

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

**School Year**

2025

**Date of Board Approval**

June 26, 2025

**LEA Name**

Evergreen Elementary School District Board  
of Trustees

**CDS Code:**

43-69435-0000000

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your  
LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

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

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

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

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

Federal funds play a vital role in supporting and enhancing the actions and services outlined in the Evergreen Elementary School District's Local Control and Accountability Plan (LCAP). These funds are strategically utilized to provide direct support to school sites, foster stronger connections with families and community members, and strengthen professional learning for staff across the district.

### Family Engagement

Family engagement remains a core priority within Evergreen Elementary School District. The District recognizes the significant impact that meaningful parent and guardian involvement has on student academic success and overall school improvement. To support this commitment, the District adheres to a comprehensive District Parent Involvement Policy, which emphasizes the importance of parent and guardian participation in the planning, design, and implementation of parent involvement programs. Collaborative strategies are jointly developed to establish expectations for effective engagement.

Title I-funded schools receive a designated allocation of funds to implement schoolwide Parent Engagement Plans based on the specific needs of each site. Families of students attending Title I schools have access to a broad range of high-quality engagement opportunities at both the site and district levels. These opportunities include, but are not limited to:

**Title I Information Meetings:** Inform parents/guardians about Title I program components (schoolwide or targeted) and the criteria used to determine eligibility for federal funds.

**Assessment Information Meetings:** Provide guidance on key assessments such as the English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), and i-Ready diagnostics. Parents/guardians are supported in understanding proficiency levels and their implications for student learning. Formative assessment practices may also be shared by teachers to deepen family understanding of instructional planning.

**Math Information Meetings:** Offer insight into Common Core Math Standards, grade-level curriculum, and supplemental resources to assist families in supporting their children's mathematics learning.

**Literacy Information Meetings:** Focus on the elements of a balanced literacy program and the curriculum used in classrooms, emphasizing the development of literacy skills across all content areas.

**Technology Information Meetings:** Create opportunities for parents/guardians to explore how classroom technology supports student learning. Some sessions are interactive, encouraging parent-student participation.

**STEM/Science Information Meetings:** Highlight the implementation of Next Generation Science Standards (NGSS) and STEM initiatives. These sessions may feature student projects and offer hands-on learning activities facilitated by teachers or educational partners.

**English Language Development (ELD) Information Meetings:** Explain English learner classification, reclassification criteria, and available instructional and assessment resources to support English learners.

**Health & Wellness Information Meetings:** Promote a culture of wellness by providing families with resources and spaces to learn, ask questions, and develop healthy habits.

### Parent University

The relaunch of Parent University in the 2022–23 academic year was met with strong participation and remains a central initiative in the district's family engagement strategy. Based on the philosophy that parenting is a life-long learning process, Parent University provides workshops and classes led by subject matter experts. These sessions offer parents/guardians opportunities to network, share ideas, and engage in supportive learning environments at both the site and district levels.

In partnership with the Parent Institute for Quality Education (PIQE), the District also offers structured programs lasting four to eight weeks on a rotating basis. Topics include Family Engagement, Social Emotional Learning, Family Literacy, and STEM. These interactive programs are designed to empower families with knowledge, tools, and techniques to advocate for and support the academic progress of their children. Each year, the District expands its course offerings to meet the evolving needs of families.

### Professional Development

Federal funds, particularly through Title I, are leveraged to enhance professional learning opportunities for educators. These funds support the development of Professional Learning Communities (PLCs), provide collaborative structures, and facilitate the creation of tailored instructional practices for students who are not meeting proficiency standards.

In 2024, the District convened a Professional Development Committee to strengthen collaboration between district leaders and educators. This committee supported alignment of professional development with teacher-identified needs. A key outcome has been increased teacher leadership in facilitating professional development, resulting in a menu-style catalog of relevant learning options for both Districtwide and Staff Development Days.

Title I administrators and the Director of Educational Services meet regularly to review student achievement data, research-based instructional practices, and staff development plans. This collaborative approach ensures that professional growth opportunities are aligned with identified areas for improvement.

### Site-Level Resources and Interventions

Student intervention is a critical component of the Title I program. Placement in intervention programs is guided by multiple measures, including CAASPP, ELPAC, i-Ready diagnostics, and other site-based assessments. Interventions may take various forms, including small-group instruction before or after school, online learning platforms, partnerships with external agencies, and embedded support during the school day.

