School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Evergreen Elementary School	43-69435-6047138	April 16, 2026	June 18, 2026

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

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

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

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

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

- Schoolwide Program

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

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Plan Description

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

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

2 Schoolwide Program

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

1. Needs Assessment and Data Analysis: We conduct regular needs assessments and analyze student data to identify areas of improvement and gaps in achievement. This informs our planning process and helps prioritize interventions.

2. Stakeholder Engagement: We engage diverse stakeholders including parents, teachers, administrators, and community members in the planning process. This ensures that our strategies are inclusive and address the needs of all students.

3. Goal Setting and Action Planning: Based on the needs identified, we set clear, measurable goals aligned with ESSA requirements and our LCAP priorities. Goals are specific, achievable, relevant, and time-bound.

4. Evidence-Based Interventions: We prioritize evidence-based practices and interventions proven to be effective in improving student outcomes. This includes professional development or training for teachers on implementing these interventions.

5. Resource Allocation: We align resource allocation with our identified needs and goals, ensuring that funds are strategically used to support effective programs and initiatives.

6. Monitoring and Evaluation: We establish systems for ongoing monitoring and evaluation of our programs and interventions. Progress toward goals is regularly assessed, and adjustments are made as needed based on data and feedback.

7. Integration with Other Programs: We ensure alignment and integration of ESSA planning efforts with other federal, state, and local programs, such as Title programs and special education services. This avoids duplication of efforts and maximizes resources.

8. Equity and Access: Our planning process emphasizes equity and access for all students, particularly those from underserved or disadvantaged backgrounds. We prioritize strategies that reduce achievement gaps and promote educational equity.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school-site-level advisory groups, as applicable (e.g., English Learner Advisory Committee, student advisory groups, and tribes and tribal organizations present in the community), and seek input from these advisory groups when developing the SPSA. The following stakeholder groups were involved in the planning process of the SPSA:
School Site Council

School Staff
Students
PTA
ELAC
ILT
PBIS Team

At various times throughout the year, the aforementioned stakeholder groups met to discuss, reflect, and provide input to refine the School Plan for Student Achievement. The School Site Council provides input and reviews the budget as it pertains to school improvement and the school plan during SSC meetings and via email.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

Referring to the California School Dashboard, there are student groups whose performance is two or more levels below the "All Students" category in both English Language Arts and Mathematics. While overall school performance is in the Blue (High) category, Students with Disabilities are performing at the Red level, Hispanic students at the Orange level, and Socioeconomically Disadvantaged students at the Yellow level.

Other Needs

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

We have seen an increase in student performance on our i-Ready diagnostic from Diagnostic 1 in September to Diagnostic 3 in March. There was a significant positive shift towards grade level competency at all levels schoolwide, with particularly strong growth in Mathematics.

September 2025 Data:

Reading:
44% Mid or Above grade level
19% Early on grade level
25% One grade level below
6% Two grade levels below
5% Three or more grade levels below

Math:
35% Mid or Above grade level
23% Early on grade level
32% One grade level below
7% Two grade levels below
4% Three or more grade levels below

March 2026 Data:

Reading:
61% Mid or Above grade level
16% Early on grade level
15% One grade level below
3% Two grade levels below
5% Three or more grade levels below

Math:
61% Mid or Above grade level
16% Early on grade level
16% One grade level below
3% Two grade levels below
4% Three or more grade levels below

Overall, these results demonstrate strong schoolwide growth from Trimester 1 to Trimester 3, with particularly notable gains in Mathematics, while also highlighting the continued need to accelerate progress for students performing below grade level, especially in Reading.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.34%	0.19%	0.40%	2	1	2
African American	0.51%	0.38%	0.20%	3	2	1
Asian	74.83%	72.35%	72.47%	437	382	358
Filipino	5.31%	5.49%	6.68%	31	29	33
Hispanic/Latino	13.53%	14.02%	12.96%	79	74	64
White	2.40%	2.84%	3.44%	14	15	17
Multiple/No Response	3.08%	3.79%	3.24%	18	20	16
			Total Enrollment	584	528	494

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	20
Kindergarten	80	54	53
Grade 1	61	77	50
Grade 2	64	58	83
Grade3	69	65	60
Grade 4	87	67	72
Grade 5	99	87	70
Grade 6	104	100	86
Total Enrollment	584	528	494

Conclusions based on this data:

1. The Asian student population continues to decline both in absolute numbers and as a percentage of total enrollment. From 23-24 to 24-25, the population decreased from 437 students (74.83%) to 382 students (72.35%), a decline of 55 students and approximately 2.5 percentage points. Despite this decline, Asian students remain the largest demographic group at Evergreen Elementary School, representing nearly three-quarters of the student population.

2. The Hispanic/Latino population has continued its upward trend in the overall enrollment proportion over the three-year period, increasing from 11.52% in 22-23 to 14.02% in 24-25. However, the total number of Hispanic/Latino students declined slightly, from 79 in 23-24 to 74 in 24-25. This indicates that the percentage increase is largely attributable to the overall decline in total enrollment rather than to continued numerical growth.

3. Over the past three years, Evergreen Elementary has experienced fluctuating but overall declining enrollment. Total enrollment moved from 573 students in 22-23 to 584 in 23-24, reflecting a brief increase. However, in 2024-25 enrollment declined significantly to 528 students, a loss of 56 students in one year. This represents a substantial reduction in overall student population and continues a broader trend of enrollment decline that will impact staffing, class configurations, and long-term planning.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	86	62	63	19.0%	14.7%	12.8%
Fluent English Proficient (FEP)	172	143	136	30.0%	29.5%	27.5%
Reclassified Fluent English Proficient (RFEP)	53	48	50	6.6%	9.1%	10.12%

Conclusions based on this data:

1. Our English Learner (EL) population has continued a multi-year decline, decreasing from 86 students (19.0%) in 2023–2024 to 62 students (14.7%) in 2024–2025, and stabilizing slightly at 63 students (12.8%) in 2025–2026. While there was a slight increase of one student in the most recent year, the overall trend reflects a continued decrease in both number and percentage of EL students over time.
2. The number of Fluent English Proficient (FEP) students has steadily declined over the past three years, from 172 students (30.0%) in 2023–2024 to 143 students (29.5%) in 2024–2025, and further to 136 students (27.5%) in 2025–2026. This represents a continued reduction in both total enrollment and percentage, indicating a downward trend in the population of students already proficient in English.
3. The Reclassified Fluent English Proficient (RFEP) population has remained relatively stable over the three-year period, with 53 students (6.6%) in 2023–2024, 48 students (9.1%) in 2024–2025, and 50 students (10.12%) in 2025–2026. While the number of students fluctuated slightly, the overall percentage has increased, suggesting consistent reclassification outcomes despite shifts in overall enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	84	70	64	84	65	63	84	65	63	100.0	92.9	98.4
Grade 4	96	87	65	95	87	64	95	87	64	99.0	100	98.5
Grade 5	103	98	89	98	97	88	98	97	88	95.1	99	98.9
Grade 6	97	105	99	97	104	98	97	104	98	100.0	99	99
All Grades	380	360	317	374	353	313	374	353	313	98.4	98.1	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2517.	2485.	2490.	69.05	49.23	57.14	14.29	29.23	19.05	5.95	13.85	12.70	10.71	7.69	11.11
Grade 4	2535.	2558.	2545.	54.74	67.82	67.19	25.26	13.79	9.38	7.37	8.05	12.50	12.63	10.34	10.94
Grade 5	2571.	2576.	2591.	53.06	51.55	60.23	26.53	30.93	21.59	11.22	7.22	9.09	9.18	10.31	9.09
Grade 6	2608.	2602.	2597.	50.52	47.12	46.94	32.99	36.54	33.67	9.28	6.73	10.20	7.22	9.62	9.18
All Grades	N/A	N/A	N/A	56.42	53.82	56.87	25.13	28.05	22.36	8.56	8.50	10.86	9.89	9.63	9.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51.19	29.23	36.51	41.67	64.62	57.14	7.14	6.15	6.35
Grade 4	48.42	47.13	48.44	43.16	48.28	48.44	8.42	4.60	3.13
Grade 5	41.84	39.18	45.45	45.92	54.64	46.59	12.24	6.19	7.95
Grade 6	41.24	41.35	36.73	51.55	49.04	53.06	7.22	9.62	10.20
All Grades	45.45	39.94	41.53	45.72	53.26	51.12	8.82	6.80	7.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	59.52	40.00	44.44	32.14	50.77	44.44	8.33	9.23	11.11
Grade 4	40.00	50.57	53.13	46.32	41.38	37.50	13.68	8.05	9.38
Grade 5	47.96	49.48	57.95	44.90	42.27	34.09	7.14	8.25	7.95
Grade 6	51.55	45.19	35.71	38.14	47.12	53.06	10.31	7.69	11.22
All Grades	49.47	46.74	47.28	40.64	45.04	42.81	9.89	8.22	9.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.38	26.15	17.46	64.29	70.77	76.19	8.33	3.08	6.35
Grade 4	24.21	29.89	20.31	65.26	60.92	67.19	10.53	9.20	12.50
Grade 5	20.41	35.05	27.27	72.45	54.64	67.05	7.14	10.31	5.68
Grade 6	32.99	23.08	29.59	59.79	69.23	65.31	7.22	7.69	5.10
All Grades	26.20	28.61	24.60	65.51	63.46	68.37	8.29	7.93	7.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38.10	30.77	31.75	55.95	60.00	58.73	5.95	9.23	9.52
Grade 4	42.11	41.38	28.13	48.42	51.72	60.94	9.47	6.90	10.94
Grade 5	34.69	36.08	42.05	58.16	54.64	50.00	7.14	9.28	7.95
Grade 6	40.21	39.42	33.67	54.64	56.73	57.14	5.15	3.85	9.18
All Grades	38.77	37.39	34.50	54.28	55.52	56.23	6.95	7.08	9.27

Conclusions based on this data:

1. The percentage of third through sixth-grade students who were administered the 2024–2025 ELA CAASPP assessment remained strong at 98.7% of enrolled students, reflecting consistent, high participation across grade levels.

2. In 2024–2025, 79.23% of students met or exceeded standard in English Language Arts (56.87% Exceeded + 22.36% Met).
This reflects a slight increase from 2023–2024 (81.87% combined Met/Exceeded) but remains generally stable over the past three years, indicating sustained overall performance in ELA achievement.

3. While overall performance remains strong, the percentage of students exceeding standard increased slightly (from 53.82% to 56.87%), but the percentage meeting standard declined (from 28.05% to 22.36%), resulting in a small overall shift.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	84	70	64	84	65	64	84	65	64	100.0	92.9	100
Grade 4	96	87	65	96	87	64	96	87	64	100.0	100	98.5
Grade 5	103	98	89	100	97	89	100	97	89	97.1	99	100
Grade 6	97	105	99	97	104	98	97	104	98	100.0	99	99
All Grades	380	360	317	377	353	315	377	353	315	99.2	98.1	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2535.	2520.	2517.	71.43	61.54	59.38	16.67	29.23	26.56	7.14	7.69	3.13	4.76	1.54	10.94
Grade 4	2542.	2579.	2566.	52.08	64.37	59.38	26.04	19.54	26.56	12.50	10.34	10.94	9.38	5.75	3.13
Grade 5	2574.	2580.	2605.	54.00	58.76	64.04	24.00	18.56	21.35	7.00	13.40	5.62	15.00	9.28	8.99
Grade 6	2648.	2635.	2618.	76.29	66.35	60.20	11.34	17.31	17.35	1.03	4.81	11.22	11.34	11.54	11.22
Grade 11															
All Grades	N/A	N/A	N/A	63.13	62.89	60.95	19.63	20.40	22.22	6.90	9.07	7.94	10.34	7.65	8.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	73.81	66.15	62.50	20.24	33.85	31.25	5.95	0.00	6.25
Grade 4	61.46	73.56	70.31	26.04	20.69	23.44	12.50	5.75	6.25
Grade 5	53.00	60.82	69.66	31.00	28.87	22.47	16.00	10.31	7.87
Grade 6	70.10	67.31	62.24	18.56	21.15	27.55	11.34	11.54	10.20
Grade 11									
All Grades	64.19	66.86	66.03	24.14	25.50	26.03	11.67	7.65	7.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65.48	56.92	64.06	29.76	41.54	29.69	4.76	1.54	6.25
Grade 4	44.79	54.02	50.00	42.71	40.23	45.31	12.50	5.75	4.69
Grade 5	43.00	41.24	48.31	43.00	46.39	43.82	14.00	12.37	7.87
Grade 6	64.95	62.50	46.94	24.74	26.92	39.80	10.31	10.58	13.27
All Grades	54.11	53.54	51.43	35.28	38.24	40.00	10.61	8.22	8.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	69.05	50.77	59.38	26.19	47.69	31.25	4.76	1.54	9.38
Grade 4	46.88	55.17	65.63	43.75	35.63	32.81	9.38	9.20	1.56
Grade 5	41.00	41.24	49.44	50.00	50.52	44.94	9.00	8.25	5.62
Grade 6	67.01	57.69	44.90	25.77	34.62	45.92	7.22	7.69	9.18
All Grades	55.44	51.27	53.33	36.87	41.64	40.00	7.69	7.08	6.67

