



LCFF Budget Overview for Parents

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

CDS Code: 43-69435-0000000

School Year: 2026-27

LEA contact information:

Tonya Trim

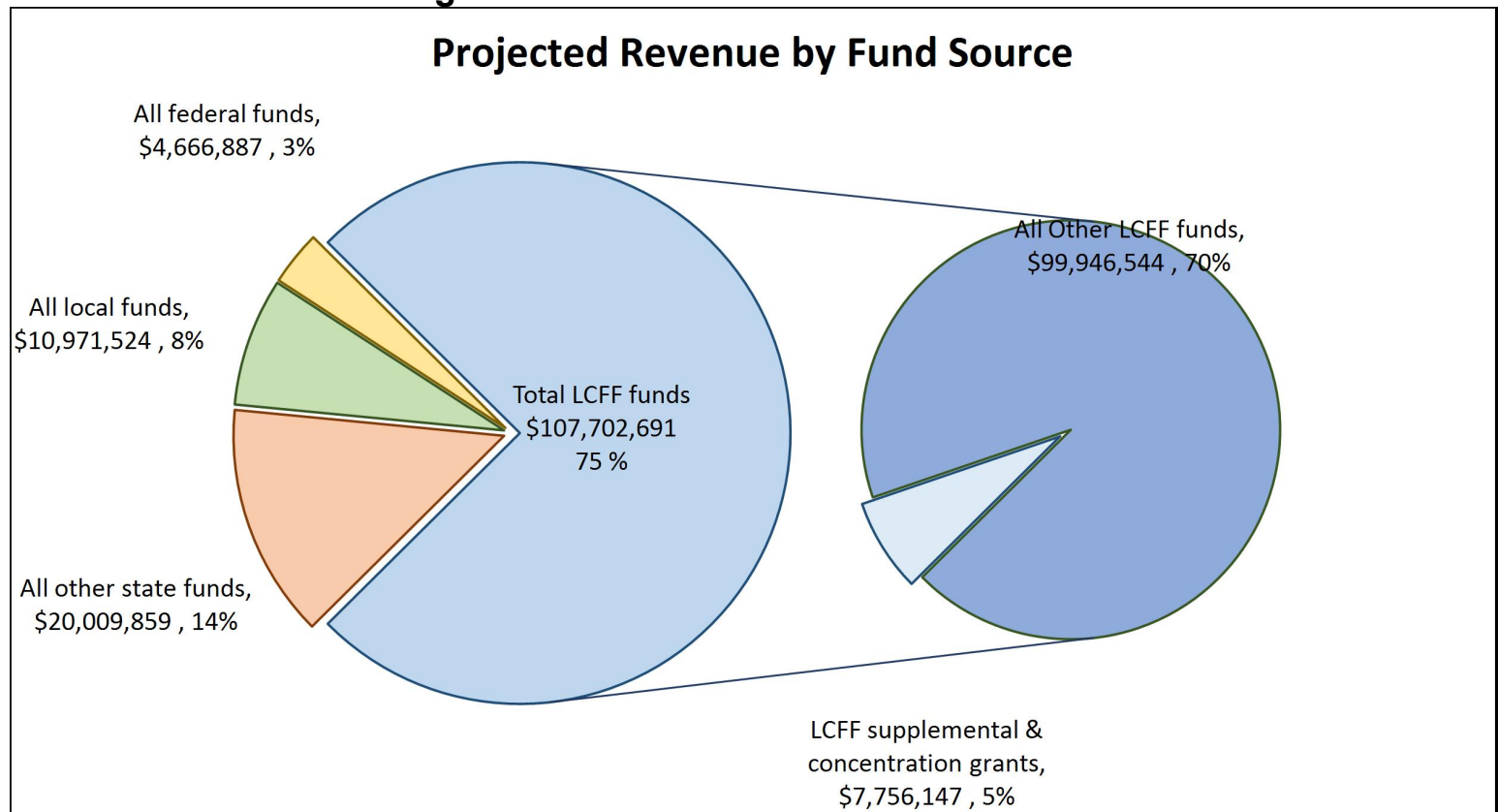
Assistant Superintendent, Educational Services

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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 2026-27 School Year

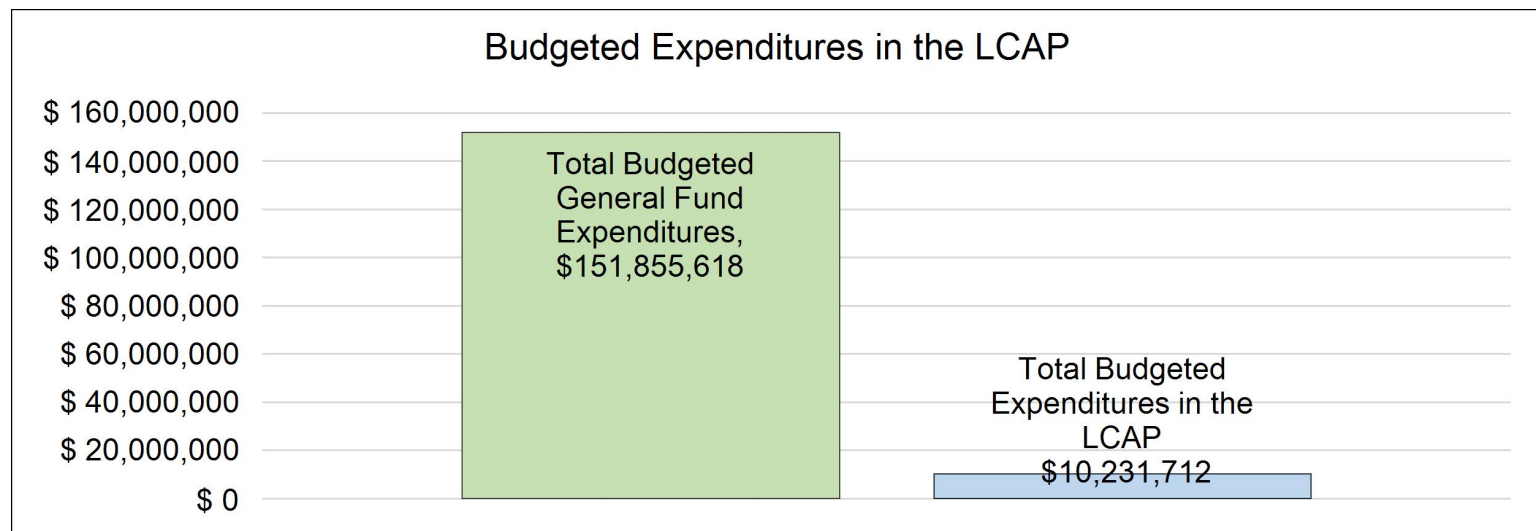


This chart shows the total general purpose revenue Evergreen Elementary School District Board of Trustees expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Evergreen Elementary School District Board of Trustees is \$143,350,961, of which \$107,702,691.00 is Local Control Funding Formula (LCFF), \$20,009,859.00 is other state funds, \$10,971,524.00 is local funds, and \$4,666,887.00 is federal funds. Of the \$107,702,691.00 in LCFF Funds, \$7,756,147.00 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 2026-27. 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 \$151,855,618.00 for the 2026-27 school year. Of that amount, \$10,231,712.00 is tied to actions/services in the LCAP and \$141,623,906 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

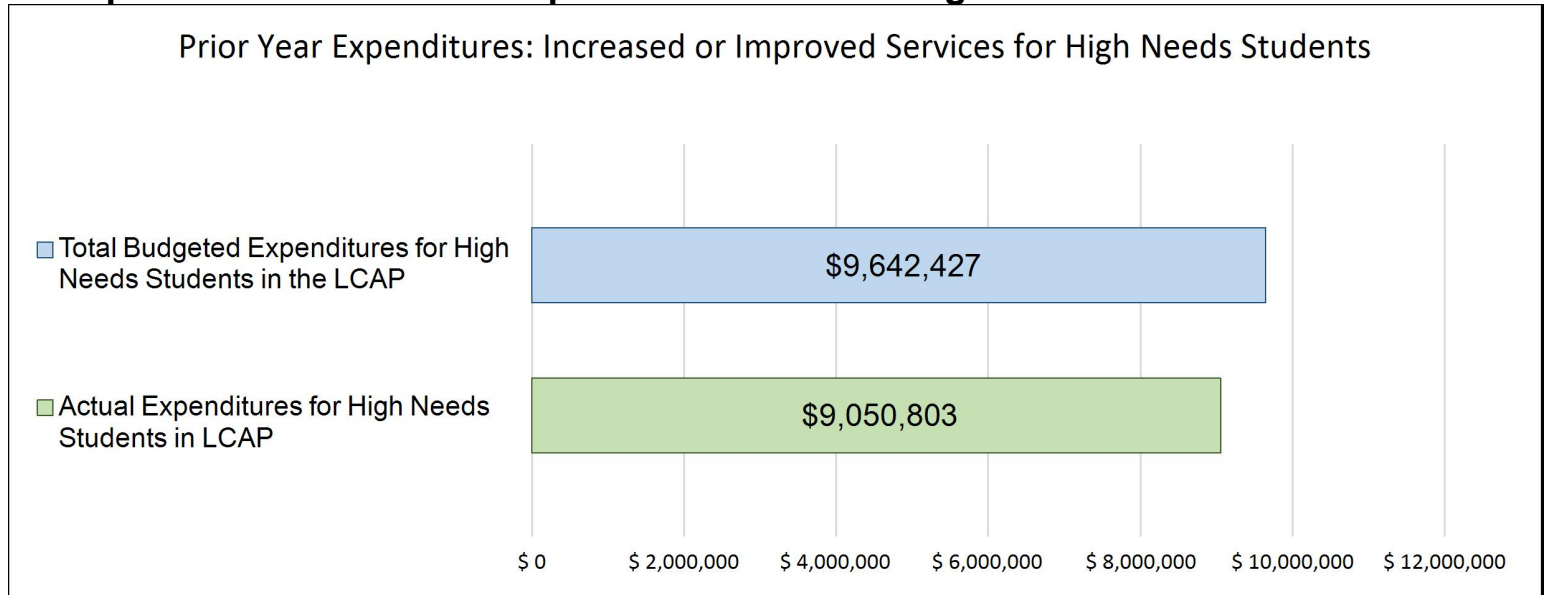
The total expenditures for the District not included in the LCAP includes all operational costs for our school sites including general education and special education costs, property costs, supplies and services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Evergreen Elementary School District Board of Trustees is projecting it will receive \$7,756,147.00 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 \$7,760,392.00 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 2025-26



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 2025-26, Evergreen Elementary School District Board of Trustees's LCAP budgeted \$9,642,427.00 for planned actions to increase or improve services for high needs students. Evergreen Elementary School District Board of Trustees actually spent \$9,050,803.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$591,624 had the following impact on Evergreen Elementary School District Board of Trustees's ability to increase or improve services for high needs students:

Although the district did not spend the entire amount budgeted in the LCAP, we still exceeded the required expenditure amounts.