Programs are designed to meet individual student needs and may also include enrichment opportunities to promote personalized learning. Title I resources allow sites the flexibility to implement targeted and effective interventions that support equitable academic outcomes for all students.

## Alignment

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

All federally funded programs within Evergreen Elementary School District are purposefully aligned to support student academic achievement and ensure that each student leaves the District equipped to thrive as outlined in the Board-approved Profile of a Learner matrix. This guiding framework defines the essential attributes that students are expected to demonstrate upon matriculation: Learner, Communicator, Collaborator, Critical Thinker, Innovator, and Advocate. Federal funds are strategically utilized to meet the specific needs of students attending Title I-funded schools and are used to supplement, not supplant, base programs. These funds enhance learning opportunities, expand access to instructional programs and materials, and support targeted professional development for educators.

### Family Engagement

Family engagement remains a critical component in the District's strategy to ensure equitable student outcomes. The District collaborates closely with parent and guardian groups to develop, review, and provide feedback on proposed activities and services that go beyond core offerings. Parents and guardians are actively engaged in reviewing both site-level and District-level policies, ensuring they are well-informed and empowered to advocate effectively for the unique needs of their school communities. This inclusive approach strengthens the partnership between schools and families and fosters a shared responsibility for student success.

### Collaboration and Centralization of Services

A collaborative governance model supports data-informed and student-centered decision-making at both the site and District levels. Site administrators work in close partnership with the Educational Services Division to evaluate and respond to student needs. Leadership teams, comprised of teachers and, when appropriate, parents and guardians, contribute valuable insights that guide strategic decisions. This shared leadership structure promotes consistency across the District while allowing for the flexibility necessary to implement site-specific solutions that are both effective and efficient.

### Professional Development

Evergreen Elementary School District is deeply committed to ensuring that all educators—teachers, administrators, and classified staff—have access to high-quality professional development opportunities. To ensure student success in the 21st century, staff must have a deep understanding of academic standards, evidence-based strategies, and the evolving needs of learners. Professional learning is closely aligned to the Profile of a Learner attributes, promoting practices that cultivate critical thinking, innovation, collaboration, and advocacy among students.

The District has partnered with Partners in School Innovation and Marzano Resources to support the identification and implementation of essential and priority standards in English Language Arts (ELA), English Language Development (ELD), and Mathematics. Beginning in the 2025–2026 academic year, essential and supporting standards will also be identified in Science, reinforcing alignment with Next Generation Science Standards (NGSS).

Professional development opportunities are extended throughout the academic year and during the summer. Summer sessions are particularly impactful, as they allow educators to network with colleagues, deepen their instructional practice, and prepare to lead professional development efforts at their respective school sites and at the district level. These learning experiences are grounded in the District’s vision for academic excellence and student readiness for college, career, and lifelong success.

### Intervention and Enrichment Opportunities

A robust system of interventions and enrichment opportunities ensures that students receive the academic support and extended learning necessary to meet grade-level expectations and excel beyond them. During the summer, students are offered opportunities to strengthen their skills in English Language Arts, Mathematics, Public Speaking, and other engaging high-interest enrichment programs.

Using i-Ready diagnostic data, students demonstrating academic need are invited to participate in the Elevate Math Program, which provides targeted support to accelerate math proficiency. Additional offerings include the Computer Science Institute and the District’s Summer School Program, which collectively support academic growth and skill development in engaging and rigorous settings. Enrollment in these summer opportunities prioritizes unduplicated pupils, ensuring equitable access for students who are English learners, foster youth, or eligible for free or reduced-price meals.

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

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

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

**Career Technical and Work-based Opportunities**

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

Schools with a student population in which 40% or more of students qualify for free or reduced-price meals are eligible to receive Title I funding.

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

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

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

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

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Based upon the 2024-25 file review regarding staff experience data, teachers are not disproportionately assigned based on experience.

Based upon 2024-25 staff evaluations measuring teacher effectiveness, no disproportionality exists.

Based upon 2024-25 credential audits, there were no teachers teaching out of field.