Conclusions based on this data:

1. Approximately 99.4% of our third through sixth-grade students were administered the Mathematics CAASPP assessment in 2024–2025, reflecting strong and consistent participation across grade levels and maintaining high testing integrity.
2. In 2024–2025, 83.17% of students met or exceeded standard in Mathematics (60.95% Exceeded + 22.22% Met). This represents a slight increase from 2023–2024 (83.29%) and continues a three-year pattern of strong and stable mathematics performance across grade levels. The percentage of students exceeding standard remains high at 60.95%, indicating sustained advanced performance.
3. In 2024–2025, Concepts & Procedures (Applying mathematical concepts and procedures) remained strong overall (66.03% above standard), showing stability from prior years. Problem Solving & Modeling/Data Analysis saw a slight decline in “Above Standard” performance (51.43%), with more students shifting into the “At or Near Standard” category (40.00%). Communicating Reasoning remained relatively stable overall (53.33% above standard), though some grade-level fluctuations occurred.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1468.3	1433.7	1407.2	1478.3	1436.1	1401.8	1445.0	1428.2	1419.2	16	22	12
1	*	*	*	*	*	*	*	*	*	10	8	9
2	*	*	*	*	*	*	*	*	*	6	5	*
3	*	*	*	*	*	*	*	*	*	7	7	7
4	1532.4	*	*	1537.9	*	*	1526.5	*	*	11	8	*
5	1503.2	*	*	1489.6	*	*	1516.4	*	*	12	6	10
6	*	*	*	*	*	*	*	*	*	7	9	*
All Grades										69	65	47

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.50	22.73	33.33	37.50	40.91	8.33	25.00	22.73	25.00	0.00	13.64	33.33	16	22	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	45.45	*	*	27.27	*	*	9.09	*	*	18.18	*	*	11	*	*
5	33.33	*	*	16.67	*	*	16.67	*	*	33.33	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	29.23	27.66	34.78	36.92	38.30	15.94	20.00	12.77	15.94	13.85	21.28	69	65	47

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.50	22.73	25.00	43.75	36.36	16.67	6.25	22.73	25.00	12.50	18.18	33.33	16	22	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	72.73	*	*	0.00	*	*	9.09	*	*	18.18	*	*	11	*	*
5	33.33	*	*	16.67	*	*	25.00	*	*	25.00	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.38	41.54	46.81	21.74	26.15	19.15	14.49	16.92	14.89	17.39	15.38	19.15	69	65	47

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		22.73	41.67		31.82	0.00		36.36	33.33		9.09	25.00		22	12
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.39	23.08	19.15	42.03	26.15	36.17	18.84	33.85	23.40	21.74	16.92	21.28	69	65	47

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	56.25	27.27	16.67	37.50	63.64	58.33	6.25	9.09	25.00	16	22	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	63.64	*	*	18.18	*	*	18.18	*	*	11	*	*
5	33.33	*	*	33.33	*	*	33.33	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.93	44.62	31.91	40.58	43.08	53.19	14.49	12.31	14.89	69	65	47

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.50	27.27	25.00	43.75	45.45	41.67	18.75	27.27	33.33	16	22	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	63.64	*	*	18.18	*	*	18.18	*	*	11	*	*
5	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.93	40.00	38.30	36.23	40.00	40.43	18.84	20.00	21.28	69	65	47

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.75	22.73	25.00	81.25	68.18	50.00	0.00	9.09	25.00	16	22	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
5	33.33	*	*	25.00	*	*	41.67	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.19	21.54	21.28	57.97	58.46	57.45	18.84	20.00	21.28	69	65	47

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	62.50	27.27	41.67	25.00	63.64	25.00	12.50	9.09	33.33	16	22	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
5	25.00	*	*	33.33	*	*	41.67	*	*	12	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.58	26.15	21.28	39.13	64.62	57.45	20.29	9.23	21.28	69	65	47

Conclusions based on this data:

1. We administered the ELPAC assessment to 69 English Learners in 2022–2023, 65 students in 2023–2024, and 47 students in 2024–2025. The 2024–2025 school year reflects the lowest number of EL students tested in the past three years, consistent with the continued decline in overall EL enrollment.

2. In 2024–2025, 27.66% of students scored at Level 4 and 38.30% scored at Level 3, meaning 65.96% of students performed at Levels 3 or 4 in Overall Language proficiency. While the percentage at Level 4 declined slightly from 29.23% to 27.66%, the percentage at Level 3 increased from 36.92% to 38.30%. However, Level 1 increased to 21.28%, indicating a rise in students performing at the Beginning level and highlighting an area for targeted intervention.

3. In 2024–2025, Oral Language performance remained relatively stable, with 46.81% at Level 4 and 19.15% at Level 3. Listening showed improvement in the “Somewhat/Moderately Developed” category (53.19%), though 14.89% remain at Beginning. Speaking performance remained steady, with 38.30% Well Developed. Reading and Writing continue to be areas of focus, as approximately 21% of students scored at the Beginning level in both domains, reflecting ongoing literacy development needs.
Overall, while proficiency levels remain stable across most domains, Reading and Writing continue to present the greatest opportunity for instructional growth.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
528	**15.7%**	**11.7%**	**0.2%**
Total Number of Students enrolled in Evergreen Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	62	11.7%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	83	15.7%
Students with Disabilities	69	13.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4%
American Indian	1	0.2%
Asian	382	72.3%
Filipino	29	5.5%
Hispanic	74	14%
Two or More Races	20	3.8%
Pacific Islander	0	0.0%
White	15	2.8%

Conclusions based on this data:

1. The largest ethnic group at Evergreen Elementary School continues to be Asian students, representing 72.3% (382 students) of the total enrollment. The smallest ethnic groups are American Indian (0.2%, 1 student) and African American (0.4%, 2 students), reflecting a highly concentrated demographic profile.
2. English Learners make up 11.7% of our school's population (62 students), reflecting a continued decline in EL enrollment compared to prior years.
3. Socioeconomically Disadvantaged students represent 15.7% (83 students) of our population, and 13.1% (69 students) are identified as Students with Disabilities.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our ELA and Mathematics CAASPP scores remain in the “high” category (blue) on the California School Dashboard, demonstrating continued strong academic performance and sustained achievement above standard for all students.

2. Our English Learners increased their ELPAC performance, maintaining our status in the “green” category on the California School Dashboard, reflecting continued progress toward English language proficiency and improved outcomes for our multilingual learners.

3. Our suspension and chronic absenteeism rates remain in the “low” performance categories (blue for Suspension and green for Chronic Absenteeism) on the California School Dashboard, indicating a positive school climate and strong student engagement.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	1	0	2

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
74.3 points above standard	46.3 points above standard	Fewer than 11 students - No Data for Privacy
Maintained -0.5 points	Maintained 1.4 points	1 Student
311 Students	70 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.5 points above standard
1 Student	2 Students	Declined 4.6 points
		47 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
101.8 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 50.5 points	1 Student	
32 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
92.6 points above standard	40.2 points above standard	18 points below standard
Maintained 0.9 points	Increased 8.2 points	Declined 11.9 points
230 Students	20 Students	40 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
58 points above standard	0 Students	Fewer than 11 students - No Data for Privacy
Declined 45.3 points		9 Students
12 Students		

Conclusions based on this data:

1. The following groups performed at the “very high” performance level (blue) on the California School Dashboard: All Students (74.3 points above standard), English Learners (46.3 points above standard), and Asian students (92.6 points above standard). These groups continue to demonstrate strong achievement above grade-level standards.
2. Although several groups performed above standard, two student groups remain below standard: Hispanic Students (18.0 points below standard – orange) and Students with Disabilities (101.8 points below standard – red). Hispanic student performance declined by 11.9 points, and Students with Disabilities declined by 50.5 points, indicating a need for targeted instructional focus and strategic intervention to close achievement gaps.
3. Our Reclassified English Learners scored 85.2 points above standard, continuing to perform well above grade-level expectations and remaining one of the highest-performing student groups on our campus.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	0	2

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
78.1 points above standard	65.1 points above standard	Fewer than 11 students - No Data for Privacy
Maintained -2.6 points	Maintained 0.3 points	1 Student
311 Students	70 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	16.5 points below standard
1 Student	2 Students	Declined 11.9 points
		47 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
109 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 49.3 points	1 Student	
32 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
106.4 points above standard	23.4 points above standard	52.7 points below standard
Maintained 1 points	Increased 10 points	Declined 13.9 points
230 Students	20 Students	40 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
31.4 points above standard	0 Students	Fewer than 11 students - No Data for Privacy
Declined 41.2 points		9 Students
12 Students		

Conclusions based on this data:

1. The following groups performed at the “very high” performance level (Blue) on the California School Dashboard: All Students (78.1 points above standard), English Learners (65.1 points above standard), and Asian students (106.4 points above standard). These groups continue to demonstrate strong performance well above grade-level expectations.
2. Although many student groups performed above standard, two groups remain below standard: Hispanic Students (52.7 points below standard – orange) and Students with Disabilities (109.0 points below standard – red). Hispanic student performance declined by 13.9 points, and Students with Disabilities declined by 49.3 points, indicating the need for continued targeted intervention and strategic instructional support.
3. Our Reclassified English Learners scored 97.9 points above standard, representing one of the highest deviations from standard of any group on our campus and reflecting sustained academic success following reclassification.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
71.7 science points	60.2 science points	0 Students
Increased 4.4 points	Declined 6.6 points	
86 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		8 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 Blue 74.7 science points Maintained 1.4 points 65 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. The following groups performed at the “very high” performance level (blue) on the California School Dashboard: All Students (71.7 points above standard) and Asian students (74.7 points above standard). Overall, Evergreen Elementary demonstrated strong science achievement, maintaining performance well above standard.
2. While overall science performance is strong, some student groups are performing below our highest-performing groups and require continued instructional focus: English Learners showed a decline of 6.6 points, and other historically underperforming groups remain areas for strategic monitoring to ensure equitable access to rigorous science instruction and hands-on learning opportunities.
3. Science performance increased by 4.4 points for All Students, indicating positive overall momentum and continued growth in standards-based science instruction across grade levels.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
61.3 making progress.	making progress.
Number Students: 31 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.3%	33.3%	0%	63.3%

Conclusions based on this data:

1. Our English Learners are making progress toward English language proficiency as indicated by our green performance level (61.3%) on the California School Dashboard. This reflects a 4.1% increase from the prior year and demonstrates continued positive growth in our English Learner Progress Indicator.
2. We have a total of 31 students included in our 2025 English Learner Progress data, and 63.3% of those EL students progressed at least one ELPI level. This represents an increase from the prior year and indicates strong forward movement in language acquisition.
3. We do have students who are maintaining and/or not progressing at lower ELPI levels. Of our 31 EL students, 3.3% decreased at least one ELPI level, 33.3% maintained ELPI Levels 1, 2L, 2H, 3L, or 3H, and 0% maintained ELPI Level 4. These students will remain a targeted focus for differentiated language instruction and continued monitoring to ensure sustained growth toward proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
5.6% Chronically Absent	6.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.4	Declined 9.1	1 Student
538 Students	64 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	12.1% Chronically Absent
1 Student	3 Students	Maintained 0.1
		91 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
21.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.3	2 Students	1 Student
80 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
4.4% Chronically Absent	6.9% Chronically Absent	14.1% Chronically Absent
Declined 1.3	Maintained 0.4	Increased 1.6
388 Students	29 Students	78 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% Chronically Absent	0 Students	0% Chronically Absent
Declined 5		Declined 14.3
25 Students		15 Students

Conclusions based on this data:

1. The following groups show a low level of chronic absenteeism on the California School Dashboard: All Students (5.6% of 538 students) and Asian students (4.4% of 388 students). Overall, chronic absenteeism continues to decline, reflecting improved student engagement and consistent attendance practices schoolwide.
2. The following groups show a higher rate of chronic absenteeism and will remain areas of focus: Students with Disabilities (21.3%) and Hispanic students (14.1%). These student groups require continued targeted outreach, family communication, and attendance monitoring to reduce chronic absence rates.
3. Our English Learners demonstrated significant improvement in chronic absenteeism, declining by 9.1 points (6.3% of 64 students reported). Additionally, overall chronic absenteeism declined from 7.0% in 2024 to 5.6% in 2025, demonstrating continued positive momentum in student attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Green	 No Performance Color
0.5% suspended at least one day	1.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Declined 0.7%	1 Student
551 Students	68 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1.1% suspended at least one day
1 Student	3 Students	Maintained 0.1%
		93 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
1.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 1.3%	3 Students	1 Student
81 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	3.4% suspended at least one day	1.3% suspended at least one day
Maintained -0.2%	Increased 3.4%	Maintained 0.1%
398 Students	29 Students	80 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	0 Students	6.7% suspended at least one day
Maintained 0%		Declined 0.5%
25 Students		15 Students

Conclusions based on this data:

1. 0.5% of all students were suspended at least one day during the 2024-2025 school year, maintaining our blue performance level on the California School Dashboard and reflecting a continued low suspension rate overall.
2. 1.1% of our Socioeconomically Disadvantaged students and 1.3% of our Hispanic students were suspended at least one day during the school year. Additionally, 6.7% of our White student group was suspended at least once, which remains higher than other student groups and will continue to be monitored to ensure equitable discipline practices.
3. Our Asian and Two or More Races student groups saw a 0% suspension rate during the 2024-2025 school year, demonstrating strong behavioral outcomes within those student populations.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The California School Dashboard indicates that Evergreen Elementary School continues to demonstrate strong overall performance, maintaining blue ratings in Mathematics and Suspension Rate and Green ratings in English Learner Progress and Chronic Absenteeism. While overall suspension rates remain low (0.5%) and chronic absenteeism is 5.6%, higher absenteeism rates among Students with Disabilities and Hispanic students indicate a continued need for targeted attendance monitoring and equitable supports.

