics Kindergarten: 92.00%		(2026-2027) Language Arts Kindergarten: 89% Grades 1-3: 81% Mathematics Kindergarten: 86% Grades 1-3: 73%	Language Arts Kindergarten: -1.50% Grades 1-3: -5.85% Mathematics Kindergarten: +9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Kindergarten (letter names) Grades 1-3 (phonics and decoding) (Source: Maravillas)		Grades 1-3: 80.60%			Grades 1-3: +10.35%
3.9	Priority 4.E: Percentage of English learner students who are at or above standard on the Summative English Language Proficiency Assessments for California (ELPAC) (Source: Test Results for California's Assessments)	(2022-2023) 25.13% Long-term English learners (LTEL): 14.29%	(2023-2024) 20.72% Long-term English learners (LTEL): 14.01%		(2025-2026) 28% Long-term English learners (LTEL): 16%	-4.41% Long-term English learners (LTEL): - 0.28%
3.10	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes) Percentage of students who are identified for special education (Source: Performance Matters)	(2023-2024) Specific Learning Disability Hispanic: 70.22% Low Income (LI): 65.33% English learners (EL): 34.67% Other Health Impairment Hispanic: 63.41% LI: 54.88% EL: 24.39% Intellectual Disability Hispanic: 61.90% LI: 52.38% EL: 33.33%	(2024-2025) Specific Learning Disability Hispanic: 67.74% Low Income (LI): 60.83% English learners (EL): 37.33% Other Health Impairment Hispanic: 65.93% LI: 47.25% EL: 30.77% Intellectual Disability Hispanic: 66.67% LI: 53.33%		(2026-2027) Specific Learning Disability Hispanic: 58% Low Income (LI): 53% English learners (EL): 23% Other Health Impairment Hispanic: 47% LI: 39% EL: 8% Intellectual Disability Hispanic: 61% LI: 51%	Specific Learning Disability Hispanic: -2.48% Low Income (LI): - 4.5% English learners (EL): +2.66% Other Health Impairment Hispanic: +2.52% LI: -7.63% EL: +6.38% Intellectual Disability Hispanic: +4.77% LI: +0.95% EL: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 33.33%		EL: 32%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Over the course of the school year, the Educational Services Department continued to implement and support a range of strategic initiatives designed to enhance teaching and learning across the district. These efforts reflected our commitment to fostering equitable access, improving student outcomes, and supporting the professional growth of our staff.

A key area of focus was the Dual Language Program, which has steadily expanded and now serves students in kindergarten through fourth grade. The program currently includes two kindergarten classes, two first grade, two second grade, one third grade, and one fourth grade class, with plans to add a new grade level each year through eighth grade. To ensure the continued success of the program, staff engaged in professional development and received technical assistance through a dual language pedagogy series in partnership with Sobrato Early Academic Language (S.E.A.L.). These sessions supported teachers in implementing research-based instructional strategies tailored to English learners and bilingual learners.

In addition to initial training, staff also participated in sustainability professional development to maintain fidelity to the S.E.A.L. model. This training focused on refining instructional practices and updating curriculum units for students in transitional kindergarten through sixth grade, ensuring that the program evolves with the needs of our learners.

To complement instructional efforts, the district emphasized the importance of formative assessments for English language learners. Tools such as LAS Links were used to determine the language acquisition levels of newcomer students and those at English proficiency levels 1 and 2. Additionally, Ellevation, a progress monitoring platform and instructional strategies that support English learner (EL) level, curricular area, and grade level, was implemented to assess the growth and intervention needs of English learners and reclassified fluent English proficient (RFEP) students. Data from these tools was reviewed twice annually to guide instructional adjustments and targeted supports.

Alongside these efforts, the district advanced its Special Education Strategic Plan, offering professional development opportunities throughout the year. These sessions provided staff with training in inclusive practices, differentiated instruction, and the use of specialized supports to meet the diverse needs of students with disabilities.

Innovation in instructional practice was also driven by our continued partnership with the New Tech Network. Teachers received ongoing professional development and instructional coaching to deepen their understanding of project-based learning and student-centered teaching models. Furthermore, two teachers from each site were given the opportunity to attend the New Tech Network Annual Conference, allowing them to engage with a broader community of educators and bring back best practices to share with colleagues.

Recognizing the importance of social-emotional learning and school climate, the district also prioritized behavioral support training. To this end, we contracted expert services to provide district-wide professional development focused on effective behavior intervention strategies. These sessions equipped staff with the tools to support positive behavior and create supportive learning environments.

In a more targeted site-based initiative, O.B. Whaley Elementary School underwent a rebranding effort to align with a renewed vision for student engagement. A Visual and Performing Arts (VAPA) focus was adopted, with a specific emphasis on dance instruction. Additionally, a Foundational Academic Skills program was introduced to strengthen core learning. Staff received tailored professional development to support the successful implementation of these programs, and all necessary instructional materials were purchased and distributed accordingly.

Together, these initiatives demonstrate the district's holistic approach to educational improvement. From language development and inclusion to behavior support and innovative instruction, the Educational Services team, which includes the Assistant Superintendent, Director of Educational Services, Director of Child Welfare and Attendance, Director of Special Education, Coordinator of Assessment and Accountability, Coordinator of Special Education, Teachers on Special Assignment, and Education Services Specialist (classified staff) remain committed to equipping educators with the tools and training needed to meet the evolving needs of all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 Dual Language Program: We budgeted \$123,000, but underspent by \$30,282. Some of the anticipated costs were shared between centralized and site funds.

3.3 Sobrato Early Academic Language (S.E.A.L.): We budgeted \$75,000, but underspent by \$38,000. Some of the anticipated costs were shared between centralized and site funds.

3.4 Special Education Strategic Plan: We budgeted \$88,192. However, funds were not utilized because the Strategic Plan created by the contractor for the new director of Special Education was not fully implemented, due to the director retiring prior to the end of the school year. The funding will be utilized in 2025-2026.

3.8 O.B. Whaley Rebranding: We budgeted \$31,208. However, there was an under-expenditure of \$15,208 because the rebranding at O.B. Whaley is still in progress.

3.9 Programs of choice: We budgeted \$10,729, but underspent by \$2,149. Virtual Pathways experienced low student enrollment in 2024-2025.

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

The following actions were effective in the 2024-2025 school year, according to the metrics.

3.1 Dual Language Program

Staff received professional development and technical assistance through a dual language pedagogy series with Sobrato Early Academic Language, S.E.A.L. There was a 9.5 percentage point increase in the percentage of students in kindergarten who are at or above standard on the Spanish assessments in Mathematics. For grades one through three, the growth was 10.35 percentage points.

3.2 Coordinator of Assessment and Accountability

The Coordinator of Assessment and Accountability oversees academic data analysis, compliance, and accountability in the area of state assessments, LCAP, and Differentiated Assistance, as well as the communication and presentation of our California School Dashboard and district data to our Educational Partners. Training is provided for CAASPP, Physical Fitness Testing, School Plan for Student Achievement (SPSA), and Incident Management. The metrics that follow indicate that this action was effective.

The following metrics represent the percentage of students performing at or above standard on the Smarter Balanced English Language Arts (ELA) and Math assessments, the California Science Test (CAST), and the California Alternate Assessments (ELA, Math, Science).