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

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

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

## Parent and Family Engagement

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

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

The Local Educational Agency (LEA) conducts comprehensive annual Needs Assessments at both the site and district levels to gather meaningful input from educational partners. These assessments are designed to inform decision-making processes and ensure that the academic, social-emotional, and cultural needs of all students are met. In addition to these formal assessments, the LEA utilizes structured forums such as English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings to engage parents and guardians of English learners in identifying and addressing their unique needs.

Moreover, the School Site Council (SSC) provides a critical platform through which parents and guardians actively participate in the development, review, and revision of each school's School Plan for Student Achievement (SPSA). This inclusive process ensures that the voices of families are central to shaping the strategies and actions that support student success. Notably, this process is implemented across all schools, including those identified for Additional Targeted Support and Improvement (ATSI), reinforcing the LEA's commitment to equity and continuous improvement for all student groups.

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

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

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District utilizes state academic assessments and multiple indicators on an annual basis to evaluate the progress of each school receiving Title I funding. This data-driven review process is designed to determine whether each school is making adequate academic progress and to guide instructional and programmatic improvements accordingly.

In alignment with its commitment to equity, the District ensures that all parents and guardians have equitable access to educational programs and services. To strengthen this commitment, the District continues to implement and review the Family Engagement Framework Implementation Rubric as a tool for evaluating and enhancing site-based family engagement practices. The Framework guides schools in fostering an integrated strategy that promotes the exchange of information, purposeful interactions, and meaningful participation among families and school staff. This, in turn, supports student learning and achievement through collaborative family-school partnerships. Site administrators are encouraged to assess and refine their family engagement practices to adopt more innovative, responsive, and effective approaches.

To further support family engagement and build parent capacity, the District has partnered with Parent Involvement for Quality Education (PIQE) to provide Parent University classes at select school sites. These classes are tailored to help parents and guardians support their children's academic success, navigate the public education system, and address

key areas such as early literacy, Social Emotional Learning (SEL), and STEM. The District provides necessary resources—including food, childcare, and instructional materials—to promote participation. These classes may include, but are not limited to, the following topics:

Habits of Mind

Health and Wellness

Mathematics and Literacy

Resiliency: Social and Emotional Learning

Parent University courses are designed to offer culturally responsive and globally competent learning experiences. Parents and guardians may engage with district personnel, classroom teachers, and external consultants in a collaborative and supportive environment. Participation in these programs will be monitored and reported annually through the LCAP to ensure transparency and inform continuous improvement.

The District also employs eight Community Liaisons, six of whom are specifically assigned to support Title I-funded schools. These liaisons play a pivotal role in school communities by addressing chronic absenteeism, promoting parent involvement in school and district events, and connecting families with essential school personnel and community-based services. Their work supports both student well-being and academic achievement through a holistic, family-centered approach.

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

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

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

N/A

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Each year, the Local Educational Agency (LEA) is notified of schools identified for Additional Targeted Support and Improvement (ATSI) based on state accountability indicators. Upon identification, site administrators engage in a collaborative process with teachers, paraprofessionals, and parents/guardians to analyze student performance data and identify specific areas of need. This collaborative team works together to develop and incorporate targeted, evidence-based actions and activities into the School Plan for Student Achievement (SPSA). These actionable steps are designed to address the unique needs of the student groups for whom the school has been identified, ensuring alignment with state and federal requirements and a focused effort toward improving student outcomes.

### **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Under the leadership of the Director of Child Welfare and Attendance, the District provides immediate and comprehensive support to students experiencing housing insecurity. Upon identification, a District Social Worker initiates direct contact with the student and their family to assess needs and connect them with available services. A wide range of support is offered, including but not limited to:

Transportation assistance (e.g., bus passes)

School supplies

Counseling services

Access to after-school programs

Referrals to community-based resources and support services

Inclusion in all district-wide parent education programs and events

The Director of Child Welfare and Attendance, in collaboration with district social workers, school counselors, teachers, and site administrators, actively monitors and supports these students throughout the academic year. This coordinated effort ensures that students experiencing housing insecurity have equitable access to educational opportunities and the necessary wraparound services to promote their academic success and overall well-being.

## **Student Transitions**

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

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

Incoming Transitional Kindergarten (TK) and Kindergarten students with limited or no prior preschool experience are invited and strongly encouraged to attend summer transition programs offered at schools receiving Title I funding. These programs are designed to support a smooth and successful transition into the school environment by building foundational academic and social-emotional skills.