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 Assistant Superintendent, Educational Services	ttrim@eesd.org 408-270-6830

Plan Summary [2026-27]

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 8,344 TK-8 students. There are sixteen schools; thirteen elementary and three middle schools. The ethnicity of our students in 2025-2026 are as follows: African American 1.2%, American Indian 0.3%, Asian 53.8%, Filipino 7.0%, Hispanic 28.1%, Pacific Islander 0.3%, White 3.7%, Two or More Races 4.9% Not Reported 0.7%. The significant student groups are socioeconomically disadvantaged 34.5%, English learners 18.9% and foster youth 0.1%. Our unduplicated percentage is 26%, 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. 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. Students will matriculate through the grade levels until they reach the end of the elementary program in sixth grade. Currently we have one class of kindergarten students, two first grade classes, one second grade class, two third grade classes, one fourth grade class, and one fifth grade class. We will be adding one section of 6th grade in the 2026-2027 school year. There are 858 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 socially. 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.

Over the summer of 2023, a collaborative team of teachers, specialists, and administrators participated in a focused institute to begin the process of identifying essential standards in English Language Arts and Mathematics. This work marked the initial phase of a multi-year effort to strengthen instructional coherence and student outcomes across the district.

Over the subsequent three years, design teams engaged in an iterative process that included gathering and incorporating feedback from a broad range of educational partners. As a result of this collaborative work, the teams are now prepared to formally identify priority and supporting standards for grades kindergarten through grade 8.

The districtwide identification and implementation of essential standards will establish a guaranteed and viable curriculum for all students, ensuring consistency, equity, and clarity in teaching and learning. This multi-year rollout will include continued development and use of proficiency scales, ongoing refinement of instructional practices and assessments, and the implementation of standards-based grading and reporting systems.

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 2024-2025
Overall suspension rate: 1.8%
Overall absenteeism rate: 9.6%

CAASPP Data for 2024-2025
ELA Meets or Exceeds: 65.45%
Math Meets or Exceeds: 60.15%

English Language Learners
ELA Meets or Exceeds: 18.75%
Math Meets or Exceeds: 18.78%

Economically Disadvantaged Proficiency:
ELA Meets or Exceeds: 43.27%
Math Meets or Exceeds: 34.86%

SWD Proficiency:
ELA Meets or Exceeds: 15.0%
Math Meets or Exceeds: 16.5%

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

African American Proficiency:
ELA Meets or Exceeds: 36.92%
Math Meets or Exceeds: 15.38%

Hispanic Proficiency:
ELA Meets or Exceeds: 33.21%
Math Meets or Exceeds: 24.45%

Homeless Proficiency:
ELA Meets or Exceeds: 20.29%
Math Meets or Exceeds: 8.34%

I-Ready Data for 2025-2026

I-Ready Reading 2026-early, mid or above grade level 3rd Diagnostic:

K-6 = students, 65.51%

7-8 = students, 60.41%

ALL = students, 64%

I-Ready Math 2026 early, mid or above grade level 3rd Diagnostic:

K-6 = students, 60.91%

7-8 = students, 59.88%

ALL = students, 61%

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

24.7% early, mid or above grade level 3rd Diagnostic

EL proficiency 3rd diagnostic i-Ready MATH:

27.83% early, mid or above grade level 3rd Diagnostic

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.

From the 2025 Dashboard, the third year of our recent three-year LCAP cycle:

English Learner Progress Indicator

9 schools made growth; and the following elementary school in our school district 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):

Millbrook (English Learner Students)

English Language Arts Indicator

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 (Long Term English Learners, Homeless Youth, and Students with Disabilities)

Chaboya Middle School (Students with Disabilities)

Evergreen Elementary School (Students with Disabilities)

George V. LeyVa Intermediate (Long Term English Learners, Students with Disabilities and Hispanic students)

O.B. Whaley Elementary (English Learner and Hispanic students)

Mathematics Indicator

5 elementary schools made growth; and Evergreen Elementary School District, 2 elementary schools, and 3 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 (Long Term English Learners, Homeless Youth, and Students with Disabilities)

Evergreen Elementary School (Students with Disabilities)

OB Whaley Elementary School (Hispanic students)

Chaboya Middle School (Students with Disabilities)

George V. LeyVa Intermediate (Long Term English Learners, Students with Disabilities, and Hispanic students)

Quimby Oak Middle (Long Term English Learners and Students with Disabilities)

Suspension Indicator

3 elementary schools and 2 middle schools made growth; Evergreen Elementary School District and the following 2 elementary schools and 1 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 (Black/African American students)

Cadwallader Elementary (Socioeconomically Disadvantaged)
John J Montgomery Elementary (Students with Disabilities)
Quimby Oak Middle (Hispanic students)

Chronic Absenteeism Indicator

10 elementary schools and 3 middle school made reduced their chronic absenteeism; and the following 5 elementary 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 (Pacific Islander)
Cadwallader Elementary (Students with Disabilities)
Evergreen Elementary (Students with Disabilities)
Katherine R Smith Elementary (Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students)
Millbrook Elementary (Students with Disabilities)
OB Whaley Elementary (English Learner students, Socioeconomically Disadvantaged, and Hispanic students)

Learning Recovery and Emergency Block Grant:

Based on data and input from our needs assessment, Evergreen Elementary School District (EESD) will have utilized unexpended LREBG funds, including those received in the fall of 2025, 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 2025 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, Evergreen Elementary, Millbrook, OB Whaley, Chaboya Middle, LeyVa Intermediate, and Quimby Oak Middle schools among the following student groups: All Students, Students with Disabilities, English learners, Hispanic, Long-Term English Learner. 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 5 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 not identified for Differentiated Assistance in any new student groups in 2025-2026.

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

- 2.2 Participate in the RAISE Network and implement research-based revisions to attendance practices at participating schools

- 2.2 Provide timely chronic absenteeism data to school sites to monitor student attendance through implementation of a new attendance platform

- 2.2 Increase communication to families on attendance through monthly attendance challenges

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

2.3 Continue Special Education focus groups for job alike groups to share feedback in order to build coherence within the field with new leadership

2.3 Reconvene Special Education Advisory Committee to make recommendations to the Board of Education

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 2-12, 2025)
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 15, 2025; November 12, 2025; February 4, 2026; April 15, 2026 and May 13, 2026)
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 15, 2025; November 12, 2025; February 4, 2026; April 15, 2026 and May 13, 2026)
Professional Development Committee (District Administrators; ETA Leadership; Teachers on Special Assignment; Certificated Staff: Teachers; and Classified Staff)	Instructional Leadership Team Meetings (October 6, 2025, December 8, 2025, January 12, 2026, February 9, 2026, March 9, 2026, April 20, 2026, May 18, 2026) Essential Standards/Proficiency Scales Design Team Meetings (December 9 -10, 2025, February 10-11, 2026)
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)	Weekly Special Education leadership meetings (Every Wednesday August 2025–June 2026) Monthly specialist meetings (August 2025–June 2026) Procedural Manual Pilot Committee meetings (January 23, 2026; February 19, 2026; June 1, 2026)

Educational Partner(s)	Process for Engagement
	Family Speaker Series (October 2, 2025; January 22, 2026; February 25, 2026; April 23, 2026) "We Want to Hear From You" Parent Survey (May 31, 2026)
Student Advisory (Superintendent, District Administrators, Teacher, Classified Staff, Parents, and Students)	Meetings (November 3, 2025 and February 23, 2026)
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/EESD1125 , bit.ly/DACDELAC415 , AND bit.ly/DACDELAC513 (November 12, 2025, April 15, 2026 and May 13, 2026)
LCAP Survey of 2025-2026 LCFF (Parents; Staff (Certificated and Classified); District and Site Administrators; Students; and Community Members)	Survey (Staff and Community Engagement Feedback): (April 20-29, 2026)
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)	Weekly Special Education Leadership Meetings (Every Wednesday, August 2025–June 2026) Monthly Special Education Department Meetings (August 2025–June 2026) Monthly Specialist Meetings – Teachers, Psychologists, Speech-Language Pathologists, Occupational Therapists, Adaptive Physical Education Teachers, and Behavior Technicians (August 2025–June 2026) "We Want to Hear From You" Parent Survey (May 31, 2026) SELPA Consultation Resource provided from SELPA Director (June 3, 2026)

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 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 educational partners to update and adjust the plan annually. Single School Plans for Student Achievement (SPSAs), function to share and

explicitly state student outcomes and goals at the site level. The 2025-2026 annual update and the 2024-2027 LCAP multi-year plan are specifically aligned with Single School Plans for Achievement and the district's over arching Strategic Plan.

Our yearly update continues and resumed again in September 2025 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 Comprehensive Coordinated Early Intervening Services (CCEIS) work. This team included the following individuals:

Superintendent

Assistant Superintendent, Educational Services

Assistant Superintendent, Business Services

Directors of Educational Services

Director of Special Education

Coordinator of Special Education

CCEIS Teacher on Special Assignment

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

The adopted LCAP was influenced by feedback gathered throughout the 2025–2026 school year from special education staff, administrators, related service providers, and families. Input was collected through weekly meetings between Special Education administrators and Teachers on Special Assignment, monthly specialist meetings with teachers, psychologists, speech-language pathologists, occupational therapists, adaptive physical education teachers, and behavior technicians, as well as ongoing Special Education Focus Group discussions. Additional feedback was obtained through Procedural Manual Pilot Committee meetings held on January 23, February 19, and June 1, 2026, Family Speaker Series events held on October 2, 2025, January 22, 2026, February 25, 2026, and April 23, 2026, and the "We Want to Hear From You" parent survey distributed on May 31, 2026. Educational partner feedback helped shape priorities related to professional development, family engagement, special education procedures, autism programming, behavioral supports, staff training, and service delivery, which were incorporated into planning and actions for the 2026–2027 LCAP. On June 3, 2026, the district received an additional

resource from the SELPA Director related to Students with Disabilities. This resource includes compliance monitoring as well as high leverage strategies aligned to target areas.