CAASPP

Socioeconomically Disadvantaged (SED)

ELA: +14.55%

Math: +14.31%

CAST: +14.23%

Long-term English learners (LTELs)

Math: +0.38%

iReady

All Students

ELA: 0%

Math: +0.85%

Focus Student Groups (Reading)

SED (low income): +0.06%

Focus Student Groups (Math)

Hispanic: +1.46%

SED: +2.32%

3.3 Sobrato Early Academic Language (S.E.A.L.)

Staff received sustainability professional development to maintain the S.E.A.L. model and design and update instructional units for students in transitional kindergarten through sixth grade. The aforementioned metrics were a result of this action.

3.4 Special Education Strategic Plan

Professional development opportunities were provided throughout the school year. There was an increase in the percentage of parents of students with a disability that indicated full participation in the IEP process.

3.5 New Tech Network Professional Development

Teachers received ongoing professional development and coaching. Annually, two teachers per site have the opportunity to attend the New Tech Network Annual Conference. The iReady and CAASPP scores reflect the effectiveness of this action.

3.6 Professional Development for behavior supports

We contracted services to address and support professional development district-wide for behavioral support. The suspension rate for our students who are socioeconomically disadvantaged increased by 0.35 percentage points. The small increase of less than a point does not designate this as ineffective because the professional development has been implemented and will be ongoing in 2025-2026.

3.7 Formative Assessments for English Language Learners

LAS Links is a formative assessment, used to determine language acquisition of newcomers and English learners at levels 1 and 2. Ellevation is a progress monitoring tool used to determine intervention needs of English learners and reclassified fluent English proficient students twice a year. Our long-term English learners improved by 2.4% on the English Learner Progress Indicator (ELPI), with 61.4% making progress. On the CAASPP ELA, they progressed 4.4 points closer to standard.

3.8 O.B. Whaley Rebranding

The VAPA focus was identified as dance instruction and a Foundational Academic Skills program was determined. Professional development was delivered to staff, as well as the purchase of the Foundational Academic Skills materials.

These metrics apply to the effectiveness of the following actions.

Our long-term English learners improved by 2.4% on the English Learner Progress Indicator (ELPI), with 61.4% making progress. On the CAASPP ELA, they progressed 4.4 points closer to standard. The percentage of long-term English learners (LTELs) performing at or above standard increased in the area of math by 0.38 percentage points.

CAASPP

Socioeconomically Disadvantaged (SED)

ELA: +14.55%

Math: +14.31%

CAST: +14.23%

Long-term English learners (LTELs)

Math: +0.38%

3.9 Programs of Choice

Our dual language program enrollment is from kindergarten through fourth grade (2 kindergarten classes; 2 first grade; 2 second grade; 1 third grade; 1 fourth grade). The program will expand annually until students matriculate to grade eight.

3.10 New Tech Network Staffing

Staff is using the co-teaching model and works with groups of our student groups, who are English learners, foster youth, and low income, to provide small group instruction and differentiated instruction.

3.11 Educational Services TOSA

The Educational Services TOSA was the liaison to the Parent University courses, Early Literacy Program and STEM. At the middle school level, they had the opportunity to engage in the Signature Family Engagement Program. The TOSA identified the students who participated in the SVEF Elevate Math who were one grade behind in mathematics.

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

Metric 3.6 The term ELA has been changed to Reading because iReady assesses reading only.

Metric 3.7 Baseline data was added, since the CSA scores for the 2023-2024 school year was released in the fall of 2024.

Metric 3.8 The phrase, "Grades 4-6: pending, as dual immersion program grows, with an additional grade level each school year", has been added to the Language Arts section of the "Target for Year 3 Outcome" column.

Action 3.2 Coordinator of Assessment and Accountability has been changed to Assessment and Accountability, to include assessment costs.

Action 3.5 New Tech Network has been changed to New Tech Network Professional to distinguish the action from Action 3.10

Action 3.9 Programs of Choice will not include Virtual Pathways, in 2025-2026 and moving forward. It was a program that was initially implemented during the COVID pandemic. Due to low enrollment, the program has been closed and students were integrated back to their school of residence.

Action 3.10 New Tech Network has been changed to New Tech Network Staffing to distinguish the action from Action 3.5