In addition, current TK and Kindergarten students who have been identified as needing additional academic intervention are provided the opportunity to participate in a summer program that serves as an extension of the regular school year. This program is specifically designed to reinforce key skills and concepts, ensuring that students are better prepared to meet grade-level expectations in the upcoming academic year.

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

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

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

District staff facilitate structured data articulation meetings to support select students transitioning from middle school to high school. These meetings are typically conducted within the context of a Student Study Team (SST) meeting or an Individualized Education Program (IEP) transition meeting. The purpose of these meetings is to ensure that relevant academic, behavioral, and support services data are reviewed collaboratively by educators, specialists, and families to promote a smooth and well-informed transition that addresses each student's individual needs.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Evergreen School District is committed to supporting teachers in implementing differentiated instruction to meet the diverse needs of all students. Recognizing that every classroom includes students who may be identified as gifted and talented as well as those who require additional academic support, the District provides ongoing professional development, instructional resources, and funding to ensure that teachers are equipped to scaffold instruction effectively and equitably.

To further enhance instructional support and access to academic materials, the District employs a credentialed librarian who ensures that all students have access to high-quality instructional resources and fully functioning school libraries. The District librarian collaborates with site-based Media Assistants to facilitate the regular circulation of library books, allowing Evergreen students to check out materials on a weekly basis. This access to rich literary and informational texts fosters a love for reading and supports academic achievement across all grade levels.

Additionally, all students receive instruction in digital literacy and digital citizenship, particularly during Computer Science Awareness Week, through a variety of curated online materials and resources. The Evergreen School District maintains a 1:1 student-to-device ratio, ensuring that every student has access to a personal digital device to support learning and engagement in both core and supplemental educational programs.

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

### Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

### Comparable Education Program ESSA SECTION 1423(3)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

### Successful Transitions ESSA SECTION 1423(4)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

### Educational Needs ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

## TITLE II, PART A

### Professional Growth and Improvement

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Address these questions:

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

The Evergreen School District is committed to closing opportunity gaps and ensuring academic success for all students through a system of ongoing professional development centered around equity, culturally responsive instruction, and evidence-based practices. The District has identified key initiatives that drive its professional learning focus, including Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), the Profile of a Learner (POL), and Social Emotional Learning (SEL). For the 2025–26 academic year, MTSS will serve as the primary focus, with an emphasis on enhancing Tier 1 instructional practices that ensure strong, inclusive first teaching for all students.

To support these initiatives, the District has implemented the following strategies:

#### Equity and Culturally Responsive Teaching

Each school site establishes an Instructional Leadership Team composed of teachers and the site principal. These teams engage in District-wide collaboration to identify culturally responsive instructional strategies aimed at improving outcomes for English Learners (ELs) and other underserved student groups. Focus areas include strengthening English proficiency and closing academic achievement gaps through responsive and inclusive teaching practices.

The District annually reviews and aligns its practices with the California English Learner Roadmap to inform the development and implementation of its English Learner Master Plan. This strategic guidance supports coherence across the system in delivering a high-quality, 21st-century education for all English learners.

To further advance equity, the Educational Services Division has partnered with Nicole Anderson and Associates Consulting, LLC, to develop a systemic equity framework that addresses gaps in educational outcomes. Through this partnership, districtwide professional development sessions were held for office staff, teachers, paraprofessionals, principals, managers, and the Board of Trustees. These sessions focused on increasing awareness of historical inequities in public education, understanding systemic barriers such as implicit bias and racism, and building capacity to implement equity-centered practices. Key professional development outcomes included:

Defining educational equity and developing a shared language

Understanding the historical impact of education policy and practice

Recognizing barriers to equity and how to address them

Making connections to current District initiatives

Engaging in reflective practices to identify how educators can either perpetuate or interrupt inequities

Applying a systems approach to interrupt patterns of inequity

This work was supported through a comprehensive three-year districtwide equity contract that included:

Executive Leadership Coaching

Governance Team Workshops/Study Sessions

Equity Leadership Institutes

Extended Cabinet Workshop Series

Site-Level Equity Coaching and Teacher Professional Development

Equity Walks

In 2024 and 2025, Equity Walks were conducted at all sixteen schools. These walk-throughs brought together administrators, teachers, classified staff, parents, students, and Board members to observe classrooms, libraries, common areas, and other learning environments through an equity lens, focusing on cultural identity, relationships, relevance, and rigor. These Walks have become a key component of the District's commitment to continuous improvement and will continue as an annual practice.