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 provide feedback on what they believed would support identified student groups. From these particular input meetings were able to realize two very significant new actions to our 2026 LCAP. They are:

-Maintain English Language Development (ELD) Instructional Aides (Action 1.8)

-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. Maintaining English Language Development Instructional Aide positions support students in the classroom with the push-in model and assists and supports newcomer students and long term English Learners (LTELS).

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 18, 2026. 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:

September 2-12, 2025 (Safety Survey administered)

September 30, 2025 (Educational Partners-CCEIS)

October 6, 2025 (Professional Development Committee - Instructional Leadership Team)

October 15, 2025 (DELAC/DAC Parent Training)

November 3, 2025 (Student Leadership)

November 12, 2025 (DELAC/DAC)

December 8, 2025 (Professional Development Committee - Instructional Leadership Team)

January 12, 2026 (Professional Development Committee - Instructional Leadership Team)

January 23, 2026 (SPED Procedural Manual Pilot Committee)

February 9, 2026 (Professional Development Committee - Instructional Leadership Team)

February 19, 2026 (SPED Procedural Manual Pilot Committee)

February 23, 2026 (Student Leadership)

March 9, 2026 (Professional Development Committee - Instructional Leadership Team)

April 15, 2026 (DELAC/DAC)

April 20, 2026 (Professional Development Committee - Instructional Leadership Team)

April 20 - April 29, 2026 (LCAP Survey/Staff and Community Engagement Feedback Survey administered)
May 13, 2026 (DELAC/DAC/Educational Partners-CCEIS)
May 18, 2026 (Professional Development Committee - Instructional Leadership Team)
May 31, 2026 (SPED Family Survey)
June 1, 2026 (SPED Procedural Manual Pilot Committee)
June 3, 2026 (SPED - The SELPA Director provided resources related to Students with Disabilities, compliance monitoring, and high leverage strategies aligned to specific target areas)
June 18, 2026 (Public Hearing)
June 22, 2026 (Board Approval)

In Spring 2026 Staff and Community Engagement Feedback Survey was posted on Parent Square and our Evergreen Elementary School District website. During the eleven-day 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. 51.4% of respondents were from parents, 46.1% were from staff, and 2.5% were from other community members. Respondents from 15 schools were represented; one elementary school site had zero responses to the survey. 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 18, 2026 when the Board held a Public Hearing. The 2026 LCAP was recommended to the Board of Trustees for approval on June 22, 2026.

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%	(2025-2026) 98%	(2024-2025) 95%	+6.7%

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%	(2025-2026) 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%	(2025-2026) 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%	(2025-2026) 84%	(2026-2027) 90%	+4%
1.5	Priority 4.F: State Standards (Condition of Learning)	(2023-2024) 16.18%	(2024-2025) 13.00%	(2025-2026) 15.49%	(2026-2027) 19%	-0.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Redesignated Fluent English Proficient Students					
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) 85.48%	(2025-2026) 89%	-1.4%
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%	(2025-2026) EL: 0% SED: 0%	(2026-2027) EL: 23% SED: 60%	EL: -11.76% SED: -29.41%
1.8	Priority 7.A: Course Access (Conditions of Learning) Percentage of students enrolled in a Visual and Performing Arts Course at O. B. Whaley Elementary School	(2023-2024) 0%	(2024-2025) 0%	(2025-2026) 100%	(2026-2027) 100%	+100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	(2025-2026) 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%	(2025-2026) 56.22%	(2026-2027) 54%	+11.86%
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 1 teacher fully credentialed and mentorship	(2024-2025) Year 1: 21 Year 2: 18 1 teachers with preliminary and mentorship 9 teacher fully credentialed and mentorship	(2025-2026) Year 1: 15 Year 2: 20 0 teachers with preliminary and mentorship 0 teachers fully credentialed and mentorship	(2026-2027) Year 1: 15 Year 2: 11 4 teachers with preliminary and mentorship 3 teacher fully credentialed and mentorship	Year 1: +3 Year 2: +12 -2 teachers with preliminary and mentorship -1 teacher fully credentialed and mentorship
1.12	Priority 2.A: State Standards (Condition of Learning) Average response rating on the CA School Dashboard	(2023-2024) 3.9	(2024-2025) 4.1	(2025-2026) 4.5	(2026-2027) 4.5	+0.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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					

Goal Analysis [2025-26]

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 eighteen English Language Development (ELD) Assistants, the provision of professional development opportunities, and the placement of an ELD Coach 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 2025–2026 school year, a full time Induction Teacher on Special Assignment (TOSA) supported participating and mentor teachers. Additionally, the Induction TOSA worked with staff to ensure the district met the California Teaching Commission accreditation

requirements. In 2026-2027, the district will maintain the full-time Induction TOSA position, thereby continuing a dedicated focus on the Induction Program, as well as expanding support for early-career educators.

Furthermore, supplemental instructional resources for Special Education were purchased in the 2025–2026 school year. A curriculum piloting committee is currently in the process of reviewing potential programs and the committee will reconvene June 1, 2026 to determine which curriculum will be utilized for the 2026-2027 school year. 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 for the 2026-2027 school year.

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 \$1,122,059 and underspent by \$76,975 due to an unfilled position.

Action 1.2 Professional Development: We budgeted \$497,500. However, there was an under-expenditure of \$61,497, due to professional development facilitated by internal EESD staff and contract costs that were less than expected.

Action 1.3 Hire one ELD Coach: We budgeted \$172,323. We overspent by \$3,221 due to salary increase for teachers district-wide.

Action 1.4 Maintain Educational Tech TOSA. We budgeted \$185,551. We overspent by \$38,255 due to salary increase for teachers district-wide.

Action 1.5 Induction TOSA: We budgeted \$131,723. However, there was an under-expenditure of 122,447 due to salary increase for teachers district-wide, overtime expenses for mentors, and teacher candidates.

Action 1.7 Teacher Support: We budgeted \$750,827, but there was an under-expenditure of \$122,447. The number of sessions needed to identify Essential Standards in Mathematics were less than anticipated.

Action 1.9 Supplemental Resources to Support ELD: We budgeted \$165,725, but under spent by \$122,972. This was due to having an established supplemental resource and its digital component over a multi-year contract. The cost of replacement consumables was lower than expected.

Action 1.10 Maintain RTI Coaches: We budgeted \$1,610,831 and underspent by \$153,099. We over-budgeted for this action.

Action 1.11 Supplemental Resources to Support Students with Disabilities: We budgeted \$100,000 and underspent by \$70,511, due to the 2025-2026 piloting year and curriculum was not purchased yet.

Action 1.12 Maintain 3 SEAL Coaches. 1 Coach for each SEAL site Montgomery, Holly Oak, and Cadwallader. We budgeted \$517,366. We overspent by \$14,610 due to salary increase for teachers district-wide.

Action 1.13 Maintain Transitional Kindergarten/Kindergarten Aides: We budgeted \$1,493,796. However, we overspent by \$91,350 due to the addition of TK classrooms.

Action 1.14 Educational Services staff to support all learners: We budgeted \$813,429 but we underspent by \$34,461. We had a vacant Director of Educational Services position that was filled by an interim.

Action 1.15 Additional Resources for Sites to Implement MTSS: We budgeted \$1,587,307 and underspent by \$565,320, due to shared site and district expenses.

Action 1.16 Supplement costs of outdoor science school: We budgeted \$55,000, but underspent by \$17,000. Parent donations offset district costs.

The following actions, followed by the metrics, were effective in the 2025-2026 school year.

2025 CAASPP: SBAC ELA

All Students: +0.17%

English Learners: +0.94%

Long Term English Learners: +0.68%

Asian students: +0.72%

African American students: 2.75%

Filipino students: +2.08%

2025 CAASPP: SBAC Math

Homeless students: +8.34%

2025 CAASPP: CAST

No increases in student group scores

Asian students: +0.88%

Filipino students: +0.61%

2024-2025 ELPAC - Well Developed

English Learners: -0.61%

Long Term English Learners: +2.75%

At Risk of Becoming LTEL: +5.17%

Homeless: +0.06%

Filipino: +0.02%

Hispanic: +1.45%

Two or more races: +3.13%

Action 1.1 Maintaining ELD assistants

ELD Assistants were effective because of 30 minutes of daily instruction for newcomers. On the SBAC ELA in 2025, the percentage of English Learners meeting or exceeding standards increased by 0.94%.

Action 1.2 Professional Development

Staff receive ongoing professional development to implement effective instructional strategies in the classroom. On the SBAC ELA in 2025, the percentage of students overall who met or exceeded the standards increased by 0.17%.

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 ELA by 0.68 percentage points.

Action 1.4 Maintain Educational Tech TOSA

The technology newsletter is communicated consistently, which included instructional strategies. Teacher participation in professional development increased 5% in the 2025-2026 school year.

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 ELA by 0.68 percentage points.

Action 1.7 Teacher Support

The identification of English Language Arts Essential Standards supported the increase in CAASPP ELA results. Based on the CAASPP ELA results, all of our students showed growth on the SBAC ELA by 0.17 percentage points.

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 level 1 and level 2 students. This action helped increase our scores for English Learners and LTELs in SBAC ELA.

(2025-2026)

Percentage of students identified for the below areas in Special Education

Specific Learning Disability

Hispanic: -2.44%

Low Income (LI): -7.31%

English learners (EL): +1.48%

Other Health Impairment

Hispanic: -5.18%

LI: -3.32%

EL: +1.01%

Intellectual Disability

Hispanic: +8.33%

LI: -3.33%

EL: -8.33%

Action 1.10 Maintain RTI Coaches

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.

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 ELA from the prior school year.

Action 1.12 Maintain 3 SEAL Coaches

Our SEAL coaches wrote units of study for English learners and provided professional development to teachers, and 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

Directors of Educational Services provide ongoing professional development to support English learners and the RTI Coaches, focused on tiered intervention and instruction. Staff Secretaries support the Directors with tasks to support these programs.

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 94.6%.

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 1.1 For consistency, change data has been removed from the description of this action. This action will fund 4 less ELD instructional assistants.

Action 1.3 This action has been removed. Due to budgetary constraints, the ELD Coach position will not be funded in 2026-2027. Site principals will continue to monitor Integrated and Designated ELD instruction. Professional development will continue to be provided by EESD staff.

Action 1.7 Additional LREBG funds were received in the fall of 2025. It increased the impact in the use of funds in this action, identified for LREBG.