Action 3.11 Educational Services TOSA: We removed José Valdes because the program was not offered.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Dual Language Program	<p>Provide staffing, resources, technical assistance and Professional Development to support students in the Dual Language Program at Holly Oak Elementary School.</p> <p>Metrics: We will monitor our progress in increasing our students' proficiency to meet and exceed language arts standards, from the results of the site's local formative Spanish assessments and California Spanish Assessment (CSA).</p>	\$123,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Coordinator of Assessment and Accountability	Maintain the position of Coordinator of Assessment and Accountability to support standardized accountability system.	\$158,508.00	Yes
3.3	Sobrato Early Academic Language (S.E.A.L.)	<p>Continue the partnership with S.E.A.L. at Holly Oak, Cadwallader, and John J. Montgomery Elementary School.</p> <p>Metrics: We will monitor our progress in increasing our students' results in the reading and math iReady formative diagnostic and CAASPP ELA and math assessments.</p>	\$75,000.00	No
3.4	Special Education Strategic Plan	Develop a Special Education Strategic Plan that includes professional development opportunities to support long term and short term goals.	\$105,000.00	Yes
3.5	New Tech Network	<p>LREBG (Learning Recovery and Emergency Block Grant) Action: Provide project based learning (PBL) professional development at Katherine R. Smith Elementary, Carolyn Clark, and Cedar Grove Elementary Schools, along with George V. LeyVa Intermediate and Quimby Oak Middle Schools.</p> <p>The LREBG funded action may be found in Goal 3, Action 3.5.</p> <p>Based on data and input from our needs assessment, Evergreen Elementary School District (EESD) will utilize unexpended LREBG funds of \$132,000, annually, from 2025-26 through 2027-28.</p> <p>EESD's needs assessment substantiated findings from the 2024 Dashboard related to the academic indicators, English Learner Progress Indicator (ELPI), English Language Arts (ELA), and Mathematics. A review of state and local data indicates the low and</p>	\$132,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>lowest performance levels among EESD, Cadwallader, Katherine Smith, Tom Matsumoto, Carolyn Clark, John J. Montgomery, Holly Oak, O.B. Whaley, LeyVa Intermediate, Quimby Middle, and Chaboya Middle schools, among the following student groups: Homeless Youth, Students with Disabilities, English learners, Hispanic, Socioeconomically Disadvantaged, and Long-Term English learners. Accordingly, Goal 3, Action 3.5 directly addresses the need to create leadership teams to carry on the work for years to come. At sites that have experienced significant teacher and/or leader transitions, this model will re-engage with their schools' focus and renew their PBL training. This allows our students to partake in state-of-the-art, high-level project implementation and collaboration, based on the Common Core State Standards for kindergarten through eighth grade in the content areas of ELD/ELA and Mathematics. This action aligns to allowable uses of funds in the areas of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.</p> <p>EESD's needs assessment indicates 8 out of 16 schools have students in the lowest performance indicator for Chronic Absenteeism. In comparison, the greatest identified need is in ELA/ELD and Mathematics.</p> <p>Research has shown that students in project-based learning classes significantly outperform traditional curricula, raising academic performance across grade levels, racial and socioeconomic student groups, and reading ability.</p> <p>Metric: We will monitor our progress in increasing our students' reading and math iReady diagnostic and California Assessment of Student Performance and Progress (CAASPP) ELA and math results. (Metrics 3.1 and 3.6)</p>		
3.6	Professional Development for behavior supports	Provide professional development to standardize the suspension policies to ensure equitable treatment.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Formative Assessments for English Language Learners	<p>English Language Learners and re-designated students will be assessed with formative assessments, Ellevation and LAS Links, to monitor the proficiency level of learners across all EL groups.</p> <p>Metrics: We will monitor our progress in increasing our English learner students' reading and math iReady formative assessment and ELPAC results.</p>	\$33,000.00	No
3.8	O.B. Whaley Rebranding	Re-brand the school with an emphasis on Visual and Performing Arts (VAPA) and academic skills.	\$48,600.00	Yes
3.9	Programs of choice	Offer a broad variety of instructional models, such as project-based learning (PBL), Dual Immersion, and Virtual Pathways for students	\$9,796.00	Yes
3.10	New Tech Network	Maintain 3 full time employees (FTE) at 2 of our middle schools, George V. LeyVa Intermediate and Quimby Oak Middle, to support the co-teaching model in Bulldog Tech and Lobos School of Innovation (LSI), respectively.	\$496,586.00	Yes
3.11	Educational Services TOSA	Maintain an Educational Services Teacher on Special Assignment (TOSA) to support categorical programs. The Educational Services TOSA will provide professional development to teachers, conduct demonstration lessons, and implement a co-teaching model.	\$185,706.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$7,206,407	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.853%	0.943%	\$866,713.23	8.796%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Professional Development</p> <p>Need: Evergreen Elementary School District recognizes the need to support our student groups, English learners, foster youth, and low income in the areas of English Language Arts (ELA) and math, due to the disproportionate results of our low income students and decline of our English learner students' California</p>	<p>Our after-school professional development are Multi-Tiered System of Support (MTSS), small group instruction with consultants, such as Nancy Frey, Positive Behavioral Interventions and Supports (PBIS), and Instructional Leadership Team (ILT), specifically for our student groups, English learners, foster youth, and low income. There will be ELD offerings in all of our professional development breakout sessions throughout the 2024-2025 school year.</p>	<p>We will monitor our progress in increasing the reading and math iReady diagnostic and CAASPP ELA and math results, of our student groups, English learners, foster youth, and low income. In addition we will continue to seek feedback from teachers to inform our</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Assessment of Student Performance and Progress (CAASPP) proficiency results and as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>		<p>professional development sessions.</p>
<p>1.4</p>	<p>Action: Maintain Educational Tech TOSA</p> <p>Need: The Educational Tech TOSA develops a culture of digital literacy for teachers, staff, and students. Based on our Engagement Feedback Survey and the disproportionate results of our low income students and decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results and as compared to their peers, there is a need to support our English learners with increased access to digital supports and accommodations in the classroom, in the areas of English Language Arts (ELA), math, and science.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope:</p>	<p>The Educational Services Tech TOSA will provide support to teachers of English learners with Chromebook extensions and other digital enhancements that allow students to use these resources regularly in the classroom. These resources align with those provided on the state assessments, CAASPP and ELPAC. Teachers will receive professional development to implement these resources for our English learners.</p>	<p>We will monitor our progress in increasing our English learners' ability to use technology as a learning tool, as well as increase the regular use of supports and accommodations for our English learners that align with those provided on the state assessments, CAASPP, CAST, and ELPAC. We will monitor our progress in increasing our English learner students' iReady reading and math diagnostic, CAASPP ELA and math, and ELPAC results.</p> <p>In addition, our teachers' participation rate in district-wide professional development will be</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		monitored by our Educational Tech TOSA.
1.5	<p>Action: Induction</p> <p>Need: Evergreen Elementary School District recognizes the need to support our English learners in the areas of English Language Arts (ELA), due to the disproportionate decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results and as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	The Induction TOSA will provide professional development to teacher candidates and fully credentialed teachers in the Induction program and coach teachers to provide supports for our English learners.	We will monitor our progress in increasing our English learner students' iReady reading and math diagnostic, CAASPP ELA and math, and ELPAC results.
1.10	<p>Action: Maintain RTI Coaches</p> <p>Need: Our student group, low income, is struggling in English Language Arts. There is a disproportionate representation of Hispanic/Latino students in Special Education under the eligibilities of Specific Learning Disabilities (SLD), Intellectual Disabilities (ID), and Other Health Impairments (OHI).</p>	Early intervention meets the needs of our students who are socioeconomically disadvantaged, Hispanic/Latino, African American, and/or two or more grade levels below standard. Our RTI coaches provide professional development and coaching for all staff.	We will monitor our progress in increasing the iReady reading diagnostic and CAASPP ELA results for the identified student groups, as well as decreasing the percentage of students who are identified for specific learning disabilities, other health impairment, and intellectual disabilities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>		
1.11	<p>Action: Supplemental resources to support students with disabilities</p> <p>Need: The district formative assessments iReady reading and math, California Assessment of Student Performance and Progress (CAASPP) ELA and math, in addition to the English Language Proficiency Assessments of California (ELPAC) results of our English learners indicate they need more support in English language arts (ELA) and math.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>	<p>With a focus on our English learners, we will incorporate the students' academic data and resources/instructional supports from Ellevation and integrate it into the instructional plan within the pilot of this curriculum.</p>	<p>We will monitor our progress in increasing iReady reading and math diagnostic and CAASPP, which includes SBAC and CAA, ELA and math results for our English learners.</p>
1.12	<p>Action: Maintain 3 SEAL Coaches</p> <p>Need: Evergreen Elementary School District recognizes the need to support our English learners in the areas of English Language Arts</p>	<p>Our SEAL coaches will provide professional development to teachers to gather student's academic data, analyze, and determine a process to monitor and implement interventions throughout the year for English learners. They write the units for our English learners.</p>	<p>We will monitor our English learners' progress in increasing our students' iReady reading and math diagnostic and CAASPP ELA and math results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(ELA), due to the disproportionate decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results and as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>		