Support for English Learners

The District continues to provide targeted professional development, including Ellevation training and English Language Development (ELD) sessions for teachers, administrators, and instructional assistants. Training emphasizes integrated and designated ELD strategies, scaffolding techniques, and the development of academic language. Teachers are further supported through opportunities to attend the California Association for Bilingual Education (CABE) conference. Attendees serve as site and district-level champions for effective ELD practices, disseminating best practices through Professional Learning Communities (PLCs) and workgroups.

Title II-Supported Professional Learning

Title II federal funds play an essential role in supporting Evergreen School District's robust professional development framework, which includes:

Professional Learning Communities (PLCs):

PLCs provide educators with dedicated time to collaborate, share expertise, and engage in reflective practice with the goal of improving instructional effectiveness and student achievement. These groups engage in continuous improvement cycles to analyze school practices, student data, and identify successful strategies for replication and scaling. PLCs operate across all school sites throughout the academic year.

Teacher Induction Program:

The District maintains a comprehensive Teacher Induction Program focused on improving teacher retention and student outcomes. Teachers are paired with trained mentors to develop and implement Individual Learning Plans (ILPs), review assessments, reflect on instructional practice, and demonstrate proficiency in the California Standards for the Teaching Profession (CSTPs). The Induction Program includes an Equity Workshop Series to introduce new teachers to foundational equity concepts, including:

The historical context of public education

The role of educators in interrupting inequities

Connections between equity and district priorities

Strategic collaboration for systems change

Culturally responsive pedagogy

A Teacher Support Program Advisory Committee, consisting of teachers and administrators, reviews program standards, evaluates program effectiveness, and advises on continuous improvement.

Instructional Leadership and Coaching

The Educational Services Department holds bi-monthly Instructional Leadership Meetings with site administrators to guide instructional priorities aligned to the District's four key initiatives: Profile of a Learner (POL), PBIS, MTSS, and SEL. These sessions focus on instructional vision, assessment analysis through an equity lens, and continuous support for teaching and learning.

The District also maintains a robust instructional coaching program, including three SEAL (Sobrato Early Academic Language) coaches who provide professional development, instructional planning support, and unit design aligned to research-based literacy and language development strategies. A dedicated Transitional Kindergarten (TK) coach ensures that early childhood instruction aligns with developmentally appropriate best practices to establish a strong foundation for college and career readiness. Additionally, Rtl coaches support students at select sites with literacy, fluency, and comprehension interventions.

#### Ongoing Conference Participation

As part of its continuous learning model, the District supports teacher and staff participation in professional conferences and workshops aligned with instructional and equity goals. These opportunities allow educators to remain informed on emerging practices, network with colleagues, and bring innovative strategies back to their schools.

### **Prioritizing Funding**

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

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

#### **Address these questions:**

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title II funds are utilized to provide programmatic support for the implementation and facilitation of the District's comprehensive professional development program. Given the diverse demographics of Evergreen School District, the majority of professional development offerings are designed to be applicable and accessible to all teachers across all school sites, ensuring consistency in instructional quality and equitable access to high-impact strategies.

In addition to the District-wide professional learning supported by Title II, schools receiving Title I funding and/or those identified for Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) are allocated supplemental resources through the Local Control and Accountability Plan (LCAP). These additional funds are used to provide site-specific professional development and targeted instructional support that address the unique needs of their student populations. This dual-funding structure enables the District to maintain a cohesive professional development framework while allowing for differentiated support aligned to site-level needs and student performance data.

### **Data and Ongoing Consultation to Support Continuous Improvement**

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

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

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Address these questions:**

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

At the core of the Evergreen School District's instructional approach is a comprehensive assessment system that drives teaching and learning. Assessment is foundational to identifying students who are at risk of not meeting grade-level standards and plays a critical role in informing instructional decisions across all grade levels and school sites.