Action 1.9 This action has been changed from contributing to not contributing, due to the use of alternate funding sources. For consistency, change data has been removed from the description of this action.

Action 1.10 Due to budgetary constraints, the Rtl Coaches at OB Whaley, Holly Oak, Katherine Smith and Montgomery schools will now be funded from Title 1 funds. The two RTI coaches at the two middle schools have been added to this action, as they have been working with the students at these sites.

Action 1.11 This action has been changed from contributing to not contributing, due to the use of alternate funding sources.

Action 1.12 This action has been removed. Due to budgetary constraints, the three SEAL Coach positions will not be funded in 2026-2027. The SEAL practices are embedded within the instructional model. Classroom teachers will continue to monitor and analyze data for the implementation of interventions for English Learners.

Action 1.16 This action has been changed from contributing to not contributing, due to the use of alternate funding sources.

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. 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.	\$890,739.00	Yes
1.2	Professional Development	Provide ongoing professional development to address districtwide initiatives. This includes EESD teacher leaders and outside agencies. 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) English Language Arts/Literacy Indicator only: Katherine R. Smith Elementary (Students with Disabilities) and	\$392,123.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Tom Matsumoto Elementary (Students with Disabilities) Mathematics Indicator only: O.B. Whaley Elementary (Socioeconomically Disadvantaged) Chaboya Middle (Students with Disabilities)		
1.3	Hire 1 ELD coach (discontinued)	This action has been discontinued, due to budgetary constraints.	\$0.00	
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.	\$191,646.00	Yes
1.5	Induction	Maintain 1 full-time equivalent (FTE) Teacher on Special Assignment (TOSA) to support the Induction Program.	\$163,373.00	Yes
1.7	Teacher Support	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. The LREBG funded action may be found in Goal 1, Action 1.7. 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. 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	\$832,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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. 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. Metric: We will monitor our progress in increasing our students' reading and math iReady diagnostic and California Assessment of Student		

Action #	Title	Description	Total Funds	Contributing
		Performance and Progress (CAASPP) ELA and math results. (Metrics 3.1 and 3.6)		
1.9	Supplemental Resources to Support ELD	Purchase supplemental resources to support Integrated and Designated English language development (ELD) for all English learner students, inclusive of long-term English learners (LTEs). 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 Clark and O. B. Whaley Elementary, as well as our English learner students.	\$12,000.00	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, O. B. Whaley Elementary, and 2 middle schools, LeyVa, and Quimby Oak Middle School to support professional development and intensive ELA instruction for students.	\$1,295,466.00	Yes
1.11	Supplemental resources to support students with disabilities (not funded with LCFF)	This action is not funded with LCFF. 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. 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. LeyVa Intermediate (Students with Disabilities) English Language Arts/Literacy Indicator only: Katherine R. Smith Elementary (Students with Disabilities) and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Tom Matsumoto Elementary (Students with Disabilities) Mathematics Indicator only: Chaboya Middle (Students with Disabilities)		
1.12	Maintain 3 SEAL Coaches (discontinued)	This action has been discontinued, due to budgetary constraints.	\$0.00	
1.13	Maintain Transitional Kindergarten/Kindergarten Aides	Maintain classified personnel salaries and benefits for instructional assistants to support full day kindergarten.	\$1,951,270.00	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.	\$450,764.00	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.	\$905,468.00	Yes
1.16	Supplement costs of outdoor science school	Allocate funds sufficient to meet the cost of outdoor science school for SED students.	\$38,000.00	No

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.

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	2025-2026 4.6	(2026-2027) 4.3	+1.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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) 1-Exploration and Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation and Sustainability					
2.2	Priority 3.B: Parental Involvement (Engagement) Total parent attendance counts at parent meetings that meet the needs of low income, English learner, and foster youth students	(2023-2024) Representing District English Learner Advisory Committee (DELAC) only: 18 Representing both DELAC & District Advisory Committee (DAC): 16 O. B. Whaley Elementary John J. Montgomery Elementary Holly Oak Elementary George V. Ley Va Elementary	(2024-2025) Representing District English Learner Advisory Committee (DELAC) only: 13 Representing both DELAC & District Advisory Committee (DAC): 17 O. B. Whaley Elementary John J. Montgomery Elementary	(2024-2025) Representing District English Learner Advisory Committee (DELAC) only: 6 Representing both DELAC & District Advisory Committee (DAC): 10 O. B. Whaley Elementary John J. Montgomery Elementary	(2026-2027) Representing DELAC only: 23 Representing both DELAC & DAC: 21 O. B. Whaley Elementary John J. Montgomery Elementary Holly Oak Elementary George V. Ley Va Elementary Katherine R. Smith Elementary	Representing District English Learner Advisory Committee (DELAC) only: -12 Representing both DELAC & District Advisory Committee (DAC): -6 O. B. Whaley Elementary John J. Montgomery Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	Holly Oak Elementary George V. Ley Va Elementary Katherine R. Smith Elementary Cedar Grove Elementary For the Aforementioned Schools ELAC only: 50 Both Coffee with Principal and ELAC: 242 'Coffee/Tea with the Principal' only: 892 Parent University: 289	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: -74 Both Coffee with Principal and ELAC: +199 'Coffee/Tea with the Principal' only: +235 Parent University: +130
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%	2025-2026 96.6%	(2026-2027) 97%	+9.82%
2.4	Priority 6.C: School Climate (Engagement) Percentage of students in grades 3-8 reporting that they feel safe or very safe at school	(2023-2024) Elementary School: 82.0% Middle School: 75.4%	(2024-2025) Elementary School: 82.3% Middle School: 76.9%	2025-2026 Elementary School: 84.6% Middle School: 81.6%	(2026-2027) Elementary School: 86% Middle School: 79%	Elementary School: +2.6% Middle School: +6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: EESD Student Safety Survey)					
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%	(2025-2026) All: 95.3% English learner (EL): 95.2% Low Income (LI): 94.6% Students with Disabilities (SWD): 91.8% African American: 92.4% Hispanic: 92.8% Pacific Islander: 89.6% White: 95.1% Two or More Races: 95.7% Asian: 97.0%	(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: -0.28% English learner (EL): +0.17% Low Income (LI): +.56% Students with Disabilities (SWD): -1.39% African American: -0.67% Hispanic: -0.38% Pacific Islander: -0.02% White: -0.6% 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 Islander, White, Two or More Races, and Asian students (Source: PowerSchool)	(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% Two or More Races: 5.98% Asian: 4.01%	(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% Pacific Islander/Native Hawaiian 35.48% White 8.46% Two or More Races 8.73% Asian 3.75%	(2025-2026) as of 5/5/2026: All Students: 9.19% EL: 1.76% LI: 3.6% SWD: 2.58% African American: 0.26% Hispanic: 5.58% Pacific Islander/Native Hawaiian: 0.17% White: 0.37% Two or More Races: 0.34% Asian: 2.0%	(2026-2027) Student Groups in EESD All: 6% EL: 10% LI: 14% SWD: 17% African American: 16% Hispanic: 16% Pacific Islander: 38% White: 4% Two or More Races: 3% Asian: 1%	All Students +0.33% EL -10.91% LI -13.34% SWD -17.13% African American -18.49% Hispanic -13.12% Pacific Islander/Native Hawaiian -41.21% White -6.9% Two or More Races -5.64% Asian -2.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	(2024-2025) Student Groups in EESD All students: 9.6% English learners (EL): 11.4% Socioeconomically Disadvantaged (SED): 18.1% Students with Disabilities (SWD): 22.2% African American: 20% Hispanic: 21.2% Pacific Islander: 50% White: 8.6% Two or More Races: 9.2% Asian: 3.7%	(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: -4.8% English learners (EL): -4.9% Socioeconomically Disadvantaged (SED): -7.6% Students with Disabilities (SWD): -6.7% African American: -10.6% Hispanic: -8.6% Pacific Islander: +3.3% White: -4.5% Two or More Races: -5.2% Asian: -3.1%
2.8	Priority 5.C: Pupil Engagement (Engagement) Number of middle school dropouts as of May 30th	(2023-2024) 0%	(2024-2025) 0%	(2025-2026) 0%	(2026-2027) 0%	0%
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%	(2024-2025) as of 5/5/2025 All Students: 1.51% African American: 7.92% SWD: 0.36% Hispanic: 3.55% EL: 2.57%	(2025-2026) as of 5/5/2026 All Students: 0.66% African American: 0.04% SWD: 0.15% Hispanic: 0.34% EL: 0.12%	(2026-2027) All students: 1.2% African American: 4.0% Students with Disabilities: 2.8% Hispanic: 2.8% English learners: 1.2%	All Students: -1.04% African American: -5.37% SWD: -4.8% Hispanic: -3.12% EL: 3% SED: 3.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED (Low Income): 3.68%	SED (Low Income): 3.33%	SED (Low Income): 0.39%	SED (Low Income): 2.6%	
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 4.6% Hispanic 3.6% EL 2.6% SED 3.3%	(2024-2025) Student Group in EESD All Students 1.8% African American 9.3% SWD 4.9% Hispanic 4.2% EL 2.8% SED 3.9%	(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 +0.2% African American +0.1% SWD +1.3% Hispanic +0.8% EL +1.3% SED +1.0%
2.11	Priority 6.B: School Climate (Engagement) Number of students expelled as of June 7th (Source: PowerSchool)	(2023-2024) 1	(2024-2025) 1	(2025-2026) 1	(2026-2027) 0	0%
2.12	Priority 6.C: School Climate (Engagement) Percentage of parents reporting sense of safety and school connectedness (Staff and Community Engagement Feedback Survey)	(2023-2024) Safety and Wellness: 72.17% School Engagement and Involvement: 60.32%	(2024-2025) Safety and Wellness: 78.70% School Engagement and Involvement: 86.04%	(2025-2026) Safety and Wellness: 82% School Engagement and Involvement: 87.99%	(2026-2027) Safety and Wellness: 82% School Engagement and Involvement: 76%	Safety and Wellness: +9.83% School Engagement and Involvement: +27.67%
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%	(2025-2026) 81.9%	(2026-2027) 75%	+8.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	(2025-2026) Elementary School: 19.98% Middle School: 22.87%	(2026-2027) Elementary School: 11% Middle School: 20%	Elementary School: -8.92% Middle School: -4.93%
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%	(2025-2026) 77.2% English learner: 77.8% Low Income: 82.8%	(2026-2027) 93% English learner: 85% Low Income: 92%	-7.62% English learner: +0.34% Low Income: -0.87%
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%	(2025-2026) 71% English learner: 77.4% Low Income: 82.10%	(2026-2027) 76% English learners: 83% Low Income: 85%	+2.71% English learner: +2.77% Low Income: +4.55%
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%	(2025-2026) 85.6% English learner: 86.8% Low Income: 96.4%	(2026-2027) 92% English learners: 86% Low Income: 87%	+1.73% English learner: +9.66% Low Income: +17.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	(2025-2026) 40.83% English learner: 25.5% Low Income: 56.3%	(2026-2027) 34% English learners: 30% Low Income: 41%	-1.28% English learner: -12.2% Low Income: +7.52%
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 use technology as a tool for learning has increased	(2023-2024) 86.07% English learners: 77.27% Low Income: 85.11%	(2024-2025) 30.43% English learner: 76.90% Low Income: 46.43%	(2025-2026) 82.43% English learner: 84.3% Low Income: 85.2%	(2026-2027) 94% English learners: 85% Low Income: 93%	-3.58% English learner: +7.03% Low Income: +0.09%
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%	(2025-2026) 82.8% English learner: 83% Low Income: 82.10% SWD: 83.3%	(2026-2027) 75% English learners: 92% Low Income: 79% SWD: 75%	+15.83% English learner: -1.21% Low Income: 11.51% SWD: +16.63%