1.13	<p>Action: Maintain Transitional Kindergarten/Kindergarten Aides</p> <p>Need: Evergreen Elementary School District recognizes the need to support our English learners in the areas of English Language Arts (ELA), due to the disproportionate decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results and as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>Instructional aides will support, under the direction of our classroom teachers, our English learners in accessing the scaffolds and differentiated supports, provided by the classroom teacher.</p>	<p>We will monitor our progress in increasing our kindergarten, English learners' iReady reading and math diagnostic and CAASPP ELA and math results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.14</p>	<p>Action: Educational Services staff to support all learners</p> <p>Need: For our student groups, English learners and low income, in addition to being McKinney Vento (homeless youth) and students with disabilities (SWD), their district formative assessment and California Assessment of Student Performance and Progress (CAASPP), as well as our their English Language Proficiency Assessments of California (ELPAC) results for our English learners (ELs), indicate they are struggling in English language arts (ELA) and math, as compared to their peers. These personnel work with the sites directly.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>We have two Directors of Educational Services and their staff secretaries of Educational Services. The Educational Services Director provides professional development designated and integrated ELD; oversees the English learner program, monitors reclassification; implements and oversees Parent University; and oversees ELD staff who provides these services to our English learners. ELD staff includes the Educational Services TOSA who supports categorical programs and will work in conjunction with the ELD coach to support classroom teachers with professional development. The ELD coach and Educational Services TOSA will facilitate a co-teaching model in classrooms for our English learners. The director will oversee this process and implementation. The director of Educational Services' staff secretary supports her with tasks that support these programs.</p> <p>Our second Director of Educational Services oversees our community liaisons, who work with our Spanish speaking families and low income families. This director of Educational Services also provides oversight of the district Comprehensive Coordinated Early Intervening Services (CCEIS) plans and Response to Intervention (RTI) Coaches who meet the needs of English learners and low income students. The ongoing progress of monitoring and data collection analysis of these student groups allows for RTI coaches to work collaboratively with and provide professional development for our classroom teachers of these students groups. The director of Educational Services' staff secretary supports the Director of</p>	<p>We will monitor our progress in increasing the district reading and math iReady formative assessment and CAASPP ELA and math results of our student groups, English learners and low income. Moreover, ELPAC will continue to be the metrics used to monitor the improved academic and language development progress of our English learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Educational Services with tasks that support these programs.	
1.15	<p>Action: Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS)</p> <p>Need: For our student groups, low income/socioeconomically disadvantaged (SED) and English learners, their district formative assessments iReady reading and math, California Assessment of Student Performance and Progress (CAASPP) ELA and math, in addition to the English Language Proficiency Assessments of California (ELPAC) results for our EL students, indicate they need more support in English language arts (ELA) and math.</p> <p>The chronic absenteeism and suspension rates of our student groups, low income/socioeconomically disadvantaged (SED) and English learner students, have increased. Other student groups would benefit from these enrichment opportunities, since their chronic absenteeism rates are in the lowest performance level on the California School Dashboard as well.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope:</p>	The school sites will implement Multi-Tiered Systems of Support (MTSS) to increase the academic achievement of our student groups, English learners, foster youth, and low income. This benefits other student groups who are at the lowest performance level on the California School Dashboard as well. This includes professional development for teachers; tiered interventions and supports; progress monitoring; and equitable access to learning to address the needs of our student groups, English learners, foster youth, and low income.	We will monitor our progress in increasing the results of our students' district reading and math iReady formative assessment and CAASPP ELA, math, and CAST results and decreasing our chronic absenteeism and suspension rates of our low income/socioeconomically disadvantaged (SED), foster youth, and English learner (EL). Moreover, the ELPAC will continue to be the metrics used to monitor the improved academic and language development progress of our English learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p>Action: Attendance and re-engagement</p> <p>Need: Although our student groups, overall, English learners and socioeconomically disadvantaged were at the lowest performance level in the Chronic Absenteeism indicator on the CA School Dashboard, our student groups, who are English learners and low income, have significantly higher chronic absenteeism rates than our overall students.</p> <p>Based on the School Climate and Engagement Feedback surveys the sense of safety and engagement of our student groups, English learners, foster youth, and low income, needs to be increased. The chronic absenteeism rate of our student groups, English learners and low income, is in the lowest performance level on the California School Dashboard. Our suspension rates for our student groups, English learners and low income have increased.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>These site-based attendance teams will work with community liaisons to analyze the attendance data and reach out to families of English learners, foster youth, and socioeconomically disadvantaged students to determine ongoing interventions to support families and students who are chronically absent. Parent training and increased communication via Parent Square, site-based, district/classroom newsletter, and home visits will be provided for families of English learners and low income students. Professional development for teachers will be facilitated for communicating with families of these student groups.</p> <p>Each school will annually review and update their school re-engagement plans to ensure that it addresses the current needs of our student groups, English learners, foster youth, and low income, on campus. The plan would include specific interventions and wrap services to address absenteeism, behavioral challenges, and increase these student groups' sense of belonging at the school site. During professional development and staff meetings, sites, using the absenteeism and behavioral data provided by the Director of CWA, the Director of CWA will work with community liaisons and staff to analyze the attendance and behavior data to increase communication and build connection with student groups, English learners, foster youth, and low income. For our families of English learners and low income, there will be messaging via Parent Square regarding attendance, sharing positive attendance data, and offering family engagement</p>	<p>We will monitor our progress in decreasing our identified student groups' chronic absenteeism rates and increasing average daily attendance rates, as well as increasing our communication through the various digital platforms and home visits.</p> <p>We will monitor our progress in increasing the student attendance and decreasing suspension rates, which will be disaggregated for our students who are English learners, foster youth and low income. We will monitor our progress in increasing our percentage of parents of our student groups, English learners and low income, reporting sense of safety and school connectedness from our Staff and Community Engagement Feedback Survey, as well as counts of parent attendance of these student groups at parent meetings.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		opportunities, including Celebration of Improvement.	
2.5	<p>Action: Create a safe and caring climate</p> <p>Need: The chronic absenteeism rate of our student groups, English learners and low income, is in the lowest performance level on the California School Dashboard. Our suspension rates for our student groups, English learners and low income, who are also students with disabilities, have increased. For our students who are socioeconomically disadvantaged (SED) and English learners (ELs), their district formative assessments iReady reading and math, California Assessment of Student Performance and Progress (CAASPP) ELA and math indicate they need more support in English language arts (ELA) and math.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	These counselors and school social worker co-create the master schedule and monitor master schedules to make sure all of our student groups, English learners, foster youth, and low income, are placed in the correct classes and receive specialized supports in all of our middle schools.	We will monitor our progress in increasing our students' California Assessment of Student Performance and Progress (CAASPP) ELA and math results, while decreasing our chronic absenteeism and suspension rates for our identified student groups.
2.6	<p>Action: Build student leaders</p> <p>Need: Our students who are African American and low income, who have high chronically absent</p>	African American eighth grade students who are low income will be identified to be student leaders and will be provided a plan to transition into high school.	We will monitor our progress in decreasing our students' suspension and chronic absenteeism rates of our identified student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and suspension rates, will be identified with their parent/guardians' permission to participate in this program. Both our African American and socioeconomically disadvantaged students were at the lowest performance level in the suspension and chronic absenteeism indicator on the CA School Dashboard.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>		
2.7	<p>Action: Director of Child Welfare Safety and Attendance</p> <p>Need: Based on the School Climate and Engagement Feedback surveys the sense of safety and engagement of our student groups, English learners, foster youth, and low income, needs to be increased. The chronic absenteeism rate of our student groups, English learners and low income, is in the lowest performance level on the California School Dashboard. Our suspension rates for our student groups, English learners and low income have increased.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p>	<p>The Director of CWA will work closely with schools to address the attendance and student welfare needs of English learners, foster youth, and low income in data analysis and implementing targeted interventions at the site-level for families of these student groups' chronic absenteeism and suspension rates. Identifying the students in these student groups and building relationships through PBIS strategies.</p> <p>The Director of CWA will facilitate professional development for administrators to implement PBIS and Behavior Matrix for preventative strategies for these student groups, English learners and low income. Having regular meetings with the social workers, counselors, nurses, and the wellness center support staff will help to ensure these student groups have access to mental health resources, as well as have students and families</p>	We will monitor our progress in decreasing our identified student groups' chronic absenteeism and suspension rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>receive mental health support, such as Care Solace.</p>	
<p>2.8</p>	<p>Action: SSW Interns and Counseling Interns</p> <p>Need: Based on the School Climate and Engagement Feedback surveys engagement of our student groups, English learners and low income, engagement needs to be increased to minimize chronic absenteeism and suspension rates. The chronic absenteeism rate of our student groups, English learners and low income, is in the lowest performance level on the California School Dashboard. Our suspension rates for our student groups, English learners and low income have increased.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>Our School Social Worker Interns and Counseling Interns are the point of contact for our low income families who are experiencing homelessness by providing local and county-wide resources and supports. They work in conjunction with Community Liaisons by attending home visits and leading attendance workshops. Bilingual interns provide resources and information in the language our English learners need.</p>	<p>For our student groups, English learners and low income, we will monitor our progress in decreasing their suspension and chronic absenteeism rates. We will monitor our progress in increasing our percentage of parents of our student groups, English learners and low income, reporting sense of safety and school connectedness from our Staff and Community Engagement Feedback Survey.</p>
<p>2.10</p>	<p>Action: Re-Engagement Plan (This action has been moved to Action 2.2.)</p> <p>Need: Based on the School Climate and Engagement Feedback surveys the sense of</p>	<p>Each school will annually review and update their school reengagement plans to ensure that it addresses the current needs of our student groups, English learners, foster youth, and low income, on campus. The plan would include specific interventions and wrap services to address absenteeism, behavioral challenges, and</p>	<p>We will monitor our progress in increasing the student attendance and decreasing suspension rates, which will be disaggregated for our students who are English</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>safety and engagement of our student groups, English learners, foster youth, and low income, needs to be increased. The chronic absenteeism rate of our student groups, English learners and low income, is in the lowest performance level on the California School Dashboard. Our suspension rates for our student groups, English learners and low income have increased.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>increase these student groups' sense of belonging at the school site. During professional development and staff meetings, sites, using the absenteeism and behavioral data provided by the Director of CWA, the Director of CWA will work with community liaisons and staff to analyze the attendance and behavior data to increase communication and build connection with student groups, English learners, foster youth, and low income. For our families of English learners and low income, there will be messaging via Parent Square regarding attendance, sharing positive attendance data, and offering family engagement opportunities, including Celebration of Improvement.</p>	<p>learners, foster youth and low income. We will monitor our progress in increasing our percentage of parents of our student groups, English learners and low income, reporting sense of safety and school connectedness from our Staff and Community Engagement Feedback Survey, as well as counts of parent attendance of these student groups at parent meetings.</p>