Students in grades 3–6 are assessed annually through the CAASPP. In 2024–2025, 83.17% of students met or exceeded standard in Mathematics, and 79.23% met or exceeded standard in English Language Arts. Although overall performance remains strong, achievement gaps persist for Hispanic students and Students with Disabilities in both subject areas, indicating a need for continued differentiated instruction and targeted intervention.

English Learners continue to make progress, with 61.3% demonstrating growth toward proficiency, maintaining Evergreen's Green status on the Dashboard. However, approximately 21% of EL students scored at the Beginning level in Overall Language proficiency, with Reading and Writing domains reflecting the greatest areas of need. Focused academic language development and literacy support remain priorities.

The California Science Test (CAST) results indicate strong overall performance; however, subgroup analysis reveals ongoing gaps for English Learners and Socioeconomically Disadvantaged students. Continued integration of academic vocabulary, structured discourse, and hands-on science inquiry will support equitable access to grade-level standards.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2026, 77% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading (61% Mid or Above, 16% Early On). The report continues to indicate a need for targeted supports for Hispanic students and English Learners.
In March of 2026, 77% of all students were "Early on" or "Mid or Above" grade level proficiency in Math (61% Mid or Above, 16% Early On). The report continues to indicate a need for targeted supports for Hispanic students and English Learners.
Overall Analysis: While a strong majority of students are performing at or near grade level in both Reading and Math, continued focus on targeted intervention and differentiated supports is necessary to address the needs of students performing below grade level, particularly among Hispanic students and English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is Blue with 0.5% suspended at least one day. Students with Disabilities are at 1.2% (Green), and Hispanic students are at 1.3% (Yellow).	The overall suspension rate will maintain a Blue performance level and decrease from 0.5% to 0.4% or lower. Students with Disabilities will decrease from 1.2% to 1.0% or lower, and Hispanic students will decrease from 1.3% to 1.0% or lower, demonstrating measurable improvement in equitable discipline outcomes.
CAASPP ELA	All students are 74.3 points above standard (Blue), maintaining performance (-0.5 points). English Learners are 46.3 points above standard (Blue), increasing by 1.4 points. Socioeconomically Disadvantaged students are 0.5 points above standard (Yellow), declining by 4.6 points. Hispanic students are 18 points below standard (Orange), declining by 11.9 points, and Students with Disabilities are 101.8 points below standard (Red), declining by 50.5 points.	Overall, all students will maintain Blue performance and increase points above standard by at least 3%. Student groups that declined (Hispanic students and Socioeconomically Disadvantaged students) will increase performance by at least 5 points toward standard and move toward the next color band. Students with Disabilities will increase performance by at least 10 points toward standard, demonstrating measurable progress in closing the achievement gap.
CAASPP Math	All students are 78.1 points above standard (Blue), maintaining performance (-2.6 points). English Learners are 65.1 points above standard (Blue), increasing by 0.3 points. Socioeconomically Disadvantaged students are 16.5 points below standard (Yellow), declining by 11.9 points. Hispanic students are 52.7 points below standard (Orange), declining by 13.9 points, and Students with Disabilities are 109 points below standard (Red), declining by 49.3 points.	Overall, all students will maintain Blue performance and increase points above standard by at least 3%. Student groups that declined (Hispanic students and Socioeconomically Disadvantaged students) will increase performance by at least 5 points toward standard and move toward the next color band. Students with Disabilities will increase performance by at least 10 points toward standard, demonstrating measurable progress in reducing the achievement gap.
CAST	All students are 71.7 points above standard (Blue), increasing by 4.4 points. English Learners showed a decline of 6.6 points, indicating a need for targeted support.	All students will maintain Blue performance and increase points above standard by at least 3%. English Learners will reverse the current decline by increasing their performance by at least 5 points, demonstrating improved access to grade-level science content and academic language.
CA Dashboard English Learner Progress	61.3% of English Learners are making progress toward proficiency (Green), increasing by 4.1% from the prior year.	Overall, English learners will increase points above standard by 4%. The percentage of English Learners making progress toward English language proficiency will increase from 61.3% to at least 65%, maintaining or strengthening the Green performance level.
iReady Reading T3 Diagnostic	77.0% of all students achieved proficiency	The proficiency gap of all Hispanic students, English Learners, and

	Students in the following subgroups achieved proficiency at the following percentages: 40% of Hispanic 83% of Asian students 31% of English Learners 23% of Special education students	students with disabilities will decrease by 3%.
iReady Math T3 Diagnostic	77% of all students achieved proficiency Students in the following subgroups achieved proficiency at the following percentages: 34% of Hispanic 83% of Asian students 33% of English Learners 24% of Special education students	The proficiency gap of all Hispanic, English Learners, and students with disabilities will decrease by 3%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: , staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: essential standards, executive function, strategies for English Learners, reading and phonics instruction, math standards and practice, social-emotional learning, and de-escalation strategies.	All students	4,000.00 General Fund 5800: Professional/Consulting Services And Operating Expenditures Obj. 5815
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	EL Students Students below grade level Students with behavior that impedes learning.	7,000.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries Obj. 1120 2488.00 Supplemental Fund 3000-3999: Employee Benefits 2500.00 Title III 1000-1999: Certificated Personnel Salaries Obj. 1120 859.00 Title III 3000-3999: Employee Benefits 7,000 Supplemental Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries Obj. 2190 2000.00 Supplemental Fund 3000-3999: Employee Benefits
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, SEL and Science. Fund a current staff member to provide site technical support.	EL Students Students below grade level Students with behavior that impedes learning.	8,500 General Fund 5000-5999: Services And Other Operating Expenditures Obj. 5826 2,000 Supplemental Fund 1000-1999: Certificated Personnel Salaries 470 Supplemental Fund 3000-3999: Employee Benefits
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	1000.00 General Fund 4000-4999: Books And Supplies Obj. 4365

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Our analysis shows the implemented actions were effective in achieving Goal 1, supported by Dashboard indicators, CAASPP results, and local iReady data.

Student Discipline:
The strategies implemented to reduce student suspensions continued to demonstrate effectiveness. Suspension rates remained low overall, with improved outcomes for identified student groups, including Students with Disabilities and Hispanic students. These results reflect positive movement in Dashboard indicators and indicate that PBIS and related interventions were successfully implemented.

CAASPP ELA:
The actions aimed at maintaining and improving ELA achievement were effective. In 2024–2025, 79.23% of students met or exceeded standard, reflecting stable overall performance. While overall achievement remains strong, subgroup data indicates that achievement gaps persist for Hispanic students and Students with Disabilities, suggesting a continued need for targeted supports and differentiated instruction.

CAASPP Math:

Strategies focused on mathematics achievement were effective in maintaining high levels of performance. In 2024–2025, 83.17% of students met or exceeded standard, continuing a multi-year trend of strong outcomes. Subgroup performance improved in several areas; however, gaps remain for Hispanic students and Students with Disabilities, indicating the need for continued focus on equitable access to grade-level standards.

CAST:
Science performance remained strong overall, with approximately 56.9% of students meeting or exceeding standard. Subgroup analysis indicates continued gaps for Hispanic and Socioeconomically Disadvantaged students, suggesting that additional emphasis on academic vocabulary, inquiry-based learning, and access to rigorous instruction is needed.

English Learner Progress:
The strategies supporting English Learners were effective, with 57.1% of English Learners making progress toward proficiency, reflecting an increase and maintaining a Green Dashboard rating. Despite this progress, approximately 21% of students remain at the Beginning level, particularly in reading and writing domains, indicating a continued need for targeted language development and literacy support.

i-Ready Reading Trimester 3 Diagnostic:
The strategies designed to improve reading outcomes showed strong effectiveness overall, with 77% of students performing at or near grade level. While this reflects strong Tier 1 instruction, subgroup performance indicates that Hispanic students and English Learners continue to perform below overall averages, demonstrating a need for continued targeted intervention.

i-Ready Math Trimester 3 Diagnostic:
The implementation of math interventions showed overall effectiveness, with 77% of students performing at or near grade level. However, similar to reading, subgroup data indicates persistent gaps for Hispanic students and English Learners. While overall performance remains strong, these results suggest a need for refinement of intervention strategies to better support these groups.

Conclusion:
In conclusion, the implementation of strategies and activities to achieve Goal 1 has been largely effective, with strong overall student performance across CAASPP and iReady measures. However, persistent subgroup gaps—particularly for Hispanic students, English Learners, and Students with Disabilities—indicate the need for continued focus on targeted intervention, differentiated instruction, and MTSS supports to ensure equitable outcomes for all students.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.
Successful Implementation:
Strategy 1.1 Professional Development – Teachers received professional development at staff meetings and District Site Thursdays. Teachers received training in de-escalation strategies and restorative practices. They also received training on mainstreaming and inclusion practices. In addition, teachers participated in pull-out professional development and ongoing support with the IXL platform, as well as continued training and guidance on implementing iReady, including using targeted instruction and growth data to inform instruction and intervention.
Strategy 1.2 Academic Interventions – All teachers were able to implement iReady at or above the baseline requirements. New this year, the school shifted from an after-school intervention model (Knowledge Quest) to a during-the-school-day intervention model, allowing for significantly increased access to support and reaching more than twice as many students. Teachers in grades K–1 and 3–6 identified selected students to participate in reading intervention through a rotational pull-out schedule during the instructional day. In addition, students in grade 2 received targeted phonics instruction and a before-school intervention focused on reading comprehension. The technology support teacher continued to maintain intervention systems of support and kept operating systems current and fully functional.
Strategy 1.3 Digital Content – Students have access to all district-approved digital textbooks and supports. In addition, students have access to Accelerated Reader, Mystery Science, BrainPop, and IXL. IXL provides students with access to curriculum both during and after the school day for targeted intervention. Teachers utilized IXL for CAASPP practice as well as CAST support for 5th-grade students. All of these programs are used to support students with curriculum content, as well as interventions and enrichment.
Strategy 1.4 - Facilities were maintained at the site level.

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

Expenditures for intervention programs, including the use of IXL for both digital content and targeted intervention, as well as support from intervention teachers, exceeded the originally allocated funds, requiring the use of multiple funding sources to fully support implementation throughout the school year. As a result, the intervention model for the 2026–2027 school year will be revised to ensure sustainability and alignment with available resources.
Due to budget constraints, the number of students who can be served through intervention may decrease to remain within budget guidelines. Moving forward, intervention services will be more strategically targeted to students with the greatest academic need, with an increased emphasis on in-class supports and efficient use of digital intervention tools. These changes can be found reflected in the updated actions and expenditures outlined in this goal within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need

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

A review of California Dashboard and local data indicates that Evergreen Elementary School continues to demonstrate strong overall outcomes in student engagement and school climate; however, areas of need persist among specific student groups.

In the area of California Dashboard Engagement (Chronic Absenteeism), while the overall rate is in the Green performance category (5.6%), significant performance gaps remain. Hispanic students (14.1%) and socioeconomically disadvantaged students (12.1%) are in the Orange category, and students with disabilities remain in the Red category (21.3%), indicating a need for continued targeted supports. Although English learners and Asian students demonstrate strong outcomes in the Green category, the disparity among subgroups highlights an ongoing need to address attendance barriers for identified populations.

In California Dashboard Conditions and Climate (Suspension), the overall suspension rate is in the Blue performance category (0.5%), reflecting strong school-wide behavior systems and a continued emphasis on preventative and restorative practices. At the subgroup level, 1.1% of socioeconomically disadvantaged students and 1.3% of Hispanic students were suspended, placing both groups in the Yellow category. Students with disabilities are performing in the Green category at 1%, indicating that targeted supports for this group are yielding positive outcomes. While all student groups remain out of the Red and Orange categories, the presence of Hispanic and socioeconomically disadvantaged students in the Yellow category suggests an opportunity to further strengthen Tier 1 and targeted supports to ensure more consistent outcomes across all student groups.