Goal Analysis [2025-26]

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 and public speaking. 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 the identification of Essential Standards in ELA and mathematics to ensure every student has access to a guaranteed and viable curriculum. Design Teams consisting of teachers, administrators, Instructional Coaches, and contracted facilitators collaborated on establishing the process of implementing Standards Based Learning in the district, thus creating more equitable learning environments for students.

Support for families was further expanded through the continued implementation of Parent University. Parent Involvement for Quality Education (PIQE) 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. Administrators continue to use the "Collaboration Corner," a centralized platform for attendance meetings, resource sharing, and training opportunities for site leaders. These included sessions on Other Means of Correction and suspensions and behavioral support interventions. 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. Through participation in the RAISE Network, two schools were able to pilot attendance-focused strategies to strengthen relationships with families that allowed root causes of absenteeism to be identified and addressed with families within each school setting. 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 \$378,000 and underspent by \$28,913, due to enrichment opportunities funded by other state funds.

2.2 Attendance and re-engagement: We budgeted \$78,364. However, we under-spent by \$17,821. The district participated in the R.A.I.S.E. (Researching, Expanding, Advancing and Inspiring Student Engagement) Network Cohort 1, which supported costs of participation in year 1, decreasing the amount spent. Costs are expected to increase for the Network in 26-27 per the contracted agreement. The District also piloted the PowerSchool Attendance Intervention Module and will continue to utilize this platform for the 2026-2027 school year. Additionally, we contracted with PowerSchool for additional services to support implementation of the attendance module.

2.3 Create Equitable Actions and Policies: We budgeted \$30,000. We underspent by \$12,000, due to lower contracted cost of services.

2.4 Parent University Classes: We budgeted \$150,000, but it was not spent because another funding source was utilized for this action.

2.5 Create a safe and caring climate: We budgeted \$764,363, but we overspent by \$155,904, due to an added school Social Worker position.

2.6 Build student leaders: We budgeted \$100,000. However, we underspent by \$1,000 because contract costs were lower than anticipated.

2.7 Director of Child Welfare Safety and Attendance: We budgeted \$268,773, but overspent by \$22,111, due to management salary increase district-wide.

2.8 SSW Interns and Counseling Interns: We budgeted \$125,000, but we overspent by \$18,212, due to certificated salary increase district-wide.

2.9 Maintain Community Liaisons: We budgeted \$330,408, but we overspent by \$48,985 due to classified salary increase district-wide.

2.11 Student Safety: We budgeted \$149,000, but there was an over-expenditure of \$25,044. There was a higher cost than what was budgeted, based on the prior year's expenditures.

The following actions were effective in the 2025-2026 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. Parents also received timely attendance letters regarding concerns of attendance if warranted for their child. Additionally, parents were asked to provide information on root causes of attendance so that school staff could help to provide support when needed. These efforts led to decreased chronic absenteeism rates for our students overall, as well as our student groups. On the California School Dashboard, EESD decreased Chronic Absenteeism from 12.1% in 23-24 to 9.6% in 24-25.

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 and wellness, by 3.3 percentage points, and school connectedness, by 1.95 percentage points. The percentage of parents, reporting an understanding of the academic expectations of their child, of English learners increased by 3.75 percentage points and of students of low income by 8.3 percentage points, from 2024 to 2025.

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. On the CA School Dashboard, the chronic absenteeism rate decreased for the following student groups, English learners decreased by 5.1%; students of low income decreased by 4.1%; and students with disabilities decreased by 3.5%. On the CA School Dashboard, the suspension rate for our English learners and long-term English learners decreased by 0.3% and 3.3% respectively. Our suspension rates for students who were socioeconomically disadvantaged were maintained.

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

CAASPP

All students
ELA: 0.17%

Students with Disabilities (SWD)
CAA Math: 1.66%

English learners (ELs)
ELA: +0.94%

Long-term English learners (LTELs)
Math: +0.68%

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 continued strengthening of systems to support sites. The creation and utilization of the Collaboration Corner, which includes a system for tracking attendance meetings and attendance data for sites, provides resources are shared with site leaders. Training was provided for Other Means of Correction, Behavior Support Interventions, the PBIS Behavior Matrix, and Independent Study systems. 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 maintained suspension rates from 23-24 to 24-25.

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. Based on the Dashboard, chronic absenteeism decreased significantly for English learners.

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. Counselors and social workers provided additional support to student academic and behavioral needs through student meeting sessions. With administrators, focused training and information was provided on other means of corrections; additionally, restorative practices was also offered as professional development across school sites. This action contributed to the decreased chronic absenteeism rate for our English learners and socioeconomically disadvantaged based on the Dashboard.

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, Santa Clara Behavioral Health Services, and Care Solace in providing behavior health services to students.

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 2.1 This action has been changed from not contributing to contributing. Based on the metrics, we're using the funds to provide enhance literacy opportunities for our unduplicated pupils and LEA-wide.

Action 2.3 This action is being implemented at no cost because the implementation is being delivered internally, by EESD staff.

Action 2.6 This action has been changed from contributing to not contributing, due to the use of alternate funding sources. The budgeted expenditure for 2025-2026 was \$100,000. However, the 2025-2026 LCAP indicated the budgeted expenditure was \$10,000 and this was due to a typing error.

Action 2.9 This action has been changed from not contributing to contributing. Based on the metrics, we're using the funds to improve chronic absenteeism for our unduplicated pupils at our Title I schools.

Action 2.11 This action has been changed from contributing to not contributing, due to the use of alternate funding sources.

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	Provide before and after school enrichment or intervention opportunities to students as long as funding is available. This addresses the student groups who were at the lowest performance level in the ELA indicator on the CA School Dashboard: Metrics: We will monitor our progress in decreasing our students' ELA rates and increasing their ELA rates.	\$292,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Attendance and re-engagement	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. 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), 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)	\$91,521.00	Yes
2.3	Create Equitable Actions and Policies (not funded with LCFF)	This action is not funded with LCFF. Work with consultants to create equitable actions and policies to impact change for marginalized students. An Equity Learning Walk Tool is being	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		utilized, in order to develop equity plans. The goal is to establish equity actions at each school site in Evergreen Elementary School District. 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: 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)		

Action #	Title	Description	Total Funds	Contributing
		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),		

Action #	Title	Description	Total Funds	Contributing
		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) 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.		
2.4	Parent University classes	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. 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.	\$10,000.00	No
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).	\$994,822.00	Yes
2.6	Build student leaders	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. 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.	\$99,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Director of Child Welfare Safety and Attendance	Maintain Director of Child Welfare and Attendance. 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), 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)	\$293,982.00	Yes
2.8	SSW Interns and Counseling Interns	Maintain School Social Worker (SSW) Interns and Counseling Interns to provide services to vulnerable students.	\$143,010.00	Yes
2.9	Maintain Community Liaisons	Maintain Community Liaisons at all Title 1 schools to increase community engagement and involvement.	\$345,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Pacific Islander Metrics: We will monitor our progress in decreasing our students' chronic absenteeism rates and increasing their average daily attendance rates.		
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), 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)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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. 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.	\$149,330.00	No