The District utilizes multiple measures to assess student performance, including state-mandated assessments such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). Additionally, LAS Links language proficiency assessments and other norm-referenced indicators of academic literacy are employed to provide a more complete understanding of student progress. These assessments serve as academic "checkpoints" that offer timely, actionable feedback to educators, enabling them to adjust instruction and implement targeted interventions to support student learning.

To supplement state assessments, all schools administer the i-Ready Reading and Mathematics diagnostics at least three times per year. The data generated from these assessments is reviewed at both the site and district levels to monitor progress and identify trends. Based on this analysis, staff determine and implement appropriate instructional supports and interventions.

Beyond standardized measures, educators also engage in the review of student work and formative assessments, which provide a more authentic and nuanced view of student understanding and ability. Teachers participate in ongoing cycles of inquiry to assess student progress, reflect on instructional practices, and collaboratively determine next steps. This data-driven approach ensures that instruction is responsive, equitable, and tailored to meet the diverse needs of all learners.

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II and Title III federal funds contribute significantly to Evergreen School District's comprehensive professional learning framework, which is designed to support the academic success and language development of English learners. These funds ensure educators are well-equipped to provide high-quality, culturally responsive, and linguistically appropriate instruction aligned to state standards and the needs of diverse learners.

The District has identified the following key areas for professional development to support English learners:

#### Culturally Responsive Learning and Equity Work:

Each school site maintains an Instructional Leadership Team (ILT) comprised of teachers and the principal. These teams participate in District-level ILT meetings focused on improving outcomes for English learners and other underserved student groups. The work centers on identifying and implementing culturally responsive strategies that promote English language development and academic achievement. This approach is aligned with the District's broader equity goals and supports the development of inclusive learning environments.

#### English Learner Master Plan and California English Learner Roadmap:

The District conducts an annual review of its English Learner Master Plan, guided by the principles of the California English Learner Roadmap. This review process ensures the alignment of programs, practices, and services for English learners across all levels of the system. The Master Plan is informed by input from the District English Learner Advisory Committee (DELAC) and updated accordingly. Following the review and stakeholder consultation, the updated plan is submitted to the Board of Trustees for approval. The Roadmap serves as a comprehensive framework to provide all English learners with access to a rigorous and effective 21st-century education.

To further enhance educator effectiveness and ensure fidelity of implementation, Title II and Title III funds support teacher participation in relevant conferences and professional learning events. These include, but are not limited to:

California Association for Bilingual Education (CABE) Conference

CABE One-Day Institutes for parents and paraeducators

Positive Behavioral Interventions and Supports (PBIS)

Multi-Tiered System of Supports (MTSS)

These professional learning opportunities build the capacity of educators, paraprofessionals, and families to support English learners through research-based strategies and inclusive practices.

Instructional Materials and Supplemental Resources

Title III funds are also allocated for the purchase and replenishment of supplemental instructional materials and curriculum resources that support English language development. These include:

Benchmark Phonics, Benchmark Rigor, and Benchmark Hello—targeted resources to support foundational skills and language acquisition

Ellevation Education—a comprehensive online platform that provides a centralized hub for instructional strategies, student monitoring, and English learner data management

Ellevation is used to house and track key information on English learners and Reclassified Fluent English Proficient (RFEP) students. The platform offers differentiated instructional strategies based on English proficiency level, grade level, and subject area, providing educators with timely, relevant resources to support student progress. Additionally, it facilitates the systematic monitoring of student achievement, ensuring that supports are tailored and responsive to individual student needs.

Through the combined use of Title II and Title III funds, Evergreen School District continues to strengthen its professional development infrastructure, ensuring that educators are prepared to meet the diverse linguistic and academic needs of English learners and promote equitable outcomes for all students.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Evergreen School District collaborates strategically with the regional model provided by the Santa Clara County Office of Education to deliver a high-quality educational program for all students. English learners are fully immersed in the District's core instructional program and receive instruction aligned with both the California Common Core State Standards and the English Language Development (ELD) Standards.

The District is committed to ensuring equitable access to educational opportunities. All students, including English learners and those from historically underserved groups, are eligible to participate in any program offered by the District. In addition to core instruction, the District provides targeted intervention services to support academic progress and close achievement gaps.