However, when examining local PowerSchool Incident Management data, a more nuanced picture emerges. While the majority of incidents are addressed through Other Means of Correction (OMC), disproportionality is evident in office referrals. Hispanic/Latino students (12.96% of enrollment, 25% of incidents), White students (3.44% of enrollment, 15% of incidents), and Multi-Racial students (3.24% of enrollment, 10% of incidents) are overrepresented relative to their proportion of the student population. This indicates that, despite strong suspension outcomes at the Dashboard level, patterns in lower-level discipline incidents require continued attention to ensure equitable behavioral supports across all student groups.

Additionally, Safety Survey data indicate high levels of familiarity with school-wide rules across students, staff, and community members, with notable increases in all groups. While this reflects strong communication and consistent expectations, the data suggest an opportunity to further strengthen students' application of these expectations in unstructured settings and peer interactions.

We have taken the following steps to address these identified needs: continued implementation of PBIS practices, increased supervision and monitoring during recess and lunch, targeted attendance interventions for identified student groups, and the integration of explicit instruction on behavior expectations, including lessons on impact versus intent and appropriate communication. Moving forward, the focus will be on strengthening Tier 1 supports while providing targeted interventions for identified student groups to ensure equitable outcomes across all areas of engagement and school climate.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall student chronic absenteeism rate is Green, with 5.6% of students chronically absent. Hispanic students are in the Orange category, with 14.1% chronically absent. Socioeconomically disadvantaged students are also in the Orange category, with 12.1% chronically absent. English learners are in the Green category, with 6.3% chronically absent, and Asian students are also in the Green category, with 4.4% chronically absent. Students with disabilities are in the Red category, with 21.3% chronically absent.	While the overall chronic absenteeism rate moved from 7% to 5.6%, it will decrease by an additional 1.5% while maintaining Green performance on the California Dashboard. Student groups currently in the Orange performance category will increase one color band level to Yellow or Green, and students with disabilities will decrease chronic absenteeism rates to move out of the Red category and into a higher performance level.
CA Dashboard Conditions and Climate	Overall student suspension rate is Blue, with 0.5% of students suspended at least one day. 1.1% of socioeconomically disadvantaged students were suspended, placing them in the Yellow category. 1.3% of Hispanic students were suspended, also placing them in the Yellow category. 1% of students with disabilities were suspended, placing them in the Green category.	While the overall suspension rate remained stable at 0.5%, the overall suspension rate will be maintained at or below 0.5%, while sustaining Blue performance on the California Dashboard. Student groups currently in the Yellow performance category will decrease suspension rates to move one color band level to Green, and all student groups will maintain low suspension rates through continued implementation of schoolwide behavior supports.
PowerSchool Incident Management	85% of all office referrals resulted in OMC from August 2025 to May 2026 in PowerSchool. Student groups that were referred disproportionately included Hispanic/Latino students (12.96% of the population, 25% of incidents), White students (3.44% of the population, 15% of incidents), and Multi-Racial students (3.24% of the population, 10% of incidents). Filipino students (6.68% of the population, 5% of incidents) appeared proportionally represented, while Asian students (72.47% of the population) were underrepresented in discipline incidents overall.	Student groups that were referred disproportionately will decrease in office referrals as follows: 15% of Hispanic students, 10% of White students, and 5% of Multi-Racial students.
EESD Safety Survey	In Fall 2025, 97.2% of staff are familiar or very familiar with the school-wide rules, 88.5% of students are familiar or very familiar with the school-wide rules, 91.9% of the community is familiar or very familiar with the school-wide rules.	In Fall 2025, there was a slight decrease in the percentage of staff who are familiar with the school-wide rules, dropping from 91.3% to 88.4%. Therefore for 2025, 90% of staff will be familiar or very familiar with the school wide rules. In 2025, there was a notable increase in student familiarity with the rules from 69.6% to 74.6%. For 2025, 76% of students will be familiar or very familiar with the school wide rules.

		In 2025, there was a notable increase in community familiarity with the rules jumping from 67.1% to 72.16%. For 2025, 74% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, sensory room, rewards system, and both PBIS and spirit assemblies.	All Students	2363.00 Supplemental Fund 4000-4999: Books And Supplies Obj. 4310
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Family Picnic Events, Community Service opportunities, student social events, volunteer opportunities, attendance workshops, and parent nights.	All Students	1000.00 Supplemental Fund 4000-4999: Books And Supplies Obj. 4351 , Obj. 4310
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.	All Students	2,000 General Fund 4000-4999: Books And Supplies Obj. 4310
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, peer mentors/tutoring, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to:	All Students	1500.00 General Fund 4000-4999: Books And Supplies Obj. 4310

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	sports, speech and debate, collaborations with local high school groups, and teacher-led clubs.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

Regarding California School Dashboard Engagement indicators, Evergreen Elementary School demonstrated continued improvement in Chronic Absenteeism, earning a green rating with an overall rate of 5.6%, reflecting a significant decline from prior years. This improvement indicates the positive impact of attendance monitoring systems, family communication practices, and schoolwide engagement efforts.
While overall attendance outcomes are strong, subgroup data indicate areas requiring continued attention. Students with Disabilities (21.3%) and Hispanic students (14.1%) continue to experience higher rates of chronic absenteeism compared to the schoolwide average. Although progress has been made, these disparities highlight the need for sustained targeted outreach, differentiated supports, and strengthened family partnerships to ensure equitable access to instructional time.

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

Based on analysis of PowerSchool Incident Management data, the majority of discipline responses resulted in Other Means of Correction (OMC), accounting for approximately 92% of all actions, while suspension-related responses represented approximately 8%. This reflects a strong overall emphasis on restorative and corrective practices rather than exclusionary discipline. However, disaggregation of discipline data by student group reveals patterns of disproportionality that warrant further attention. Hispanic/Latino students, who comprise approximately 13.5% of the student population, accounted for 25% of discipline incidents. Similarly, White students (2.4% of the population) and Filipino students (5.3% of the population) each represented 25% of incidents, indicating a significant overrepresentation relative to their enrollment. Conversely, Asian, African American, American Indian/Alaska Native, Pacific Islander, and students identifying as Two or More Races accounted for 0% of reported discipline incidents. While this may reflect positive behavioral trends within those groups, it also highlights an uneven distribution of referrals across the student population. The finding that multiple student groups—despite vastly different population sizes—each account for 25% of incidents suggests a need for deeper analysis into referral patterns, staff practices, and contextual factors contributing to behavior incidents. This includes examining potential implicit bias, consistency of behavior expectations, supervision structures, and access to Tier 1 and Tier 2 behavioral supports. Overall, while the high percentage of OMC reflects alignment with PBIS and restorative practices, the disproportionality across student groups indicates an area for continued monitoring and targeted action to ensure equitable discipline outcomes for all students.

Additionally, local Safety Survey data indicate generally positive trends in student and community familiarity with schoolwide expectations. However, any variation in staff consistency or in the implementation of schoolwide practices suggests a need for continued professional development and calibration to ensure a uniform understanding of behavioral expectations and restorative practices across all classrooms and settings.
Continued focus on consistent implementation of PBIS structures, proactive communication with families, and targeted attendance interventions for identified subgroups will be essential to maintaining positive school climate outcomes and further reducing disproportionality.

Overall, Evergreen Elementary demonstrates strong progress in school climate and engagement, and will continue to refine equitable practices and targeted supports to ensure consistent outcomes for all student groups.

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

Our school experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.
Successful Implementation:
Successful implementation of Strategy 2.1 PBIS - All teachers utilized Excellent Eagle awards, as well as Eagle Referrals for behavior challenges. Our motivational token economy was utilized each week with a fully functioning "store" to cash in rewards for positive behavior.
Successful implementation ofStrategy 2.2 Family Engagement - Collaboration with families and the community helps provide a variety of opportunities including family nights. Staff hosts Back to School Night, Open House, and School Beautification days. Student Council implements Spirit Rallies where Excellent Eagles are showcased for all students to recognize.
Successful Implementation of Strategy 2.3 Family Communication - PBIS handbooks, homework folders, Friday folders, homework planners, ParentSquare messaging, SST/504 handbooks- all of these supports are utilized regularly to communicate with family and community.
Successful Implementation of Strategy 2.4 Enrichment Opportunities- Students participate in a variety of enrichment activities outside of school hours, and/or during lunch time. Activities include lunchtime organized basketball, after-school sports programming, and student-run/teacher-supported clubs.

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

Because of the successful implementation of our PBIS, family engagement, communication, and enrichment strategies, along with careful budget monitoring and alignment, we will continue these programs in the 2026–2027 school year within our allocated budget. The positive outcomes observed in student behavior, school climate, and family participation affirm the value of these initiatives. No major changes are planned for these strategies, allowing for program continuity and sustainability. These efforts will be maintained and refined as outlined in Strategies 2.1 through 2.4 of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

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

The California School Dashboard uses student scores from the CAASPP tests in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3–6 are assessed in Math and Language Arts on the CAASPP.

Evergreen Elementary School scored Blue in Math, maintaining high performance, with students scoring 78.1 points above standard. Evergreen Elementary School also scored Blue in Language Arts, with students performing 74.3 points above standard, maintaining overall strong achievement.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Evergreen, all students performed at the Blue level, scoring 71.7 points above standard, reflecting an increase from the prior year and continued strong science achievement.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor students' progress toward grade-level proficiency. In March of 2026, 77% of all students were at “Early On” or “Mid or Above” grade-level proficiency in Reading. In March of 2026, 77% of all students were at “Early On” or “Mid or Above” grade-level proficiency in Math. While a majority of students are performing at or near grade level, these results indicate a need for continued targeted intervention to support students performing below grade level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	79.23% of all students are proficient.	82% of all students will be proficient.
CAASPP Math Results	83.17% of all students are proficient.	85% of all students will be proficient.
CAST Results	56.9% of all students are proficient.	60% of all students will be proficient.
iReady Reading T3 Diagnostic	77% of all students are proficient.	80% of all students will be proficient.
iReady Math T3 Diagnostic	77% of all students are proficient.	80% of all students will be proficient.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments In order for students tha access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours (i.e. SEAT hours).	All Students	15,631.77 General Fund 4000-4999: Books And Supplies Obj. 4310 6983.00 General Fund 1000-1999: Certificated Personnel Salaries Obj. 1120 1,527.00 General Fund 3000-3999: Employee Benefits
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: Professional Learning Communities, Data Walks, Equity Walks, Instructional Rounds, Executive Functioning Walks, and ILT team.	All Students	1836.30 General Fund 4000-4999: Books And Supplies Obj. 4310

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

The CAASPP ELA scores showed overall stable performance, with 79.23% of students meeting or exceeding standard, representing a decrease of 2.64 percentage points from the previous year. Similarly, in Mathematics, CAASPP Math scores remained strong, with 83.17% of students meeting or exceeding the standard, reflecting a slight decrease of 0.12 percentage points from the prior year and overall maintained performance.

The CAST (Science) results demonstrated positive growth, with all students performing 71.7 points above standard, reflecting a 4.4-point increase from the prior year and indicating continued strength in science achievement.

The iReady diagnostics for the 2025–2026 school year indicate an area of need compared with the prior year. In Reading, the Trimester 3 diagnostic score of 77% represents a 6-percentage-point decrease from the previous year's 83%. Similarly, Mathematics shows a decline, with the Trimester 3 diagnostic score of 77%, down 4 percentage points from the previous year's 81%.

Overall, the comparison of prior-year data with current results indicates mixed trends in students' academic achievement across English Language Arts, Mathematics, and Science. While CAASPP results remain strong and CAST shows notable growth, the decline in iReady outcomes suggests a need for increased focus on foundational skills and targeted

intervention. These findings underscore the need to refine and strengthen instructional strategies, particularly through targeted interventions and differentiated support, to ensure continued academic progress for all students.

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

Successful implementation of Strategy 3.1- Effective Learning Environments: General operational supplies and services were supplied to all classroom budgets, department budgets, as well as for SEAT hours.
Successful implementation of Strategy 3.2- Academic Progress Monitoring: Staff has regularly engaged in academic progress monitoring. ILT/PBIS team met on a regular basis to disaggregate data and provide information to staff.

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

All monies were spent as allocated.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$70,658.07
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title III	$3,359.00

Subtotal of additional federal funds included for this school: $3,359.00

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

State or Local Programs	Allocation ($)
General Fund	$42,978.07
Supplemental Fund	$24,321.00

Subtotal of state or local funds included for this school: $67,299.07

Total of federal, state, and/or local funds for this school: $70,658.07

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	50,784.00	7,805.93
Supplemental Fund	28,224.00	3,903.00
Title III	3534.00	175.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	42,978.07
Supplemental Fund	24,321.00
Title III	3,359.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,483.00
2000-2999: Classified Personnel Salaries	7,000.00
3000-3999: Employee Benefits	7,344.00
4000-4999: Books And Supplies	25,331.07
5000-5999: Services And Other Operating Expenditures	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	6,983.00
3000-3999: Employee Benefits	General Fund	1,527.00
4000-4999: Books And Supplies	General Fund	21,968.07
5000-5999: Services And Other Operating Expenditures	General Fund	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	4,000.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	9,000.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	7,000.00
3000-3999: Employee Benefits	Supplemental Fund	4,958.00
4000-4999: Books And Supplies	Supplemental Fund	3,363.00
1000-1999: Certificated Personnel Salaries	Title III	2,500.00
3000-3999: Employee Benefits	Title III	859.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,817.00
Goal 2	6,863.00
Goal 3	25,978.07

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Diana Nakano	Principal
Jill Tanner	Classroom Teacher
Christina Cerniglia	Other School Staff
Phil Noteware	Classroom Teacher
Francie Arboleda	Other School Staff
Amanda Gil	Parent or Community Member
Kim Shehee	Parent or Community Member
Raquel Galindo	Parent or Community Member
Fabiola Ramirez	Parent or Community Member
Leiji Nair	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/04/2026.