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 Language Arts (ELA)	(2022-2023) Evergreen Elementary School District (EESD) All Students ELA: 65.11% Math: 60.42% Science: 51.51%	(2023-2024) Evergreen Elementary School District (EESD) All Students ELA: 65.28% Math: 61.04%	(2024-2025) Evergreen Elementary School District (EESD) All Students ELA: 65.45% Math: 60.15%	(2025-2026) Evergreen Elementary School District (EESD) All Students ELA: 68% Math: 63%	(2025-2026) All Students ELA: +0.34% Math: -0.27% Science: -0.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Math assessments and the California Science Test (CAST); California Alternate Assessments (ELA, Math, Science) (Source: Test Results for California's Assessments)	Focus Student Groups Students with Disabilities (SWD) ELA: 21.62% CAA ELA: 6.98% Math: 19.30% CAA Math: 6.98% CAST: 7.53% Hispanic ELA: 33.25% Math: 22.74% CAST: 20.36% African American ELA: 35.13% Math: 29.73% CAST: 15.38% Socioeconomically Disadvantaged (SED) ELA: 39.35% Math: 33.57% CAST: 26.83% English learners (EL) ELA: 21.67% Math: 23.46% CAST: 9.15% Long-term English learners (LTELs) ELA: 12.23% Math: 9.05% CAST: 6.90%	Science: 51.66% Focus Student Groups Students with Disabilities (SWD) ELA: 18.73% CAA ELA: 12.96% Math: 19.75% CAA Math: 5.36% CAST: 12.88% Hispanic ELA: 33.97% Math: 25.77% CAST: 21.14% African American ELA: 34.17% Math: 16.46% CAST: 34.78% Socioeconomically Disadvantaged (SED) ELA: 53.90% Math: 47.88% CAST: 41.06% English learners (EL) ELA: 17.81% Math: 21.21% CAST: 5.81% Long-term English learners (LTELs)	Science: 51.21% Focus Student Groups Students with Disabilities (SWD) ELA: 15.00% CAA ELA: 8.93% Math: 16.50% CAA Math: 7.02% CAST: 9.15% Hispanic ELA: 33.21% Math: 24.45% CAST: 18.18% African American ELA: 36.92% Math: 15.38% CAST: 5.26% Socioeconomically Disadvantaged (SED) ELA: 43.27% Math: 34.86% CAST: 25.68% English learners (EL) ELA: 18.75% Math: 18.78% CAST: 4.32% Long-term English learners (LTELs)	Science: 54% Focus Student Groups Students with Disabilities (SWD) ELA: 24% CAA ELA: 10% Math: 21% CAA Math: 9% CAST: 12% Hispanic ELA: 35% Math: 24% CAST: 23% African American ELA: 37% Math: 32% CAST: 17% Socioeconomically Disadvantaged (SED) ELA: 41% Math: 36% CAST: 30% English learners (EL) ELA: 25% Math: 25% CAST: 12% Long-term English learners (LTELs)	Focus Student Groups Students with Disabilities (SWD) ELA: -6.62% CAA ELA: +1.95% Math: -2.80% CAA Math: +0.04% CAST: +1.62% Hispanic ELA: -0.04% Math: +1.71% CAST: -2.18% African American ELA: +1.79% Math: -14.35% CAST: -10.12% Socioeconomically Disadvantaged (SED) ELA: +3.92% Math: +1.29% CAST: -1.15% English learners (EL) ELA: -2.92% Math: -4.68% CAST: -4.83% Long-term English learners (LTELs)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA: 7.01% Math: 9.43% CAST: 0%	ELA: 7.69% Math: 8.25% CAST: 0.00%	ELA: 15% Math: 11% CAST: 9%	ELA: -4.54% Math: -0.80% CAST: -6.90%
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	(2024-2025) EESD All Students: 34.9 points above standard Focus Student Groups SWD: 88.9 points below standard Hispanic: 46.2 points below standard African American: 39.6 points below standard SED: 25.2 points below standard EL: 2.3 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: +1.5 points above standard Focus Student Groups SWD: -4.1 points below standard Hispanic: -2.0 points below standard African American: +11.9 points below standard SED: +5.3 points below standard EL: +12.9 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 SED: 50 points below standard	(2023-2024) EESD All Students: 25.2 points above standard Focus Student Groups SWD: 98.4 points below standard Hispanic: 71.3 points below standard African American: 75.2 points below standard	(2024-2025) EESD All Students: 24.4 points above standard Focus Student Groups SWD: 105.5 points below standard Hispanic: 74.5 points below standard African American: 83.3 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 African American: 71 points below standard	All Students: +1.9 points above standard Focus Student Groups SWD: -6.1 points below standard Hispanic: +2.1 points below standard African American: -4.4 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 24.4 points below standard	SED: 49 points below standard EL: 18.2 points below standard	SED: 46.4 points below standard EL: 14.9 points below standard	SED: 47 points below standard EL: 21 points below standard	SED: +3.6 points below standard EL: +9.5 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%	(2024-2025) 47.0%	(2025-2026) 57%	-7.6%
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%	2025-2026) as of 5/27/26 EL: 10.21% EL & SWD: 0.44%	(2026-2027) EL: 18% EL & SWD: 2%	EL: -3.01% EL & SWD: -0.27%
3.6	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes) Percentage of students who are early on, at, or above standard on the spring iReady Reading and Math diagnostic, formative assessments (Source: Performance Matters)	(2023-2024), as of 6/9/24 EESD All Students Reading: 66.54% Math: 62.27% Focus Student Groups (Reading) SWD: 29.87% Hispanic: 39.16% SED (low income): 43.53%	(2024-2025), as of 6/2/25 EESD All Students Reading: 66.54% Math: 63.12% Focus Student Groups (Reading) SWD: 26.38% Hispanic: 38.90% SED (low income): 45.59%	(2025-20256), as of 5/19/26 EESD All Students Reading: 62.79% Math: 59.47% Focus Student Groups (Reading) SWD: 22.06% Hispanic: 33.16% SED (low income): 43.12%	(2026-2027) EESD All Students Reading: 70% Math: 64% Focus Student Groups (Reading) SWD: 35% Hispanic: 43% SED (low income): 48% EL: 29%	All Students Reading: -3.75% Math: -2.8% Focus Student Groups (Reading) SWD: -7.81% Hispanic: -6% SED (low income): -0.41% EL: -3.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 26.85% Focus Student Groups (Math) SWD: 27.72% Hispanic: 28.70% SED: 37.99% EL: 27.33%	EL: 25.96% Focus Student Groups (Math) SWD: 27.10% Hispanic: 30.16% SED: 40.31% EL: 27.08%	EL: 22.91% Focus Student Groups (Math) SWD: 21.37% Hispanic: 27.35% SED: 38.06% EL: 24.52%	Focus Student Groups (Math) SWD: 31% Hispanic: 33% SED: 40% EL: 32%	Focus Student Groups (Math) SWD: -6.35% Hispanic: -1.35% SED: +0.07% EL: -2.81%
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 Kindergarten (letter names) Grades 1-3 (phonics and decoding) (Source: Maravillas)	(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% Grades 1-3: 80.60%	(2025-2026), as of 5/29/26 Language Arts Kindergarten: 83.0% Grades 1-3: 73.6% Mathematics Kindergarten: 83.3% Grades 1-3: 74.2%	(2026-2027) Language Arts Kindergarten: 89% Grades 1-3: 81% Mathematics Kindergarten: 86% Grades 1-3: 73%	Language Arts Kindergarten: -2.5% Grades 1-3: -2.15% Mathematics Kindergarten: -0.8% Grades 1-3: -3.95%
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%	(2024-2025) 20.11% Long-term English learners (LTEL): 16.76%	(2025-2026) 28% Long-term English learners (LTEL): 16%	-5.02% Long-term English learners (LTEL): +2.47%
3.10	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes)	(2023-2024) Specific Learning Disability	(2024-2025) Specific Learning Disability	(2025-2026) Specific Learning Disability	(2026-2027) Specific Learning Disability	Specific Learning Disability Hispanic: -4.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who are identified for special education (Source: Performance Matters)	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%	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% EL: 33.33%	Hispanic: 65.30% Low Income (LI): 57.99% English learners (EL): 38.81% Other Health Impairment Hispanic: 60.75% LI: 43.93% EL: 31.78% Intellectual Disability Hispanic: 75.00% LI: 50.00% EL: 25.00%	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% EL: 32%	Low Income (LI): -7.34% English learners (EL): +4.14% Other Health Impairment Hispanic: -2.66% LI: -10.95% EL: +7.39% Intellectual Disability Hispanic: +13.1% LI: -2.38% EL: -8.33%
3.11	Priority 8.A: Other Pupil Outcomes (Pupil Outcomes) Percentage of students at a high degree of grade-appropriate Spanish literacy in reading, writing, and listening, as measured against the standards on the California Spanish Assessment (CSA)	(2024-2025) Grade 3: 9.09% Grade 4: 7.69%	N/A	N/A	(2025-2026) Grade 3: 12% Grade 4: 10%	N/A

Goal Analysis [2025-26]

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 fifth grade. The program currently includes one kindergarten classes, two first grade, one second grade, two third grade, one fourth grade, and one fifth grade class. Our planned goal is 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. Assessment tools such as LAS Links were used to determine the language acquisition levels of Newcomer Multilingual Learners (MLL) students and those at English proficiency levels 1 and 2. Additionally, Ellevation, a progress monitoring and instructional strategies online platform, which supports English learners (EL) by 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 are reviewed twice annually to guide instruction and make adjustments for targeted student support.

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 \$88,400. Some of the anticipated costs were shared between centralized and site funds.

3.2 Assessment and Accountability: We budgeted \$158,508, but we underspent by \$136,688. The Assessment and Accountability Coordinator position was partially filled with an Acting Coordinator of Assessment and Accountability whose salary was multi-funded.

3.3 Sobrato Early Academic Language (S.E.A.L.): We budgeted \$75,000, but underspent by \$29,600. Some of the anticipated costs were shared between centralized and site funds.

3.4 Special Education Strategic Plan: We budgeted \$105,000 and underspent by \$68,002, due to training predominantly facilitated by internal EESD staff and Special Education Local Plan Agency (SELPA) staff.

3.5 New Tech Network Professional: We budgeted \$132,000 and underspent by \$480, due to decreased contract costs.

3.6 Professional Development for Behavior Supports: We budgeted \$50,000 and underspent by \$13,557, due to internal EESD staff facilitating training district-wide.

3.7 Formative Assessments for English Learners: We budgeted \$33,000 and was underspent by \$107. The contracted costs were less than anticipated.

3.8 O.B. Whaley Rebranding: We budgeted \$48,600. However, there was an under-expenditure of \$38,269 because the rebranding cost was less than anticipated. Another funding source was utilized for additional materials and supplies.

3.9 Programs of choice: We budgeted \$9,676, but underspent by \$9,676. Virtual Pathways experienced low student enrollment in 2024-2025 and was not offered in 2025-2026.

3.10 New Tech Network Staffing: We budgeted \$496,586 and overspent by \$27,066 due to teacher salary increases district-wide.

3.11 Educational Services TOSA: We budgeted \$185,706 and overspent by \$3,285 due to teacher salary increased district-wide.

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 2025-2026 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. 8.57% of 3rd and 4th graders scored at a Level 3 on the California Spanish Assessment in 2024-2025, a high degree of grade-level appropriate Spanish literacy in reading, writing, and listening.

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, and the School Plan for Student Achievement (SPSA). The metrics that follow indicate that this action was effective.

The following metrics represent the increase in 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) from 2023-2024 to 2024-2025.

CAASPP

All Students

ELA: +0.17%

Long-term English learners (LTELs)

ELA: +0.68%

English Learners

ELA: +0.94%

African American Students

ELA: +2.75%

Students with Disabilities

CAA Math: +1.66%

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, three staff members per site have the opportunity to attend the New Tech Network Annual Conference. The 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. Based on the California Dashboard, the suspension rate for our students who are socioeconomically disadvantaged maintained from 2023-2024 to 2024-2025 and the suspension rates for our English Learners declined by 0.3%.

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 English Learners improved by 0.94% and our Long Term English Learners improved by 0.68% on the on the CAASPP ELA assessments.

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.

CAASPP
English Learners
ELA: 0.94%

Long-term English learners (LTELs)
ELA: 0.68%

3.9 Programs of Choice

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

3.10 New Tech Network Staffing

Staff are using the co-teaching model to work with English learners, foster youth, and low income student groups to provide small group 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 3.7 This metric has been removed and replaced by the new metric 3.11, due to the change in the test blueprint for 2024-2025.