2.11	<p>Action: Student Safety</p> <p>Need: Based on the School Climate and Engagement Feedback surveys the sense of safety and engagement of our student groups, foster youth and low income, need to be increased.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>We will provide our student groups, foster youth and low income, as well as those who are also homeless youth, with extra precautionary support regarding student safety at home and at school. Our CWA director will reach out to local and county resources, including our school social worker staff, to provide extra services for our student groups, foster youth and low income.</p>	<p>We will monitor our progress in increasing the sense of safety of our student groups, foster youth and low income. We'll work on seeing if it's possible to disaggregate this data for the identified student groups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.2</p>	<p>Action: Coordinator of Assessment and Accountability</p> <p>Need: Evergreen Elementary School District recognizes the need to support our student groups, who English learners, foster youth, and low income in the areas of English Language Arts (ELA), due to the disproportionate results of our low income students and decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results and as compared to their peers. Due to the decline in the percentage of all of our English learner students at the well-developed performance level on the Summative English language proficiency assessments for California (ELPAC), there is a need for training to monitor our English learners' progress towards English proficiency.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>The Coordinator of Assessment and Accountability will provide professional development, in the form of office hours and during principals meetings, for site administrators to analyze data for their student groups and implement the process of this data analysis with their staff and educational partners. Specific sessions will be designated for a focus on student data for our English learners, foster youth, and socioeconomically disadvantaged students. In collaboration with the Educational Services team, the Coordinator of Assessment and Accountability will co-facilitate Parent Assessment Nights and hold specific sessions for parents/guardians of our English learners. Outreach specifically for parents/guardians of our English learner, foster youth, and low income students will be coordinated with our school sites. In addition, the Coordinator of Assessment and Accountability will coordinate, through the Educational Services Department, a bootcamp to prepare for CAASPP testing, utilizing the CAASPP Interim Assessments and Practice Tests, in order for our student groups, English learners and low income, to be accustomed to accommodations for better outcomes. Other student groups such as students with disabilities, who are English learners and low income, will benefit from this action as well.</p>	<p>We will monitor our progress in developing a culture of data analysis fostered in EESD to inform practices toward increasing student outcomes for our student groups, English learners, foster youth, and low income. Feedback will be gathered for the monitoring progress at the site level from site administrators. Attendance and feedback from our parent/guardians will be gathered to determine effectiveness of our Parent Assessment Nights for English learners. We will monitor our progress in increasing the iReady reading and math diagnostic, CAASPP ELA and math, CAST, and ELPAC results of our student groups, English learners, foster youth, and low income.</p>
<p>3.4</p>	<p>Action: Special Education Strategic Plan</p> <p>Need: The reclassification rates of our English learners, who are students with disabilities, are significantly lower than those of their peers.</p>	<p>The Special Education Strategic Plan will include professional development to meet the needs of our English learners, in collaboration with outside agencies. Professional development will be held for teachers of low income students who are in Special Education, to increase attendance in classes and be participants in the classroom</p>	<p>We will monitor our progress in increasing the percentage of students with disabilities who are in general education classes 80% or more of the time and the percentage of</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our suspension rates for our student groups, English learners and low income, who are also students with disabilities, have increased. Less than 90 percent of parents of students with a disability indicated full participation in the IEP process. Less than 50 percent of students with disabilities are in general education classes 80% or more of the time.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: LEA-wide</p>	<p>setting. Teachers of general education and special education will receive cultural sensitivity and inclusivity training. Training will be developed for the reclassification process and how to increase our reclassification rates for our students in Special Education who are English learners. Instructional assistants will receive professional development to build relationships with our student groups, English learners and low income, who are also students with disabilities. Restorative practices and TCI training will be implemented for our staff and student groups, English learners and low income.</p>	<p>parents of students with a disability that indicated full participation in the IEP process. For our students who are English learners and low income, their suspension rates will be monitored to make sure they are decreasing and their reclassification rates will be monitored to ensure they are increasing.</p>
<p>3.6</p>	<p>Action: Professional Development for behavior supports</p> <p>Need: For our students who are socioeconomically disadvantaged (SED), their suspension rates have increased. Other student groups would benefit from this action as well, since over one-third of our student groups are in the low and lowest performance level on the California School Dashboard.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope:</p>	<p>Professional development will include identifying, analyzing, monitoring, and implementing a process to decrease suspension rates of our student group, low income.</p>	<p>This action will be measured by the decrease of suspension rates to address suspension for our identified student groups.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.8	<p>Action: O.B. Whaley Rebranding</p> <p>Need: Due to the disproportionate results of our English learners and low income students and decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) ELA and math proficiency results and as compared to their peers and the decline in the percentage of all of our English learner students at the well-developed performance level on the Summative English language proficiency assessments for California (ELPAC), there is a need to increase the academic results, engagement, and attendance of our student groups, English learners and low income.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>	The site principal will use teachers' release days to focus on professional development for the instructional strategies to support our student groups, English learners and low income, which will include the purchasing of materials, supplies, and academic resources for English learners, to increase academic and attendance rates and re-engagement. The site principal will work in conjunction with the Director of CWA.	We will monitor our progress in increasing the iReady reading and math diagnostic, CAASPP ELA and math, percentage of students participating in VAPA, student enrollment, and attendance rate of our student groups English learners and our low income.
3.9	<p>Action: Programs of choice</p> <p>Need: Due to the disproportionate results of our English learners and decline of our English</p>	The Dual Immersion program offers an opportunity for our native Spanish speaking students to learn in their first language and as language models in a two-way bilingual immersion program. The dual immersion classroom teachers receive specialized	We will monitor our progress in increasing our students' iReady reading and math diagnostic, CAASPP ELA and math, and ELPAC results, in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learner students' California Assessment of Student Performance and Progress (CAASPP) ELA and math proficiency results and as compared to their peers and the decline in the percentage of all of our English learner students at the well-developed performance level on the Summative English language proficiency assessments for California (ELPAC), there is a need to increase the academic results, engagement, and attendance of our English learners. Our English learners' chronic absenteeism rate is in the lowest performance level on the California School Dashboard.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>	<p>training for a differentiated ELD model for English learners who are in the dual immersion program.</p> <p>PBL is utilizing the instructional model of GLAD at our PBL sites to address the needs of our English learners.</p>	<p>addition to increasing attendance rates for our English learners at O.B. Whaley.</p>
<p>3.10</p>	<p>Action: New Tech Network</p> <p>Need: Due to the disproportionate results of our English learners, foster youth, and low income and decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) ELA and math and CAST proficiency results as compared to their peers, there is a need to increase the academic results of our student groups, English learners, foster youth, and low income.</p>	<p>Using the co-teaching model, teachers will work with groups of our student groups, who are English learners, foster youth, and low income, to provide small group instruction and differentiated instruction.</p>	<p>We will monitor our progress in increasing our identified student groups' iReady math diagnostic, CAASPP math results, and CAST at Bulldog Bulldog Tech and Lobos School of Innovation.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Schoolwide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.1</p>	<p>Action: Maintain all ELD Assistants</p> <p>Need: Evergreen Elementary School District recognizes the need to support English learners in the area of English Language Arts (ELA), due to the disproportionate decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results, as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope:</p>	<p>Instructional assistants work with English learner (EL) students to provide push-in services for EL level 1 or 2, or pull-out services for newcomer, emerging English learner students to support students in the classroom in the content area of ELA and provide systematic small group instruction. This enables them to access grade level content in ELA.</p>	<p>We will monitor our progress in increasing our English learner students' proficiency to meet and exceed standards, from our reading and math iReady diagnostic and CAASPP ELA and math results, as well as continue to seek feedback from ELD assistants to continue to inform this model of student support.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.3	<p>Action: Hire 1 ELD coach</p> <p>Need: Evergreen Elementary School District recognizes the need to support English learners in the areas of English Language Arts (ELA), due to the disproportionate decline of our English learner students' California Assessment of Student Performance and Progress (CAASPP) proficiency results, as compared to their peers.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The ELD Coach will provide direct support to teachers, in implementing Designated and Integrated ELD strategies, as well as focused language instruction and small group instruction at the student's EL level. The ELD Coach will work in conjunction with the Educational Services TOSA.	We will monitor our progress in increasing our English learner students' iReady reading and math diagnostic, CAASPP ELA and math, and ELPAC results.
1.16	<p>Action: Supplement costs of outdoor science school</p> <p>Need: Low-income students to participate in outdoor science school without burden on the family. This support provides them an opportunity to participate in a program, which they wouldn't be able to otherwise, since the cost is prohibitive.</p> <p>See also: Reflections: Annual Performance and Metrics sections</p>	Students will benefit through this scientific experience, as their peers do.	We will monitor our progress in increasing the CAST results of our students and attendance daily rates (ADA) for our low-income students receiving this support.