Attested:

	Principal, Diana Nakano on 6/04/2026
	SSC Chairperson, Jill Tanner on 6/04/2026

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

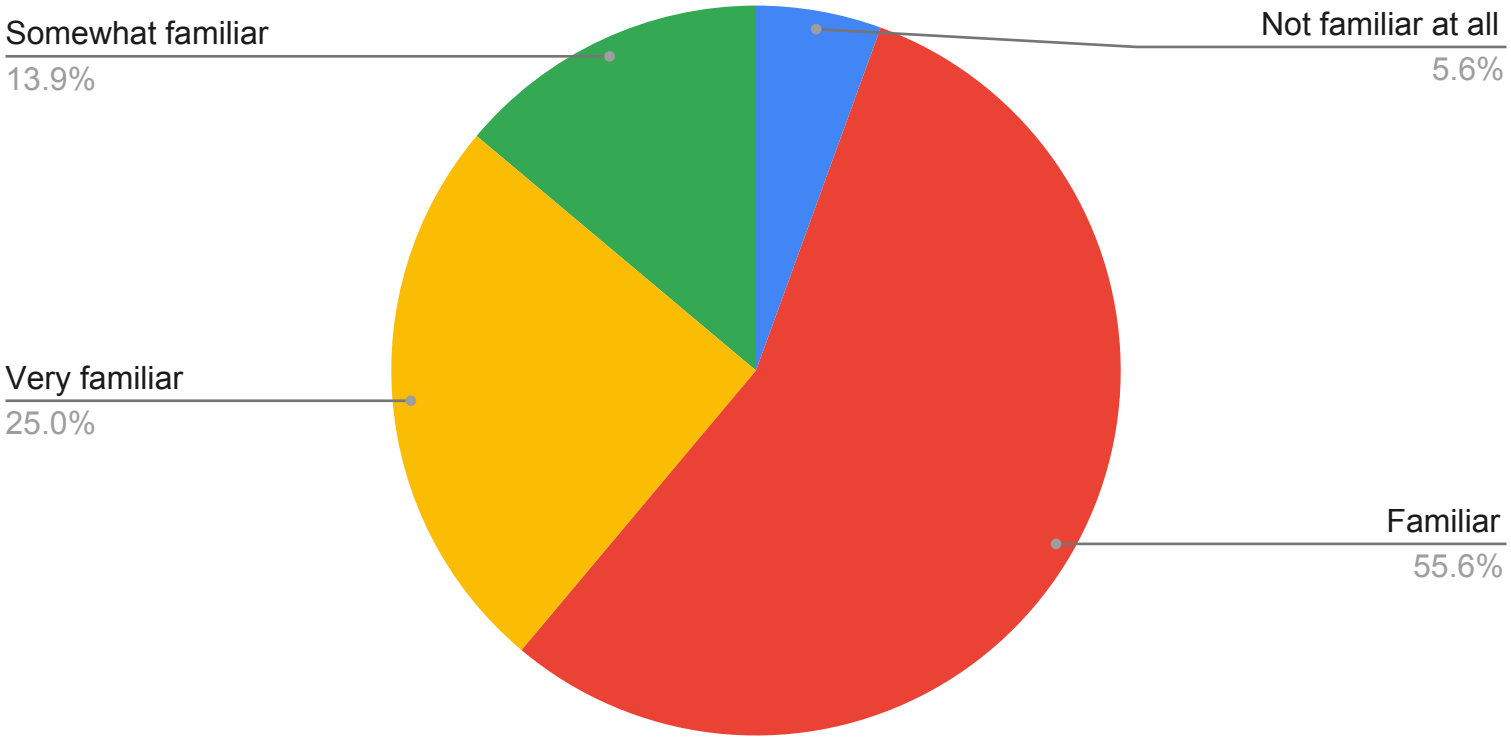
Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

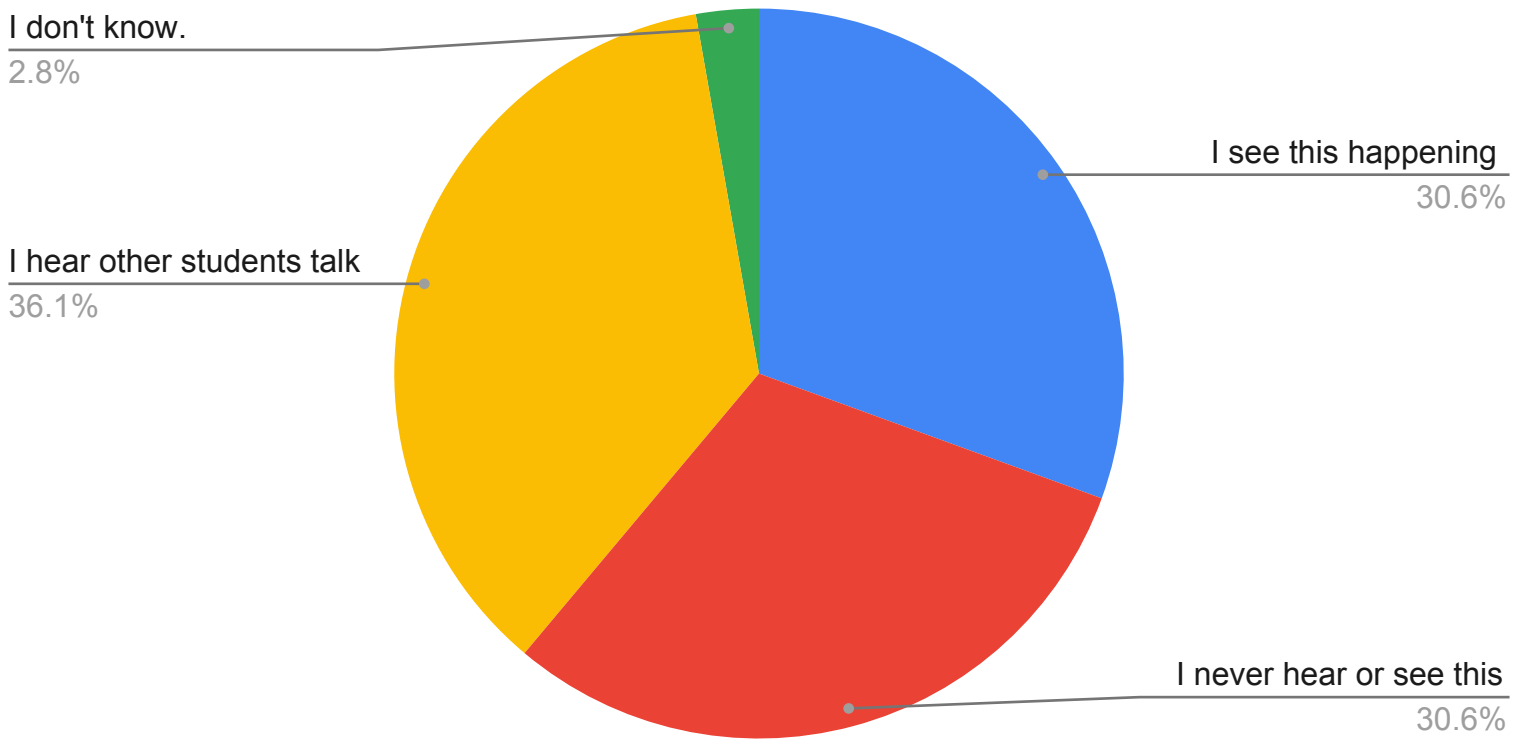
- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

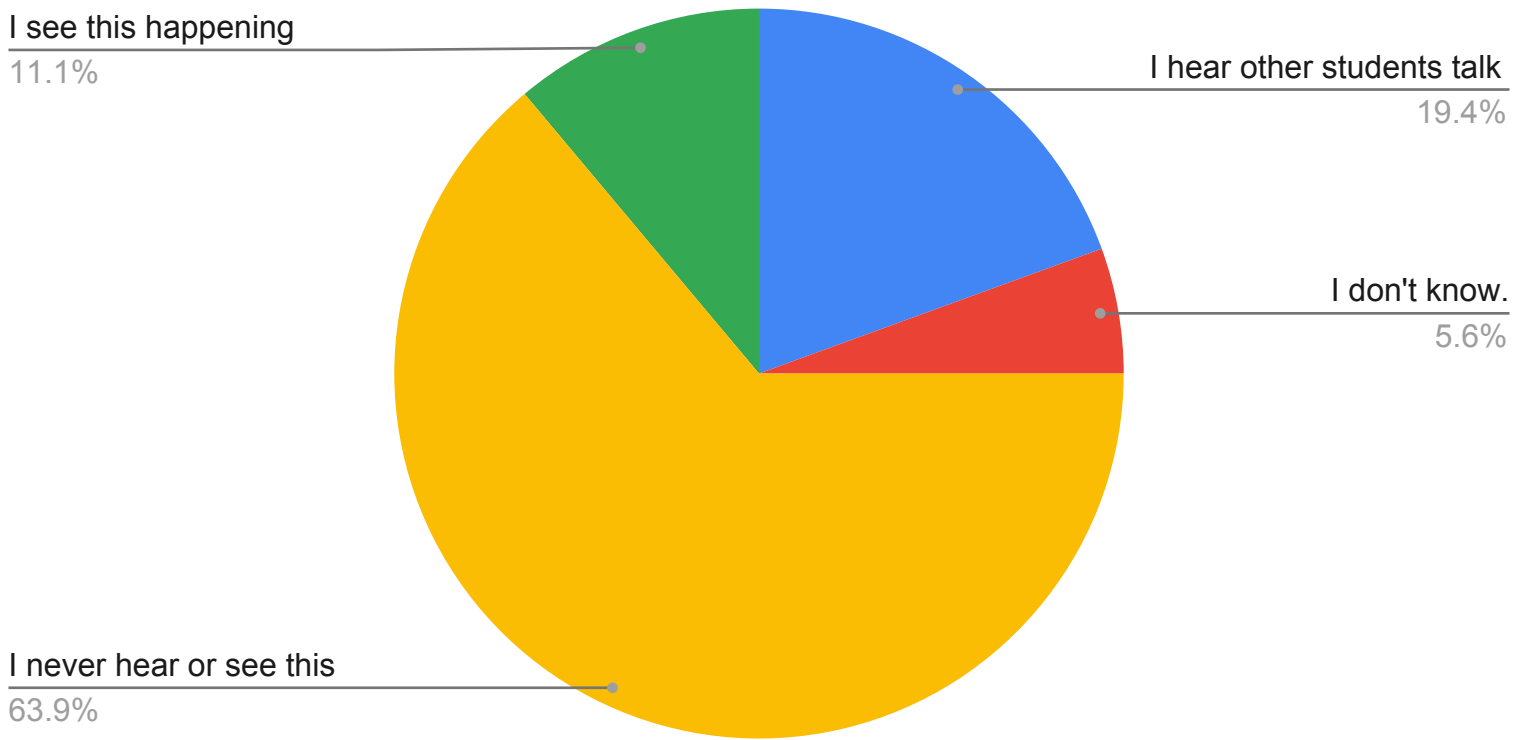
Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]