Metric 3.11 This metric replaces metric 3.7, due to the change in the test blueprint for 2024-2025. Therefore, baseline data was added to reflect the first year of implementation of the revised construct of the test.

Action 3.2 Coordinator of Assessment and Accountability: This action will be removed for 2026-2027 because the position has been reduced, due to funding.

Action 3.3 Sobrato Early Academic Language (S.E.A.L.): The sustainability portion of this action will be transitioned to site funds for 2026-2027.

Action 3.4 This action has been changed from contributing to not contributing, due to the use of alternate funding sources.

Action 3.7 This action has been changed from contributing to not contributing, due to the use of alternate funding sources.

Action 3.8 This action has been changed from contributing to not contributing, due to the use of alternate funding sources.

Action 3.9 This action has been changed from contributing to not contributing, due to the use of alternate funding sources.

Action 3.11 Educational Services TOSA: This action will be removed for 2026-2027 because the position has been reduced, due to funding.

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	Provide staffing, resources, technical assistance and Professional Development to support students in the Dual Language Program at Holly Oak Elementary School. 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).	\$48,000.00	No
3.2	Coordinator of Assessment and Accountability (Discontinued)	This action has been discontinued because the position has been reduced, due to budgetary constraints.	\$0.00	

Action #	Title	Description	Total Funds	Contributing
3.3	Sobrato Early Academic Language (S.E.A.L.) (not funded with LCFF)	This action is not funded with LCFF. Continue the partnership with S.E.A.L. at Holly Oak, Cadwallader, and John J. Montgomery Elementary School. 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.	\$0.00	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.	\$15,000.00	No
3.5	New Tech Network	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. The LREBG funded action may be found in Goal 3, Action 3.5. 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. 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 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	\$54,942.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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. 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)		
3.6	Professional Development for behavior supports	Provide professional development to standardize the suspension policies to ensure equitable treatment.	\$9,000.00	Yes
3.7	Formative Assessments for English Language Learners	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. Metrics: We will monitor our progress in increasing our English learner students' reading and math iReady formative assessment and ELPAC results.	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	O.B. Whaley Rebranding (not funded with LCFF)	This action is not funded with LCFF. Re-brand the school with an emphasis on Visual and Performing Arts (VAPA) and academic skills.	\$0.00	No
3.9	Programs of choice (not funded with LCFF)	This action is not funded with LCFF. Offer a broad variety of instructional models, such as project-based learning (PBL) and Dual Immersion for students.	\$0.00	No
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.	\$527,029.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ \$7,756,147	\$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
8.173%	0.000%	\$0.00	8.173%

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	Action: Professional Development 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	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.	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

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
	Assessment of Student Performance and Progress (CAASPP) proficiency results and as compared to their peers. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide		professional development sessions.
1.4	Action: Maintain Educational Tech TOSA 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. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide	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.	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. In addition, our teachers' participation rate in district-wide professional development will be monitored by our Educational Tech TOSA.

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
1.5	Action: Induction 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. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide	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	Action: Maintain RTI Coaches 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). See also: Reflections: Annual Performance and Metrics sections Scope:	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
	LEA-wide		
1.13	Action: Maintain Transitional Kindergarten/Kindergarten Aides 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. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide	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.	We will monitor our progress in increasing our kindergarten, English learners' iReady reading and math diagnostic and CAASPP ELA and math results.
1.14	Action: Educational Services staff to support all learners 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	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 provide these services to our English learners. ELD staff include 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	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

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
	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. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide	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. 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 Educational Services with tasks that support these programs.	development progress of our English learners.
1.15	Action: Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS) 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	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

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
	Proficiency Assessments of California (ELPAC) results for our EL students, indicate they need more support in English language arts (ELA) and math. 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. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide		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.
2.1	Action: Enrichment Opportunities Need: ELA academic progress of our student groups, English learners, foster youth, and low income, needs to be increased, along with their distances from standard/proficiency. See also: Metrics sections Scope:	Enrichment opportunities provide students' literacy development in each school.	We will monitor our progress in increasing our students' California Assessment of Student Performance and Progress (CAASPP) ELA results, in addition to their positive progression toward ELA proficiency, based on their distances from standard/proficiency.

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	Action: Attendance and re-engagement 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. 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. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide	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. 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	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. 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.

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	Action: Create a safe and caring climate 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. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide	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.
2.7	Action: Director of Child Welfare Safety and Attendance Need: Based on the School Climate and Engagement Feedback surveys the sense of safety and engagement of our student groups,	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	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
	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. See also: Reflections: Annual Performance and Metrics sections Scope: LEA-wide	student groups and building relationships through PBIS strategies. 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 receive mental health support, such as Care Solace.	
2.8	Action: SSW Interns and Counseling Interns 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. See also: Reflections: Annual Performance and Metrics sections	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.	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.

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
	Scope: LEA-wide		
2.9	Action: Maintain Community Liaisons Need: Parent attendance at our Title I ELAC only meetings needs to be increased. The chronic absenteeism rate of our student group, English learners and low income, is in the lowest performance level on the California School Dashboard. See also: Metrics sections Scope: Schoolwide	Community Liaisons are involved with community engagement, phone calls to families to see what they need and improve chronic absenteeism by reach out to families.	For our student groups, English learners and low income, we will monitor our progress in decreasing their chronic absenteeism rates. We will monitor our progress in increasing our attendance of parents at ELAC only meetings.
3.6	Action: Professional Development for behavior supports 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. See also: Reflections: Annual Performance and Metrics sections	Professional development will include identifying, analyzing, monitoring, and implementing a process to decrease suspension rates of our student group, low income.	This action will be measured by the decrease of suspension rates to address suspension for 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
	Scope: LEA-wide		
3.10	Action: New Tech Network 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. See also: Reflections: Annual Performance and Metrics sections Scope: Schoolwide	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.	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.

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
1.1	Action: Maintain all ELD Assistants	Instructional assistants work with English learner (EL) students to provide push-in services for EL	We will monitor our progress in increasing our

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. See also: Reflections: Annual Performance and Metrics sections Scope: Limited to Unduplicated Student Group(s)	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.	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.

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

2026-27 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	\$94,899,210	\$7,756,147	8.173%	0.000%	8.173%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,760,392.00	\$751,000.00	\$570,615.00	\$1,149,705.00	\$10,231,712.00	\$7,384,385.00	\$2,847,327.00

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	7/1/2026-6/30/2027	\$890,739.00	\$0.00	\$890,739.00	\$0.00	\$0.00	\$0.00	\$890,739.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	\$56,500.00	\$335,623.00	\$210,000.00			\$182,123.00	\$392,123.00	
1	1.3	Hire 1 ELD coach (discontinued)							\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Maintain Educational Tech TOSA	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/2026-6/30/2027	\$191,646.00	\$0.00	\$191,646.00				\$191,646.00	
1	1.5	Induction	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/2026-6/30/2027	\$163,373.00	\$0.00	\$163,373.00				\$163,373.00	
1	1.7	Teacher Support	All	No			All Schools	7/1/2026-6/30/2027	\$66,000.00	\$766,000.00	\$0.00	\$751,000.00	\$81,000.00		\$832,000.00	
1	1.9	Supplemental Resources to Support ELD	English learners	No			All Schools	7/1/2026-6/30/2027	\$0.00	\$12,000.00				\$12,000.00	\$12,000.00	
1	1.10	Maintain RTI Coaches	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Cadwallader, Cedar Grove, Holly Oak, Katherine R. Smith, Millbrook, John J. Montgomery, Norwood Creek, O. B. Whaley Elementary, LeyVa,	7/1/2026-6/30/2027	\$1,295,466.00	\$0.00	\$934,470.00			\$360,996.00	\$1,295,466.00	

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
							and Quimby Oak Middle Grades 1, 2, 7, and 8									
1	1.11	Supplemental resources to support students with disabilities (not funded with LCFF)	Students with Disabilities	No			All Schools	7/1/2026-6/30/2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.12	Maintain 3 SEAL Coaches (discontinued)						7/1/2026-6/30/2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.13	Maintain Transitional Kindergarten/Kindergarten Aides	English Learners	Yes	LEA-wide	English Learners	All Schools	7/1/2026-6/30/2027	\$1,951,270.00	\$0.00	\$1,951,270.00				\$1,951,270.00	
1	1.14	Educational Services staff to support all learners	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/2026-6/30/2027	\$450,764.00	\$0.00	\$374,201.00			\$76,563.00	\$450,764.00	
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	7/1/2026-6/30/2027	\$0.00	\$905,468.00	\$704,658.00		\$89,822.00	\$110,988.00	\$905,468.00	
1	1.16	Supplement costs of outdoor science school	All	No			Specific Schools: Cadwallader, Carolyn Clark, Cedar Grove, Evergreen, Holly Oak, James F. Smith, John J. Montgomery, Katherine R. Smith, Millbrook, Norwood, O. B. Whaley, Silver Oak, Tom Matsumoto	7/1/2026-6/30/2027	\$0.00	\$38,000.00			\$38,000.00		\$38,000.00	
2	2.1	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	\$0.00	\$292,368.00	\$292,368.00				\$292,368.00	
2	2.2	Attendance and re-engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	7/1/2026-6/30/2027	\$0.00	\$91,521.00	\$5,000.00		\$86,521.00		\$91,521.00	

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	2.3	Create Equitable Actions and Policies (not funded with LCFF)	All Students who are English learners, socioeconomically disadvantaged, foster youth, African American, Hispanic, and students with disabilities	No			All Schools	7/1/2026-6/30/2027	\$0.00	\$0.00	\$0.00				\$0.00	
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.	7/1/2026-6/30/2027	\$0.00	\$10,000.00				\$10,000.00	\$10,000.00	
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)	7/1/2026-6/30/2027	\$951,747.00	\$43,075.00	\$951,747.00			\$43,075.00	\$994,822.00	
2	2.6	Build student leaders	African American students	No			Specific Schools: George V. LeyVa, Quimby Oak and Chaboya Middle schools Gr. 7 and 8	7/1/2026-6/30/2027	\$0.00	\$99,000.00			\$99,000.00		\$99,000.00	
2	2.7	Director of Child Welfare Safety and Attendance	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	7/1/2026-6/30/2027	\$293,982.00	\$0.00	\$293,982.00				\$293,982.00	