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$91,762,888	\$7,206,407	7.853%	0.943%	8.796%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,672,427.00	\$1,595,827.00	\$0.00	\$1,636,287.00	\$12,904,541.00	\$10,591,229.00	\$2,313,312.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain all ELD Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2025-6/30/2026	\$1,122,059.00	\$0.00	\$1,122,059.00	\$0.00	\$0.00	\$0.00	\$1,122,059.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$137,500.00	\$360,000.00	\$122,500.00	\$350,000.00		\$25,000.00	\$497,500.00	
1	1.3	Hire 1 ELD coach	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2025-6/30/2026	\$172,323.00	\$0.00	\$172,323.00				\$172,323.00	
1	1.4	Maintain Educational Tech TOSA	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/2025-6/30/2026	\$185,551.00	\$0.00	\$185,551.00				\$185,551.00	
1	1.5	Induction	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/2025-6/30/2026	\$131,723.00	\$0.00	\$131,723.00				\$131,723.00	
1	1.7	Teacher Support	All	No			All Schools	7/1/2025-6/30/2026	\$0.00	\$750,827.00	\$15,000.00	\$735,827.00			\$750,827.00	
1	1.9	Supplemental Resources to Support ELD	English learners	No			All Schools	7/1/2025-6/30/2026	\$0.00	\$165,725.00				\$165,725.00	\$165,725.00	
1	1.10	Maintain RTI Coaches	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Cadwalla	7/1/2025-6/30/2026	\$1,610,831.00	\$0.00	\$1,610,831.00				\$1,610,831.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services	
							der, Cedar Grove, Holly Oak, Katherine R. Smith, Millbrook, John J. Montgomery, Norwood Creek, and O. B. Whaley Elementary Grades 1 and 2										
1	1.11	Supplemental resources to support students with disabilities	English Learners	Yes	School wide	English Learners	Specific Schools: Cadwallader, Cedar Grove, Carolyn Clark, Evergreen, Tom Matsumoto, Millbrook, John J. Montgomery, Silver Oak, James Franklin Smith, Katherine Smith, and O. B. Whaley Elementary Schools; LeyVa Intermediate, Chaboya Middle, and Quimby Middle Schools	7/1/2025-6/30/2026	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00		