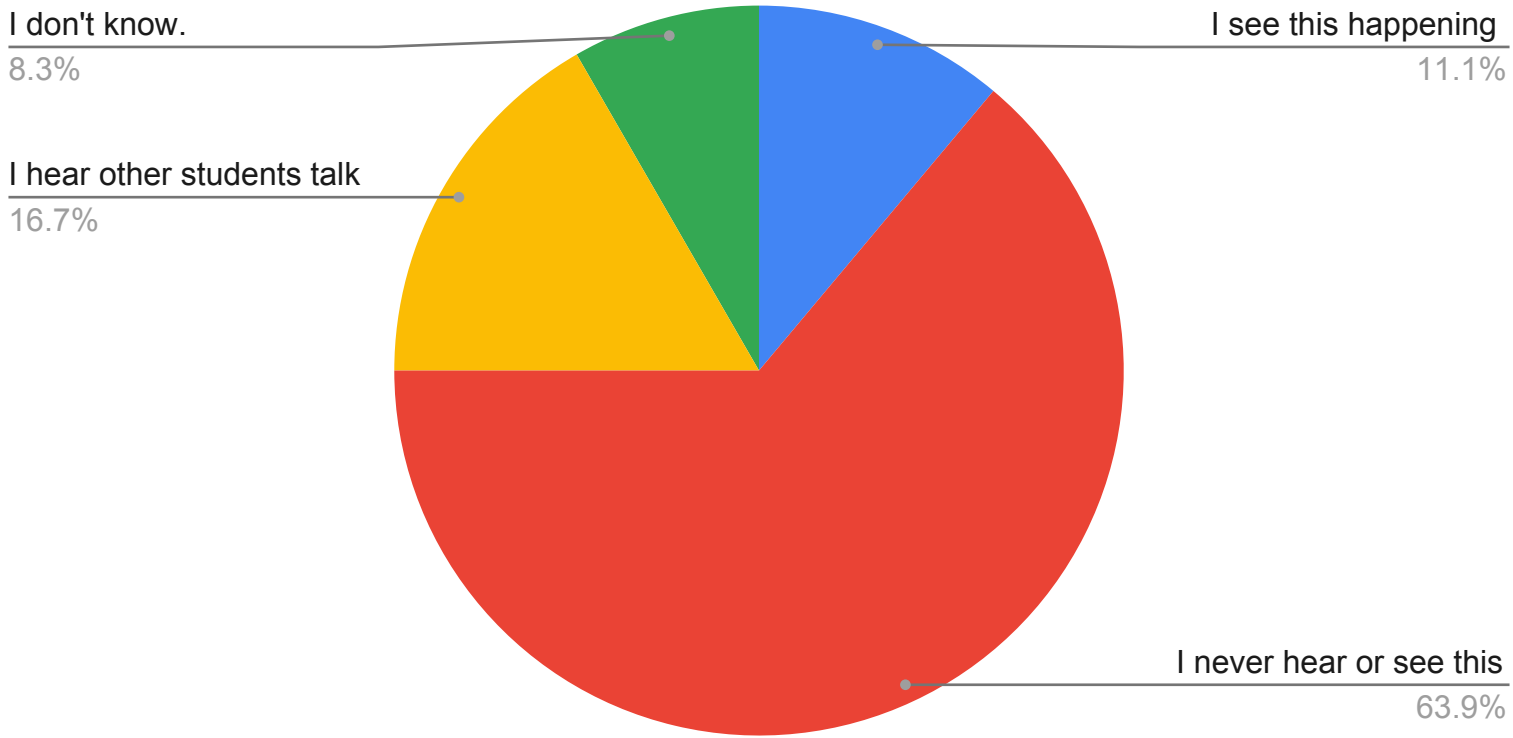
Count of How much do you find the following to be a problem at your school? [Bullying]



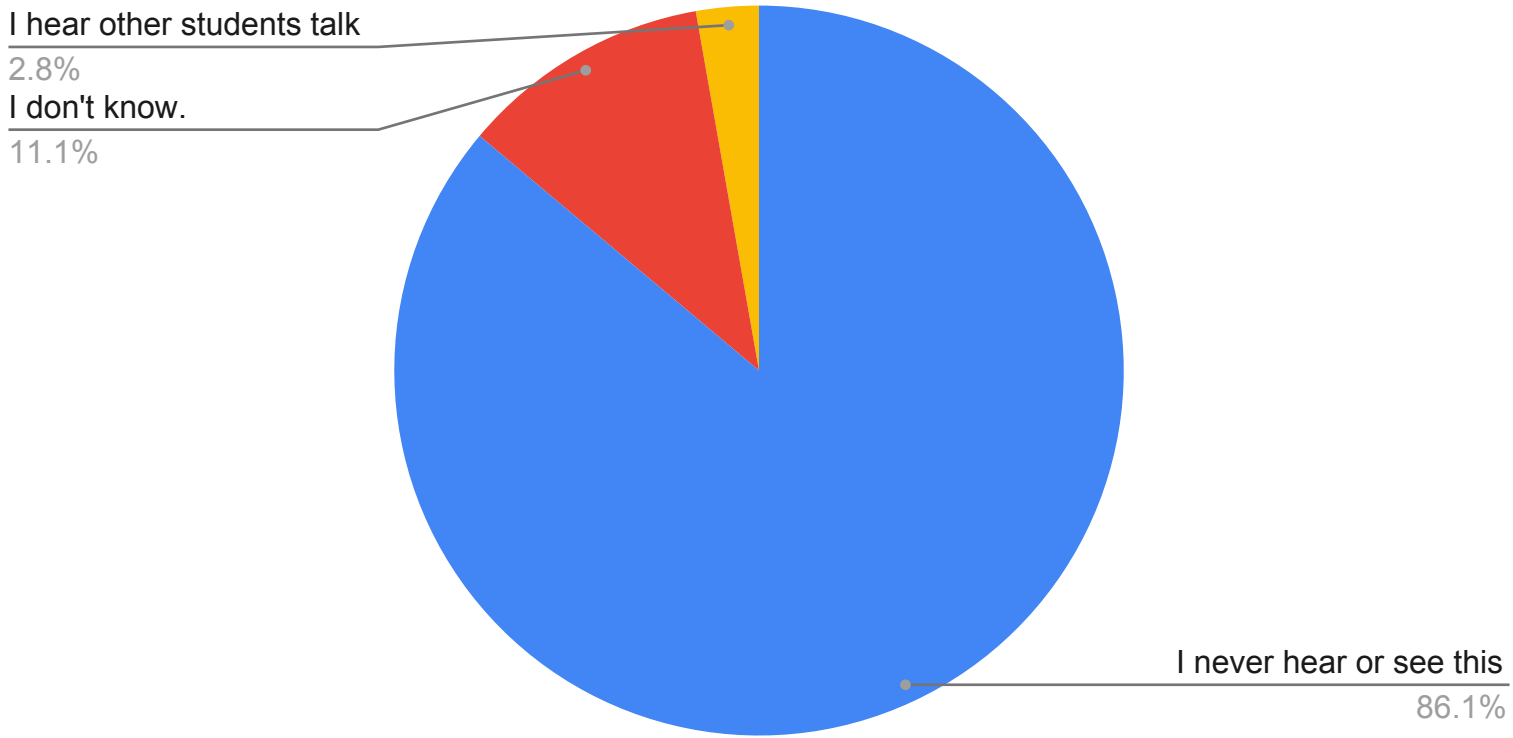
Count of How much do you find the following to be a problem at your school? [Fights and Assault]

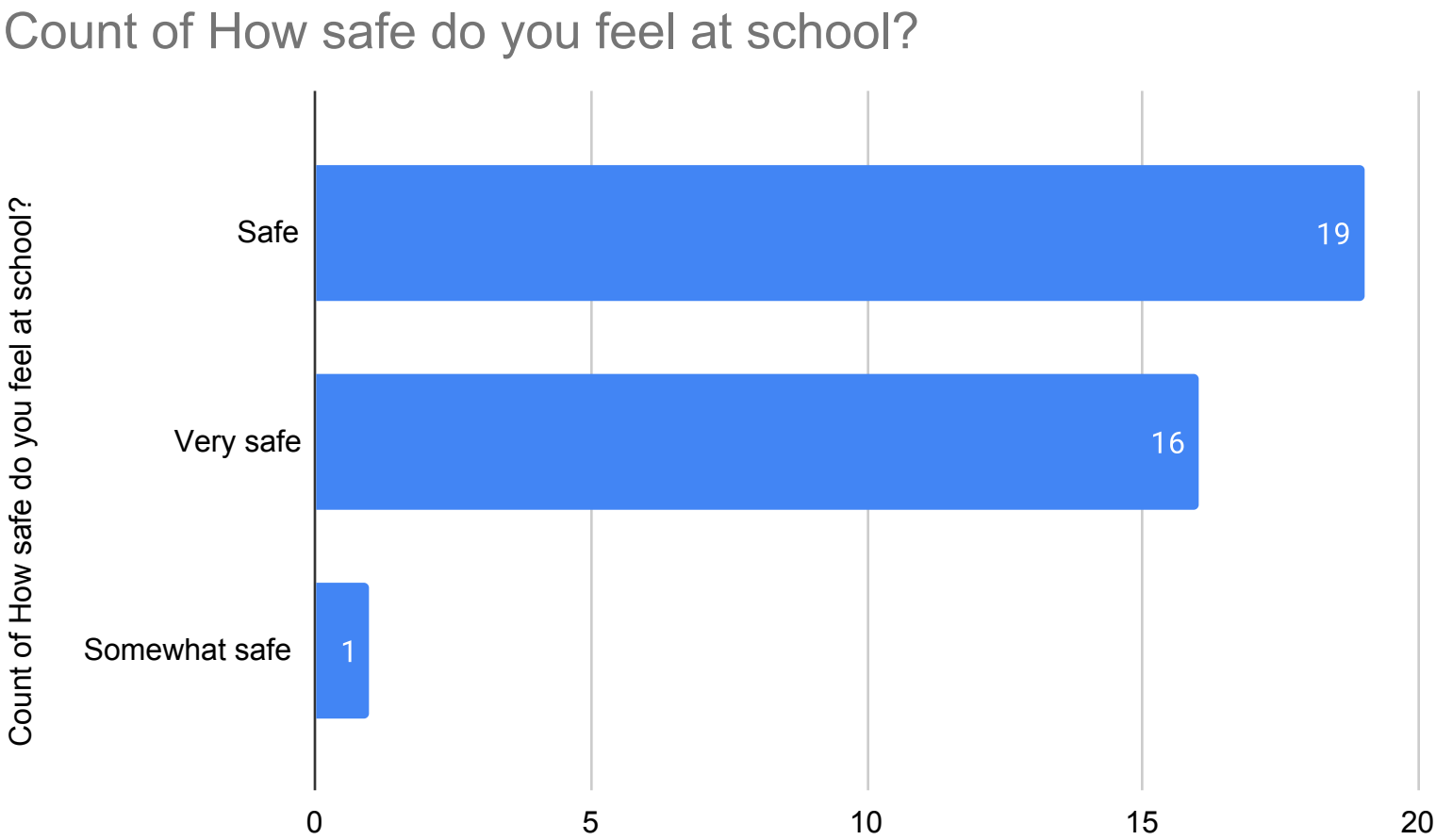


Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]



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




Count of How safe do you feel at school?
Count of How safe do you feel at school?
Safe
Very safe
Somewhat safe
19
16
1
0
5
10
15
20

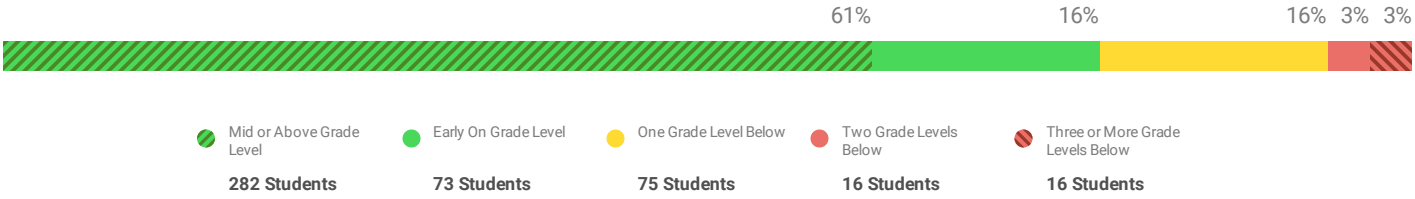
Diagnostic Results

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **462/472**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		51%	8%	41%	0%	0%	49/53
Grade 1		57%	10%	24%	8%	0%	49/49
Grade 2		52%	14%	27%	8%	0%	79/81
Grade 3		60%	24%	7%	3%	5%	58/62
Grade 4		68%	12%	8%	3%	8%	73/73
Grade 5		66%	21%	7%	0%	6%	68/68

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Diagnostic Results

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Math
Academic Year	2025 - 2026
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		67%	19%	8%	2%	3%	86/86