Family engagement is a critical component of the District's support model. Parent involvement opportunities are regularly provided to foster strong school-home partnerships, promote collaborative decision-making, and ensure that families are informed and empowered to support their children's educational journey.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

1. Address the effective language instruction programs specific to English learners.

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Evergreen School District (LEA) maintains a strong commitment to data-driven decision-making to support the academic success of all students, particularly English learners (ELs) and students requiring targeted intervention. Throughout the school year, the LEA consistently reviews relevant data at the district level and in collaboration with the Instructional Leadership Team (ILT). This cohort is responsible for monitoring the implementation of the LEA Plan, evaluating the effectiveness of English learner programs, identifying high-priority schools, and making informed programmatic recommendations.

To strengthen intervention practices, the District provides professional development to Response to Intervention (RtI) teachers, focusing on strategic and intensive supports in English Language Arts (ELA). Student performance data is systematically reviewed to identify schools and individual students in need of additional academic support. A Coordinating Early Intervening Services (CCEIS) Teacher on Special Assignment (TOSA), in partnership with site administrators and teachers, monitors students' entry and exit from intervention services through continuous analysis of achievement data.

The District ensures that all teachers are equipped with high-quality, district-adopted Language Arts instructional materials that include embedded support for Designated and Integrated English Language Development (ELD). To further enhance instructional delivery, the District has adopted Ellevation Education, a supplemental, online platform that provides research-based instructional strategies tailored by grade level, English language proficiency level, and content area. This platform supports teachers and instructional staff in delivering high-impact ELD instruction and also serves as a centralized system for monitoring English learners and Reclassified Fluent English Proficient (RFEP) students.

Each school site has developed a Designated ELD master schedule to ensure English learners receive targeted language instruction appropriate to their proficiency level. Principals at each site oversee and monitor the implementation of ELD instruction to ensure fidelity and alignment with state standards. Long-Term English Learners (LTELs) are identified and provided with focused interventions designed to address their specific academic and language development needs.

To address equity and ensure culturally and linguistically responsive teaching, the District continues to provide professional development opportunities that emphasize Culturally Responsive Pedagogy and Instruction. By building teacher capacity in this area—using both the Ellevation platform and district-adopted instructional materials—educators are better positioned to implement robust Designated and Integrated ELD programs. The goal is to create classroom environments that promote rich academic language development and sustained student engagement.

District and site leaders monitor instructional practices by analyzing student data through Professional Learning Communities (PLCs) and conducting classroom walkthroughs, instructional rounds, and equity walks. These reflective practices support continuous improvement and ensure alignment between instructional delivery and student learning needs.

#### **Sobrato Early Academic Language (SEAL) Program Implementation**

The District has implemented the Sobrato Early Academic Language (SEAL) program at three school sites: Cadwallader (grades K–3), Holly Oak (grades TK–6), and Montgomery (grades TK–6). The SEAL model offers a comprehensive, research-based approach to early language and literacy development. It focuses on six interrelated components that support students' oral language, literacy, and academic skills through an integrated and developmentally appropriate framework.

In its implementation for grades TK through 3, SEAL aims to build a strong foundation in English literacy, mastery of core academic content, and the development of confident, motivated learners. At Holly Oak and Montgomery, SEAL has been expanded through grade 6 to ensure sustained support and disrupt the LTEL cycle. Teachers who are new to SEAL sites or who have transferred into the program are offered ongoing professional development through SEAL cohorts to build foundational knowledge and ensure program fidelity.

#### **Spanish Dual Language Immersion Program**

In alignment with its commitment to multilingualism and cultural inclusivity, Evergreen School District launched a Spanish Dual Language Immersion Program at Holly Oak Elementary in the 2020–2021 school year. Currently in its fourth year, the program serves students in kindergarten through fourth grade and will expand to fifth grade in the 2025–2026 academic year.

The Dual Language Immersion program follows a 90/10 Two-Way Bilingual Immersion (TWBI) model, in which students receive 90% of instruction in Spanish and 10% in English during the early years. This gradually shifts to a 50/50 balance of Spanish and English instruction by grade four. The program fosters bilingualism, biliteracy, and biculturalism while promoting high academic achievement. Ultimately, the program will expand through sixth grade, with plans to extend to the middle school level in select core content areas.