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Maintain 3 SEAL Coaches	English Learners	Yes	School wide	English Learners	Specific Schools: Montgomery, Holly Oak and Cadwallader Kindergarten through sixth grade	7/1/2025-6/30/2026	\$517,366.00	\$0.00	\$517,366.00				\$517,366.00	
1	1.13	Maintain Transitional Kindergarten/Kindergarten Aides	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/2025-6/30/2026	\$1,493,796.00	\$0.00	\$1,493,796.00				\$1,493,796.00	
1	1.14	Educational Services staff to support all learners	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/2025-6/30/2026	\$813,429.00	\$0.00	\$691,493.00			\$121,936.00	\$813,429.00	
1	1.15	Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$1,587,307.00	\$0.00	\$979,089.00			\$608,218.00	\$1,587,307.00	
1	1.16	Supplement costs of outdoor science school	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Title 1 and Title 1 adjacent schools	7/1/2025-6/30/2026	\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	
2	2.1	Enrichment Opportunities	All	No			All Schools	7/1/2025-6/30/2026	\$78,000.00	\$300,000.00		\$378,000.00			\$378,000.00	
2	2.2	Attendance and re-engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$0.00	\$78,364.00	\$78,364.00				\$78,364.00	
2	2.3	Create Equitable Actions and Policies	All Students who are English learners, socioeconomically disadvantaged, foster youth, African American, Hispanic, and students with disabilities	No			All Schools	7/1/2025-6/30/2026	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Parent University classes	All	No			Specific Schools: Holly Oak Elementary, John J. Montgomery Elementary, Cedar Grove Elementary, O. B. Whaley Elementary, Katherine R. Smith Elementary, and George V. LeyVa Intermediate School.	7/1/2025-6/30/2026	\$0.00	\$150,000.00	\$75,000.00			\$75,000.00	\$150,000.00	
2	2.5	Create a safe and caring climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools IEP counselor (TK-8); 1 SSW (4 elementary & 1 middle school)	7/1/2025-6/30/2026	\$764,363.00	\$0.00	\$764,363.00				\$764,363.00	
2	2.6	Build student leaders	Low Income	Yes	LEA-wide	Low Income	Specific Schools: LeyVa, Quimby, and Chaboya Intermediate	7/1/2025-6/30/2026	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.7	Director of Child Welfare Safety and Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$268,773.00	\$0.00	\$268,773.00				\$268,773.00	
2	2.8	SSW Interns and Counseling Interns	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/2025-6/30/2026	\$125,000.00	\$0.00	\$125,000.00				\$125,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Maintain Community Liaisons	All	No			All Schools Specific Schools: Holly Oak, O.B. Whaley, Montgomery, Cedar Grove, Katherine Smith, LeyVa	7/1/2025-6/30/2026	\$330,408.00	\$0.00				\$330,408.00	\$330,408.00	
2	2.10	Re-Engagement Plan (This action has been moved to Action 2.2.)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.11	Student Safety	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$149,000.00	\$0.00	\$120,000.00			\$29,000.00	\$149,000.00	
3	3.1	Dual Language Program	All	No			Specific Schools: Holly Oak	7/1/2025-6/30/2026	\$123,000.00	\$0.00				\$123,000.00	\$123,000.00	
3	3.2	Coordinator of Assessment and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2025-6/30/2026	\$158,508.00	\$0.00	\$158,508.00				\$158,508.00	
3	3.3	Sobrato Early Academic Language (S.E.A.L.)	All	No			Specific Schools: Holly Oak, Cadwallader, and John J. Montgomery Elementary School	7/1/2025-6/30/2026	\$0.00	\$75,000.00				\$75,000.00	\$75,000.00	
3	3.4	Special Education Strategic Plan	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/2024-6/30/2025	\$45,000.00	\$60,000.00	\$55,000.00			\$50,000.00	\$105,000.00	
3	3.5	New Tech Network	All	No			Specific Schools: Katherine R. Smith Elementary,	7/1/2025-6/30/2026	\$0.00	\$132,000.00		\$132,000.00			\$132,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Quimby Oak Middle, George V. Ley Va Intermediate, Carolyn Clark, Cedar Grove									
3	3.6	Professional Development for behavior supports	Low Income	Yes	LEA-wide	Low Income	All Schools	7/1/2025-6/30/2026	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
3	3.7	Formative Assessments for English Language Learners	English learners	No			All Schools	7/1/2025-6/30/2026	\$0.00	\$33,000.00				\$33,000.00	\$33,000.00	
3	3.8	O.B. Whaley Rebranding	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: O.B. Whaley	7/1/2025-6/30/2026	\$35,000.00	\$13,600.00	\$48,600.00				\$48,600.00	
3	3.9	Programs of choice	English Learners	Yes	School wide	English Learners	Specific Schools: George V. LeyVa, Quimby Oak, Katherine Smith, Carolyn Clark, Cedar Grove, Holly Oak, Cadwallader, John J. Montgomery	7/1/2025-6/30/2026	\$0.00	\$9,796.00	\$9,796.00				\$9,796.00	
3	3.10	New Tech Network	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bulldog Tech at George V. LeyVa Intermediate and Lobos School of Innovation at	7/1/2025-6/30/2026	\$496,586.00	\$0.00	\$496,586.00		\$0.00		\$496,586.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Quimby Oak Middle									
3	3.11	Educational Services TOSA	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools Specific Schools: Title 1 schools	7/1/2025-6/30/2026	\$185,706.00	\$0.00	\$185,706.00				\$185,706.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$91,762,888	\$7,206,407	7.853%	0.943%	8.796%	\$9,552,427.00	0.000%	10.410 %	Total:	\$9,552,427.00
								LEA-wide Total:	\$6,844,991.00
								Limited Total:	\$1,535,088.00
								Schoolwide Total:	\$1,172,348.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Maintain all ELD Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,122,059.00	
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,500.00	
1	1.3	Hire 1 ELD coach	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$172,323.00	
1	1.4	Maintain Educational Tech TOSA	Yes	LEA-wide	English Learners	All Schools	\$185,551.00	
1	1.5	Induction	Yes	LEA-wide	English Learners	All Schools	\$131,723.00	
1	1.10	Maintain RTI Coaches	Yes	LEA-wide	Low Income	Specific Schools: Cadwallader, Cedar Grove, Holly Oak, Katherine R. Smith, Millbrook, John J. Montgomery,	\$1,610,831.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Norwood Creek, and O. B. Whaley Elementary Grades 1 and 2		
1	1.11	Supplemental resources to support students with disabilities	Yes	Schoolwide	English Learners	Specific Schools: Cadwallader, Cedar Grove, Carolyn Clark, Evergreen, Tom Matsumoto, Millbrook, John J. Montgomery, Silver Oak, James Franklin Smith, Katherine Smith, and O. B. Whaley Elementary Schools; LeyVa Intermediate, Chaboya Middle, and Quimby Middle Schools	\$100,000.00	
1	1.12	Maintain 3 SEAL Coaches	Yes	Schoolwide	English Learners	Specific Schools: Montgomery, Holly Oak and Cadwallader Kindergarten through sixth grade	\$517,366.00	
1	1.13	Maintain Transitional Kindergarten/Kindergarten Aides	Yes	LEA-wide	English Learners	All Schools	\$1,493,796.00	
1	1.14	Educational Services staff to support all learners	Yes	LEA-wide	English Learners Low Income	All Schools	\$691,493.00	
1	1.15	Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$979,089.00	
1	1.16	Supplement costs of outdoor science school	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Title 1 and Title 1 adjacent schools	\$55,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Attendance and re-engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,364.00	
2	2.5	Create a safe and caring climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools IEP counselor (TK-8); 1 SSW (4 elementary & 1 middle school)	\$764,363.00	
2	2.6	Build student leaders	Yes	LEA-wide	Low Income	Specific Schools: LeyVa, Quimby, and Chaboya Intermediate	\$10,000.00	
2	2.7	Director of Child Welfare Safety and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$268,773.00	
2	2.8	SSW Interns and Counseling Interns	Yes	LEA-wide	English Learners Low Income	All Schools	\$125,000.00	
2	2.10	Re-Engagement Plan (This action has been moved to Action 2.2.)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.11	Student Safety	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$120,000.00	
3	3.2	Coordinator of Assessment and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,508.00	
3	3.4	Special Education Strategic Plan	Yes	LEA-wide	English Learners Low Income	All Schools	\$55,000.00	
3	3.6	Professional Development for behavior supports	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	
3	3.8	O.B. Whaley Rebranding	Yes	Schoolwide	English Learners Low Income	Specific Schools: O.B. Whaley	\$48,600.00	
3	3.9	Programs of choice	Yes	Schoolwide	English Learners	Specific Schools: George V. LeyVa, Quimby Oak, Katherine Smith, Carolyn Clark, Cedar Grove, Holly Oak, Cadwallader, John J. Montgomery	\$9,796.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.10	New Tech Network	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bulldog Tech at George V. LeyVa Intermediate and Lobos School of Innovation at Quimby Oak Middle	\$496,586.00	
3	3.11	Educational Services TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools Specific Schools: Title 1 schools	\$185,706.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,015,091.00	\$14,472,951.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Maintain all ELD Assistants	Yes	\$862,531.00	\$952,160
1	1.2	Professional Development	Yes	\$438,387.00	\$556,680
1	1.3	Hire 1 ELD coach	Yes	\$156,840.00	\$155,423
1	1.4	Maintain Educational Tech TOSA	Yes	\$196,476.00	\$185,551
1	1.5	Maintain Induction TOSA	Yes	\$200,246.00	\$12,177
1	1.6	Summer School	No	\$2,096,517.00	\$3,568,207
1	1.7	Teacher Support	No	\$88,000.00	\$73,412
1	1.8	Assessment team	Yes	\$223,904.00	\$193,032
1	1.9	Supplemental Resources to Support ELD	No	\$12,000.00	\$174,527
1	1.10	Maintain RTI Coaches	Yes	\$1,509,349.00	\$1,263,345
1	1.11	Supplemental resources to support students with disabilities	Yes	\$81,840.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Maintain 3 SEAL Coaches	Yes	\$552,243.00	\$510,156
1	1.13	Maintain Transitional Kindergarten/Kindergarten Aides	Yes	\$1,632,949.00	\$1,171,593
1	1.14	Educational Services staff to support all learners	Yes	\$776,943.00	\$891,809
1	1.15	Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS)	Yes	\$1,368,685.00	\$1,172,079
1	1.16	Supplement costs of outdoor science school	Yes	\$54,560.00	\$36,611
2	2.1	Enrichment Opportunities	No	\$50,000.00	\$290,799
2	2.2	Attendance and re-engagement	Yes	\$54,560.00	\$24,736
2	2.3	Create Equitable Actions and Policies	No	\$0.00	\$0.00
2	2.4	Parent University classes	No	\$150,000.00	\$150,000
2	2.5	Create a safe and caring climate	Yes	\$818,216.00	\$591,991
2	2.6	Build student leaders	Yes	\$106,840.00	\$81,250
2	2.7	Director of Child Welfare Safety and Attendance	Yes	\$137,618.00	\$268,536