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
			Low Income			Low Income										
2	2.8	SSW Interns and Counseling Interns	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/2026-6/30/2027	\$143,010.00	\$0.00	\$143,010.00				\$143,010.00	
2	2.9	Maintain Community Liaisons	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Holly Oak, O.B. Whaley, Montgomery, Cedar Grove, Katherine Smith, LeyVa	7/1/2026-6/30/2027	\$345,859.00	\$0.00	\$117,899.00			\$227,960.00	\$345,859.00	
2	2.10	Re-Engagement Plan (This action has been moved to Action 2.2.)	All	No			All Schools	7/1/2026-6/30/2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.11	Student Safety	All	No			All Schools	7/1/2026-6/30/2027	\$0.00	\$149,330.00			\$121,330.00	\$28,000.00	\$149,330.00	
3	3.1	Dual Language Program	All	No			Specific Schools: Holly Oak	7/1/2026-6/30/2027	\$48,000.00	\$0.00				\$48,000.00	\$48,000.00	
3	3.2	Coordinator of Assessment and Accountability (Discontinued)						7/1/2026-6/30/2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Sobrato Early Academic Language (S.E.A.L.) (not funded with LCFF)	All	No			Specific Schools: Holly Oak, Cadwallader, and John J. Montgomery Elementary School	7/1/2026-6/30/2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Special Education Strategic Plan	All	No			All Schools	7/1/2026-6/30/2027	\$0.00	\$15,000.00	\$0.00			\$15,000.00	\$15,000.00	
3	3.5	New Tech Network	All	No			Specific Schools: Quimby Oak Middle School and George V. LeyVa Middle School	7/1/2026-6/30/2027	\$0.00	\$54,942.00			\$54,942.00		\$54,942.00	
3	3.6	Professional Development for behavior supports	Low Income	Yes	LEA-wide	Low Income	All Schools	7/1/2026-6/30/2027	\$9,000.00	\$0.00	\$9,000.00				\$9,000.00	

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
3	3.7	Formative Assessments for English Language Learners	English learners	No			All Schools	7/1/2026-6/30/2027	\$0.00	\$35,000.00				\$35,000.00	\$35,000.00	
3	3.8	O.B. Whaley Rebranding (not funded with LCFF)	All	No			Specific Schools: O.B. Whaley Elementary School	7/1/2026-6/30/2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.9	Programs of choice (not funded with LCFF)	All	No			Specific Schools: George V. LeyVa, Quimby Oak, Katherine Smith, Carolyn Clark, Cedar Grove, Holly Oak, Cadwallader, John J. Montgomery	7/1/2026-6/30/2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.10	New Tech Network	English Learners Foster Youth Low Income	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	7/1/2026-6/30/2027	\$527,029.00	\$0.00	\$527,029.00		\$0.00		\$527,029.00	

2026-27 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
\$94,899,210	\$7,756,147	8.173%	0.000%	8.173%	\$7,760,392.00	0.000%	8.178 %	Total:	\$7,760,392.00
								LEA-wide Total:	\$6,224,725.00
								Limited Total:	\$890,739.00
								Schoolwide Total:	\$644,928.00

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	\$890,739.00	
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,000.00	
1	1.4	Maintain Educational Tech TOSA	Yes	LEA-wide	English Learners	All Schools	\$191,646.00	
1	1.5	Induction	Yes	LEA-wide	English Learners	All Schools	\$163,373.00	
1	1.10	Maintain RTI Coaches	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Cadwallader, Cedar Grove, Holly Oak, Katherine R. Smith, Millbrook, John J. Montgomery, Norwood Creek, O. B. Whaley Elementary,	\$934,470.00	

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 (%)
						LeyVa, and Quimby Oak Middle Grades 1, 2, 7, and 8		
1	1.13	Maintain Transitional Kindergarten/Kindergarten Aides	Yes	LEA-wide	English Learners	All Schools	\$1,951,270.00	
1	1.14	Educational Services staff to support all learners	Yes	LEA-wide	English Learners Low Income	All Schools	\$374,201.00	
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	\$704,658.00	
2	2.1	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$292,368.00	
2	2.2	Attendance and re-engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
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)	\$951,747.00	
2	2.7	Director of Child Welfare Safety and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$293,982.00	
2	2.8	SSW Interns and Counseling Interns	Yes	LEA-wide	English Learners Low Income	All Schools	\$143,010.00	
2	2.9	Maintain Community Liaisons	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Holly Oak, O.B. Whaley, Montgomery, Cedar Grove, Katherine Smith, LeyVa	\$117,899.00	
3	3.6	Professional Development for behavior supports	Yes	LEA-wide	Low Income	All Schools	\$9,000.00	

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 (%)
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	\$527,029.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,904,541.00	\$11,518,546.00

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	\$1,122,059.00	\$1,045,084
1	1.2	Professional Development	Yes	\$497,500.00	\$436,003
1	1.3	Hire 1 ELD coach	Yes	\$172,323.00	\$175,544
1	1.4	Maintain Educational Tech TOSA	Yes	\$185,551.00	\$188,936
1	1.5	Induction	Yes	\$131,723.00	\$169,978
1	1.7	Teacher Support	No	\$750,827.00	\$628,380
1	1.9	Supplemental Resources to Support ELD	No	\$165,725.00	\$42,753
1	1.10	Maintain RTI Coaches	Yes	\$1,610,831.00	\$1,457,732
1	1.11	Supplemental resources to support students with disabilities	Yes	\$100,000.00	\$29,489
1	1.12	Maintain 3 SEAL Coaches	Yes	\$517,366.00	\$531,976
1	1.13	Maintain Transitional Kindergarten/Kindergarten Aides	Yes	\$1,493,796.00	\$1,565,146

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	1.14	Educational Services staff to support all learners	Yes	\$813,429.00	\$778,968
1	1.15	Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS)	Yes	\$1,587,307.00	\$1,021,987
1	1.16	Supplement costs of outdoor science school	Yes	\$55,000.00	\$38,000
2	2.1	Enrichment Opportunities	No	\$378,000.00	\$349,087
2	2.2	Attendance and re-engagement	Yes	\$78,364.00	\$60,543
2	2.3	Create Equitable Actions and Policies	No	\$30,000.00	\$18,000
2	2.4	Parent University classes	No	\$150,000.00	0
2	2.5	Create a safe and caring climate	Yes	\$764,363.00	\$920,267
2	2.6	Build student leaders	Yes	\$10,000.00	\$99,000
2	2.7	Director of Child Welfare Safety and Attendance	Yes	\$268,773.00	\$290,884
2	2.8	SSW Interns and Counseling Interns	Yes	\$125,000.00	\$143,212
2	2.9	Maintain Community Liaisons	No	\$330,408.00	\$290,884

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	2.10	Re-Engagement Plan (This action has been moved to Action 2.2.)	Yes	\$0.00	
2	2.11	Student Safety	Yes	\$149,000.00	\$174,044
3	3.1	Dual Language Program	No	\$123,000.00	\$34,600
3	3.2	Coordinator of Assessment and Accountability	Yes	\$158,508.00	\$21,820
3	3.3	Sobrato Early Academic Language (S.E.A.L.)	No	\$75,000.00	\$45,400
3	3.4	Special Education Strategic Plan	Yes	\$105,000.00	\$36,998
3	3.5	New Tech Network	No	\$132,000.00	\$131,520
3	3.6	Professional Development for behavior supports	Yes	\$50,000.00	\$36,443.
3	3.7	Formative Assessments for English Language Learners	No	\$33,000.00	\$32,894
3	3.8	O.B. Whaley Rebranding	Yes	\$48,600.00	\$10,331
3	3.9	Programs of choice	Yes	\$9,796.00	\$0.00
3	3.10	New Tech Network	Yes	\$496,586.00	\$523,652
3	3.11	Educational Services TOSA	Yes	\$185,706.00	\$188,991

2025-26 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)
\$7,237,230.00	\$9,552,427.00	\$9,042,401.00	\$510,026.00	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	\$1,122,059.00	\$1,045,084		
1	1.2	Professional Development	Yes	\$122,500.00	\$436,003		
1	1.3	Hire 1 ELD coach	Yes	\$172,323.00	\$175,544		
1	1.4	Maintain Educational Tech TOSA	Yes	\$185,551.00	\$188,936		
1	1.5	Induction	Yes	\$131,723.00	\$169,978		
1	1.10	Maintain RTI Coaches	Yes	\$1,610,831.00	\$1,457,732		
1	1.11	Supplemental resources to support students with disabilities	Yes	\$100,000.00	\$29,489		
1	1.12	Maintain 3 SEAL Coaches	Yes	\$517,366.00	\$531,976		
1	1.13	Maintain Transitional Kindergarten/Kindergarten Aides	Yes	\$1,493,796.00	\$1,565,146		
1	1.14	Educational Services staff to support all learners	Yes	\$691,493.00	\$778,698		
1	1.15	Additional resources for sites to implement Multi-Tiered Systems of Support (MTSS)	Yes	\$979,089.00	\$1,021,897		
1	1.16	Supplement costs of outdoor science school	Yes	\$55,000.00	\$38,000		

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)
2	2.2	Attendance and re-engagement	Yes	\$78,364.00	\$60,543		
2	2.5	Create a safe and caring climate	Yes	\$764,363.00	\$18,000		
2	2.6	Build student leaders	Yes	\$10,000.00	\$99,000		
2	2.7	Director of Child Welfare Safety and Attendance	Yes	\$268,773.00	\$290,884		
2	2.8	SSW Interns and Counseling Interns	Yes	\$125,000.00	\$143,212		
2	2.10	Re-Engagement Plan (This action has been moved to Action 2.2.)	Yes	\$0.00			
2	2.11	Student Safety	Yes	\$120,000.00	\$174,044		
3	3.2	Coordinator of Assessment and Accountability	Yes	\$158,508.00	\$21,820		
3	3.4	Special Education Strategic Plan	Yes	\$55,000.00	\$36998		
3	3.6	Professional Development for behavior supports	Yes	\$50,000.00	\$36,443		
3	3.8	O.B. Whaley Rebranding	Yes	\$48,600.00	\$10,331		
3	3.9	Programs of choice	Yes	\$9,796.00	\$0		
3	3.10	New Tech Network	Yes	\$496,586.00	\$523,652		
3	3.11	Educational Services TOSA	Yes	\$185,706.00	\$188,991		

2025-26 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)
\$92,278,839	\$7,237,230.00	1.789%	9.632%	\$9,042,401.00	0.000%	9.799%	\$0.00	0.000%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #
• 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 32627(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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