#### Pathway Awards Recognition Program

To further promote language learning and celebrate linguistic diversity, the Evergreen School District participates in the Pathway Awards recognition program administered by the California Department of Education. This program honors students who are learning a second language and/or maintaining their home language. The District is registered annually as a participating LEA and remains committed to recognizing students' multilingual achievements and encouraging continued language study.

Through coordinated programs, rigorous instruction, and a commitment to culturally responsive teaching, Evergreen School District continues to foster an inclusive and equitable learning environment that supports the academic success and language development of English learners.

### **English Proficiency and Academic Achievement**

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

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

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

Complete responses will:

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Evergreen School District is committed to advancing language proficiency and academic excellence for all English learners (ELs) through the continuous review and analysis of both state and local assessment data. These data sources inform decision-making at the district and site levels and guide the implementation of targeted supports and instructional strategies to meet the unique needs of EL students.

District-adopted English Language Arts (ELA) materials are designed to support the effective integration of both Designated and Integrated English Language Development (ELD) within the core instructional program. In addition, the Ellevation platform provides educators with research-based instructional strategies applicable across all curricular areas and tailored by students' language proficiency levels. The platform also serves as a central data repository, allowing teachers, administrators, and support staff to access real-time student information, including standardized and local assessment results, language acquisition status, instructional accommodations, reclassification data, and federally required progress monitoring records.

Progress monitoring for English learners is conducted a minimum of twice per academic year using the Ellevation system. Students who are not meeting established benchmarks are identified for site-level interventions. Depending on individual student needs, additional support may be provided through extended school year programs, academic summer enrichment offerings, or targeted summer school interventions.

Recognizing that English learners require a comprehensive instructional framework to develop proficiency in both ELA and ELD standards, the District provides ongoing professional learning opportunities to support teacher effectiveness. Educators receive training to strengthen their instructional practice and to ensure that all students, particularly English learners, meet rigorous academic expectations. Each school site is equipped to deliver targeted interventions for identified students, thereby supporting equitable access to quality instruction.

The Sobrato Early Academic Language (SEAL) program continues to be a foundational element of the District's approach to early literacy and language development at three Title I schools—Cadwallader, Holly Oak, and Montgomery. The District remains committed to sustaining the SEAL model by providing technical assistance, professional learning, and instructional coaching where appropriate.

To further enhance the instructional program for English learners, the District will continue identifying and acquiring innovative curriculum, instructional materials, and educational software that are aligned with student needs and state standards. Formative and summative assessments will remain integral to monitoring progress and ensuring that EL students are developing the academic and linguistic skills necessary for long-term success. These efforts extend across the preschool through secondary continuum, with the goal of developing and maintaining a cohesive system of language instruction that is coordinated with other relevant district programs and services.

Effective professional development remains a cornerstone of the District's strategy to improve outcomes for English learners. Research supports the notion that enhancing the capacity of teachers, principals, and instructional leaders in curriculum implementation, assessment practices, and culturally responsive pedagogy leads to improved classroom instruction and increased student achievement. Evergreen's approach to professional learning is intentional, comprehensive, and aligned with the needs of educators working directly with English learners.

In addition to instructional and professional supports, the District is dedicated to fostering strong partnerships with families of English learners. The Educational Services Division has relaunched a targeted Parent University program at six Title I school sites. Through a series of structured workshops, families receive information and tools to better support their children's academic progress and social-emotional development. These efforts reflect the District's broader commitment to inclusive family engagement practices.

Ongoing collaboration with educational partners informs the continuous improvement of programs and policies affecting English learners. The District annually revisits and revises the English Learner Master Plan in consultation with stakeholders, ensuring that it remains responsive to evolving needs and aligned with best practices. The California English Learner Roadmap further informs this work by offering a coherent and aligned framework of practices, services, and approaches that collectively provide a powerful, effective, 21st-century education for English learners.

Finally, the District's Family Engagement Policy continues to be a vital component in supporting English learner achievement. By deepening connections between home and school and equipping families with the knowledge and resources they need, the policy promotes an inclusive culture that values linguistic and cultural diversity and ensures that all English learners are supported on their path to proficiency and academic success.

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not applicable

What activities will be included within the support for a well-rounded education?

Not applicable

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not applicable

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not applicable

What activities will be included within the support for safety and health of students?

Not applicable

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not applicable

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Not applicable

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Not applicable

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not applicable

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Not applicable

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022