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EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET
FY 2026-27

pbis

SCHOOL:	EVERGREEN	SITE #	001		ALLOCATION:	$	24,321.00	
			3 digits - 0##					
Certificated Salaries (for timesheets)			FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher			010-0159-0	1120	00-1590	1000	001	1,000	2.1 PBIS
Hourly Teacher			010-0159-0	1120	00-1590	1000	001	1,000	1.1 PD/ Leadership Team
Substitute Teachers (*paid by site)*			010-0159-0	1150	00-1590	1000	001	400	3.2 SST subs x 2
Substitute Teachers (*paid by site)*			010-0159-0	1150	00-1590	1000	001	400	3.2 504 sub x 2
Substitute Teachers (*paid by site)*			010-0159-0	1150	00-1590	1000	001		
Subs for absences are charged to the District:			010-0159-0	1150	00-1298	1000	081		
*Other**			010-0159-0		00-1590		001		
21.88%	*Benefits*		010-0159-0	3xx1	00-1590		001	613	
Classified Salaries (for timesheets)									
Hourly Classroom Aide / Paraprofessional			010-0159-0	2190	00-1590	1000	001		
Hourly M&O / Custodian			010-0159-0	2224	00-1590	8100	001		
Hourly Clerical			010-0159-0	2460	00-1590	2700	001		
Hourly Health Aide			010-0159-0	2950	00-1590	3140	001		
Hourly Noon Duty			010-0159-0	2950	00-1590	3900	001	3,930	3.1 lunch supervision
*Other**			010-0159-0		00-1590		001		
35.38%	*Benefits*		010-0159-0	3xx2	00-1590			1,390	
Supplies (for POs & reimbursements)									
Books			**010-0159-0**	**4200**	**00-1590**	**1000**	**001**	3,000	2.4 E.F. books
Classroom Supplies /Instructional Supplies Classroom			**010-0159-0**	**4310**	**00-1590**	**1000**	**001**		
Office Supplies			**010-0159-0**	**4351**	**00-1590**	**2700**	**001**	1,000	2.1 PBIS incentives
Parts/Supplies M.O.T.			**010-0159-0**	**4365**	**00-1590**	**8100**	**001**		
Equipment $500 -4,999 *(function depends on use*)*			010-0159-0	4400	00-1590		001		
*Other**			010-0159-0		00-1590		001		
Other Services & Operating Costs (for POs & reimbursements)									
Travel/Conference			010-0159-0	5210	00-1590	1000	001	2,000	1.1 EF conference
Conference Registration Fees			010-0159-0	5220	00-1590	1000	001	700	
Mileage Reimbursement			010-0159-0	5299	00-1590	1000	001		
Maintenance Repair			010-0159-0	5610	00-1590	8100	001		
Computer Repair			010-0159-0	5611	00-1590	1000	001		
Copier Maintenance			010-0159-0	5615	00-1590	1000	**001**	2,000	
Consultant/Contractors			**010-0159-0**	**5815**	**00-1590**	**1000**	**001**	4,000	2.1 Common Ground, Drum Assembly
Software, Subscriptions & Licenses			**010-0159-0**	**5826**	**00-1590**	**1000**	**001**	2,888	1.3 IXL/ Mystery Science
Field Trip			010-0159-0	5840	00-1590	1000	001		
*Other**			010-0159-0		00-1590		001		
*Other**			010-0159-0		00-1590				
TOTAL BUDGET								**24,321**	
should match Allocation									
variance:								(0)	

Fill out with Business Office - we're happy to help

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

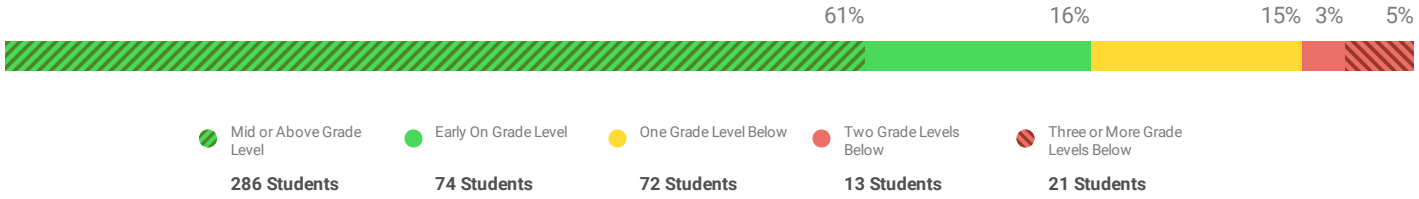
Diagnostic Results

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Diagnostic 3
Prior Diagnostic	None

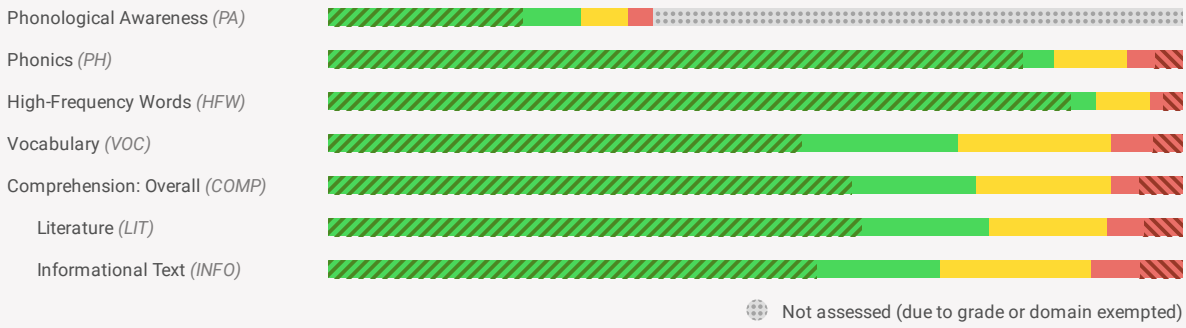
Criterion Referenced

Overall Placement

Students Assessed/Total: **466/472**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		43%	27%	31%	0%	0%	49/53
Grade 1		59%	10%	27%	4%	0%	49/49
Grade 2		66%	9%	16%	9%	0%	79/81
Grade 3		76%	11%	6%	0%	6%	62/62

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Diagnostic Results

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2025 - 2026
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		55%	21%	12%	3%	10%	73/73
Grade 5		66%	16%	12%	0%	6%	68/68
Grade 6		60%	19%	12%	2%	7%	86/86

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Evergreen Elementary School

Family Engagement Plan
2025 - 2026

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

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

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

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

Communication and Collaboration:

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

Engage parents in dialogue about parent engagement during the following meetings:
- District Parent Advisory Committee Meetings
- Open Houses

- School Site Council (open to the public)
- Parent Workshops
- Coffee/Chat with the Principal
- Back to School Night
- School-Hosted Events
- PTA Events
- SEL program / Partnerships

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

Evergreen Elementary School will help parents understand:

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

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

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

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

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

Each year, Evergreen Elementary will evaluate the content and effectiveness of the parent and family engagement plan and family engagement activities to improve academic quality, using

parent surveys. This survey link is distributed to parents through the school’s digital platforms and posted on the school's website for parents to complete

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL:	EVERGREEN	SITE #	001		ALLOCATION:	$	3,359.00
			3 digits - 0##				

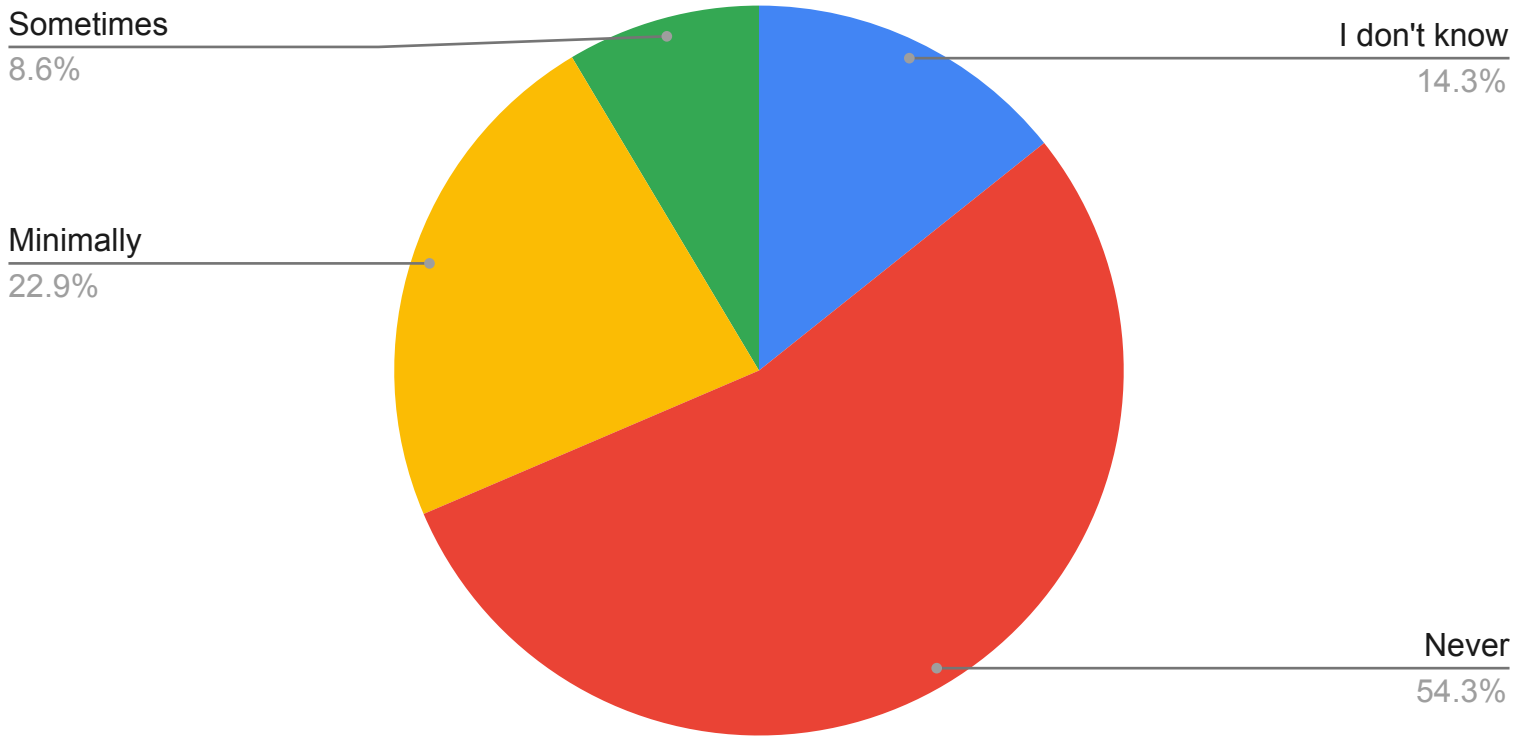
Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	001	2,500	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	001		
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	001		
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081		
*Other**	060-4203-0-		00-1551		001		
21.88% Benefits	060-4203-0-	3xx1	00-1551			859	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	001		
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	001		
Hourly Clerical	060-4203-0-	2460	00-1551	2700	001		
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	001		
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	001		
*Other**	060-4203-0-		00-1551		001		
35.38% Benefits	060-4203-0-	3xx2	00-1551				
Supplies (for POs & reimbursements)							
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**001**		
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**001**		for EL students
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**001**		
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**001**		
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		001		
*Other**	060-4203-0-		00-1551		001		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	060-4203-0-	5210	00-1551	1000	001		
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	001		
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	001		
Maintenance Repair	060-4203-0-	5610	00-1551	8100	001		
Computer Repair	060-4203-0-	5611	00-1551	1000	001		
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**001**		
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**001**		
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**001**		
Field Trip	060-4203-0-	5840	00-1551	1000	001		
*Other**	060-4203-0-		00-1551		001		
*Other**	060-4203-0-		00-1551				
TOTAL BUDGET						3,359	

**Fill out with Business Office - we're happy to help*

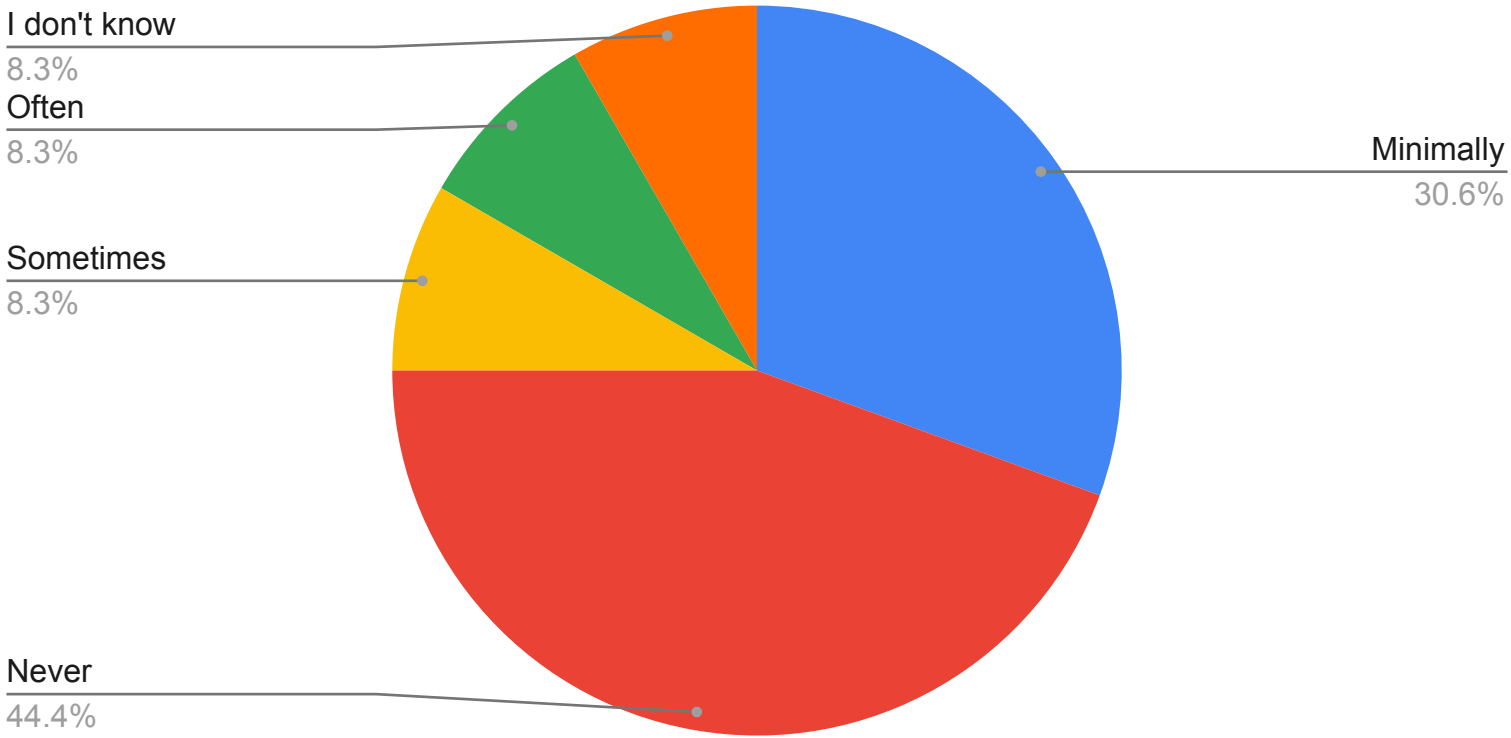
Statutory Benefits Calculation					
19.10%	STRS (Certificated only)	3101	859	variance:	-
26.40%	PERS (Classfied only)	3202			
6.20%	OASDI (CL)	331X			
1.45%	Medicare (CE & CL)	332X	65		
0.05%	State Unemployment (CE & CL)	350X	3		
1.275%	Workers Comp (CE & CL)	360X	54		
			981		