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	SSW Interns and Counseling Interns	Yes	\$352,785.00	\$293,459
2	2.9	Maintain Community Liaisons	Yes	\$335,912.00	\$330,705
2	2.10	Re-Engagement Plan	Yes	\$10,912.00	0
2	2.11	Student Safety	Yes	\$118,735.00	\$128,162
3	3.1	Dual Language Program	No	\$123,000.00	\$92,718
3	3.2	Coordinator of Assessment and Accountability	Yes	\$166,706.00	\$152,251
3	3.3	Sobrato Early Academic Language (S.E.A.L.)	No	\$75,000.00	\$37,000
3	3.4	Special Education Strategic Plan	Yes	\$88,192.00	0
3	3.5	New Tech Network	No	\$132,000.00	\$131,520
3	3.6	Professional Development for behavior supports	Yes	\$54,560.00	\$50,000
3	3.7	Formative Assessments for English Language Learners	No	\$222,000.00	\$226,345
3	3.8	O.B. Whaley Rebranding	Yes	\$31,208.00	\$16,000
3	3.9	Programs of choice	Yes	\$10,729.00	\$8,580

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	New Tech Network	Yes	\$528,172.00	\$496,586
3	3.11	Educational Services TOSA	Yes	\$196,476.00	\$185,551

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$7,470,023	\$9,476,901.00	\$8,246,741.00	\$1,230,160.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Maintain all ELD Assistants	Yes	\$862,531.00	\$951,525		
1	1.2	Professional Development	Yes	\$88,387.00	\$344,570		
1	1.3	Hire 1 ELD coach	Yes	\$81,840.00	\$155,423		
1	1.4	Maintain Educational Tech TOSA	Yes	\$196,476.00	\$185,551		
1	1.5	Maintain Induction TOSA	Yes	\$200,246.00	0.00		
1	1.8	Assessment team	Yes	\$223,904.00	\$193,032		
1	1.10	Maintain RTI Coaches	Yes	\$1,509,349.00	\$1,263,345		
1	1.11	Supplemental resources to support students with disabilities	Yes	\$81,840.00	\$0.00		
1	1.12	Maintain 3 SEAL Coaches	Yes	\$552,243.00	\$510,156		
1	1.13	Maintain Transitional Kindergarten/Kindergarten Aides	Yes	\$1,632,949.00	\$1,171,593		
1	1.14	Educational Services staff to support all learners	Yes	\$639,506.00	\$667,128		
1	1.15	Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS)	Yes	\$753,351.00	\$633,395		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	Supplement costs of outdoor science school	Yes	\$54,560.00	\$36,611		
2	2.2	Attendance and re-engagement	Yes	\$54,560.00	\$3,208		
2	2.5	Create a safe and caring climate	Yes	\$818,216.00	\$580,441		
2	2.6	Build student leaders	Yes	\$81,840.00	\$60,938		
2	2.7	Director of Child Welfare Safety and Attendance	Yes	\$137,618.00	\$268,536		
2	2.8	SSW Interns and Counseling Interns	Yes	\$352,785.00	\$123,576		
2	2.9	Maintain Community Liaisons	Yes	\$122,457.00	\$110,583		
2	2.10	Re-Engagement Plan	Yes	\$10,912.00	\$0.00		
2	2.11	Student Safety	Yes	\$118,735.00	\$128,162		
3	3.2	Coordinator of Assessment and Accountability	Yes	\$166,706.00	\$152,251		
3	3.4	Special Education Strategic Plan	Yes	\$38,192.00	0.00		
3	3.6	Professional Development for behavior supports	Yes	\$54,560.00	0.00		
3	3.8	O.B. Whaley Rebranding	Yes	\$31,208.00	\$16,000		
3	3.9	Programs of choice	Yes	\$10,729.00	\$8,580		
3	3.10	New Tech Network	Yes	\$404,725.00	\$496,586		
3	3.11	Educational Services TOSA	Yes	\$196,476.00	\$185,551		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$91,863,121	\$7,470,023	1.789	9.921%	\$8,246,741.00	0.000%	8.977%	\$866,713.23	0.943%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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