should match Allocation

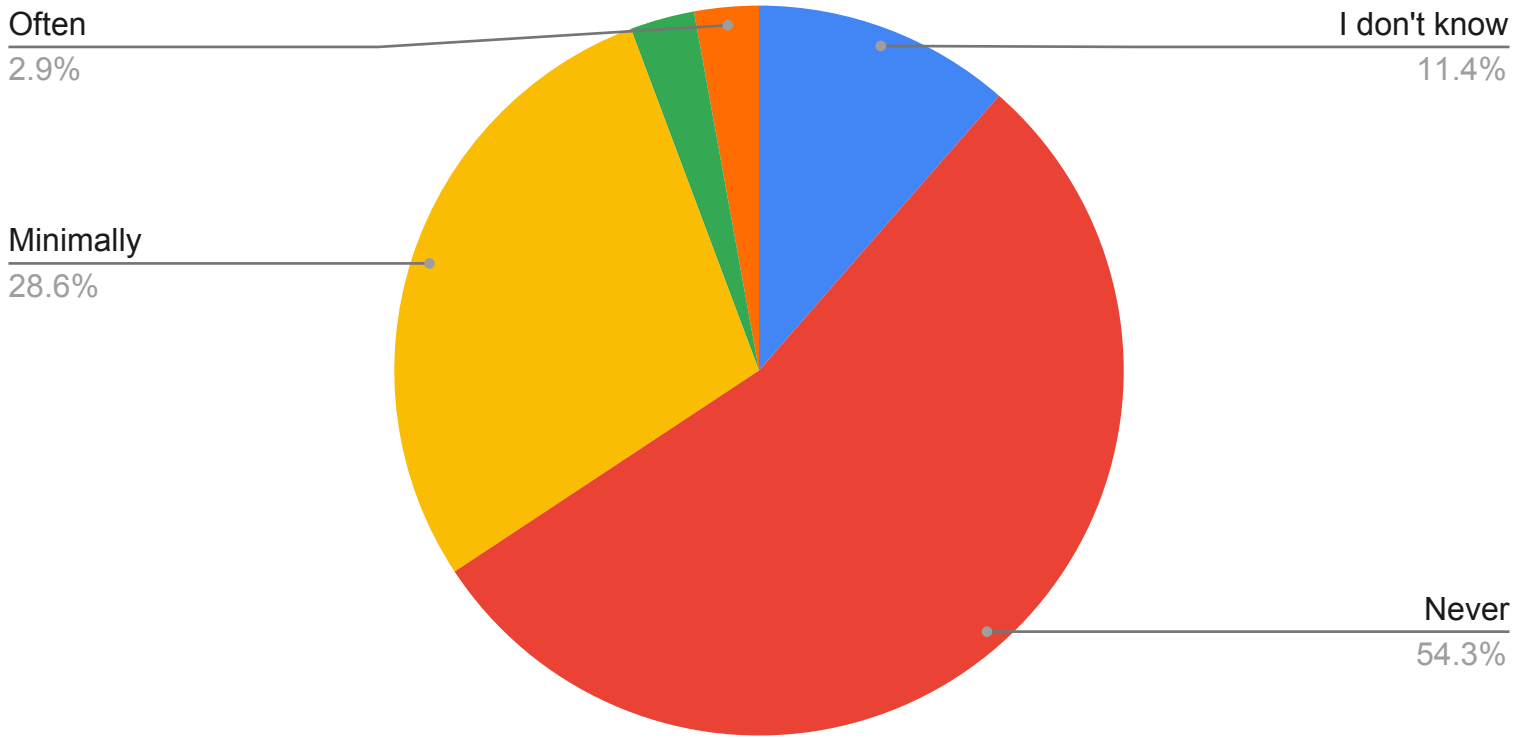
Count of Students at my school get put down because of their ... [Race]

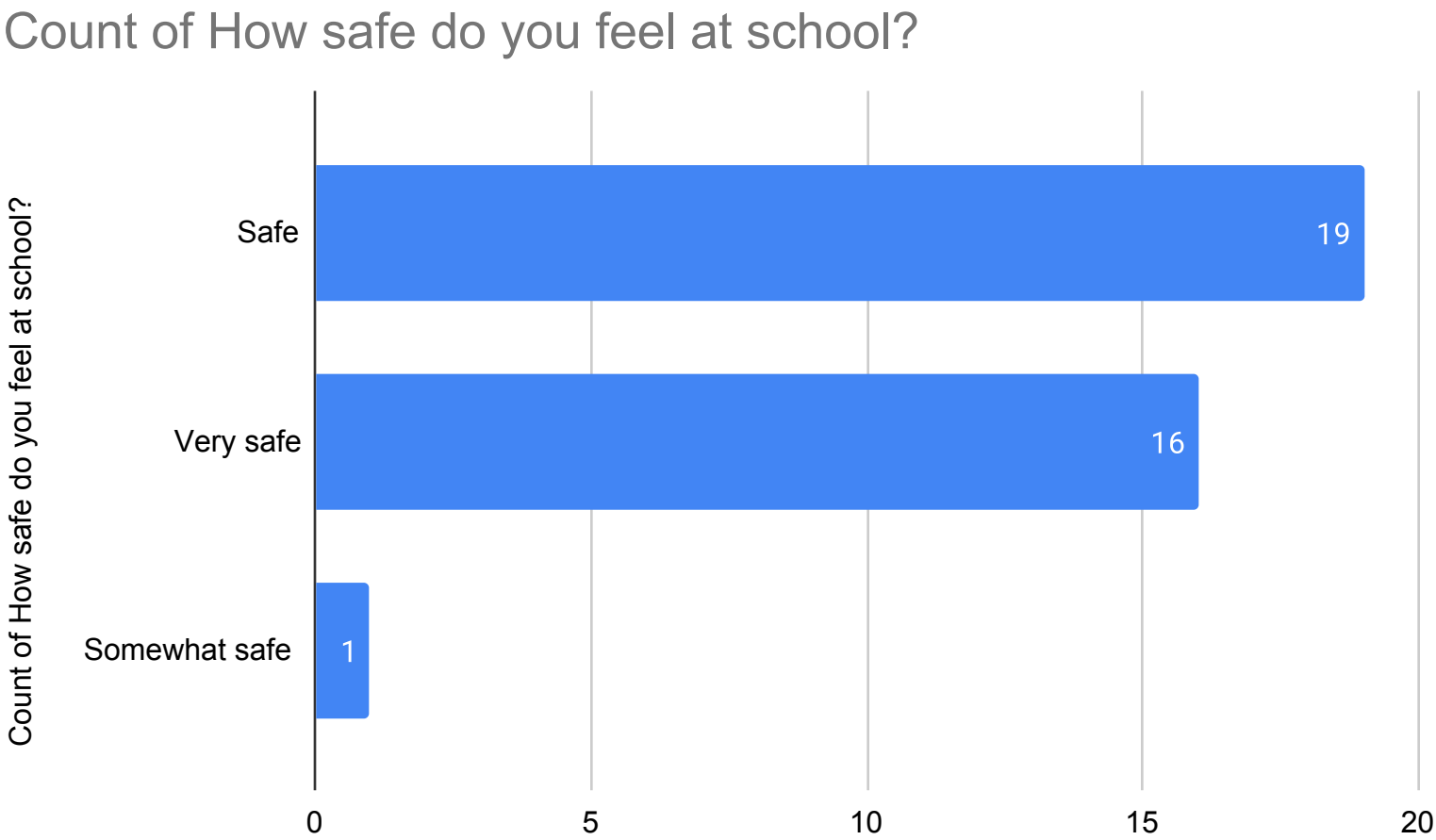


Count of Students at my school get put down because of their ... [Learning difficulties]

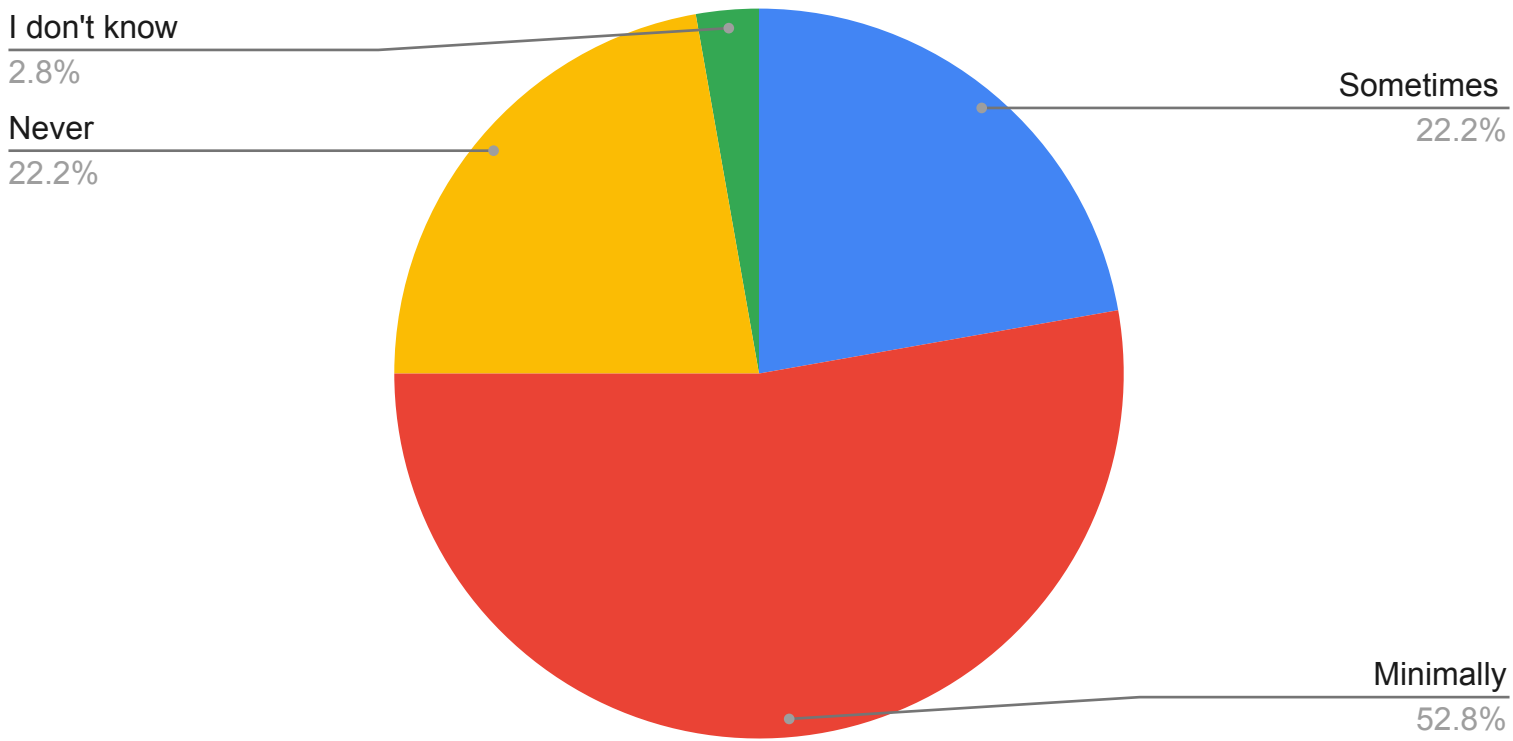


Count of Students at my school get put down because of their ... [Clothing or physical appearance]

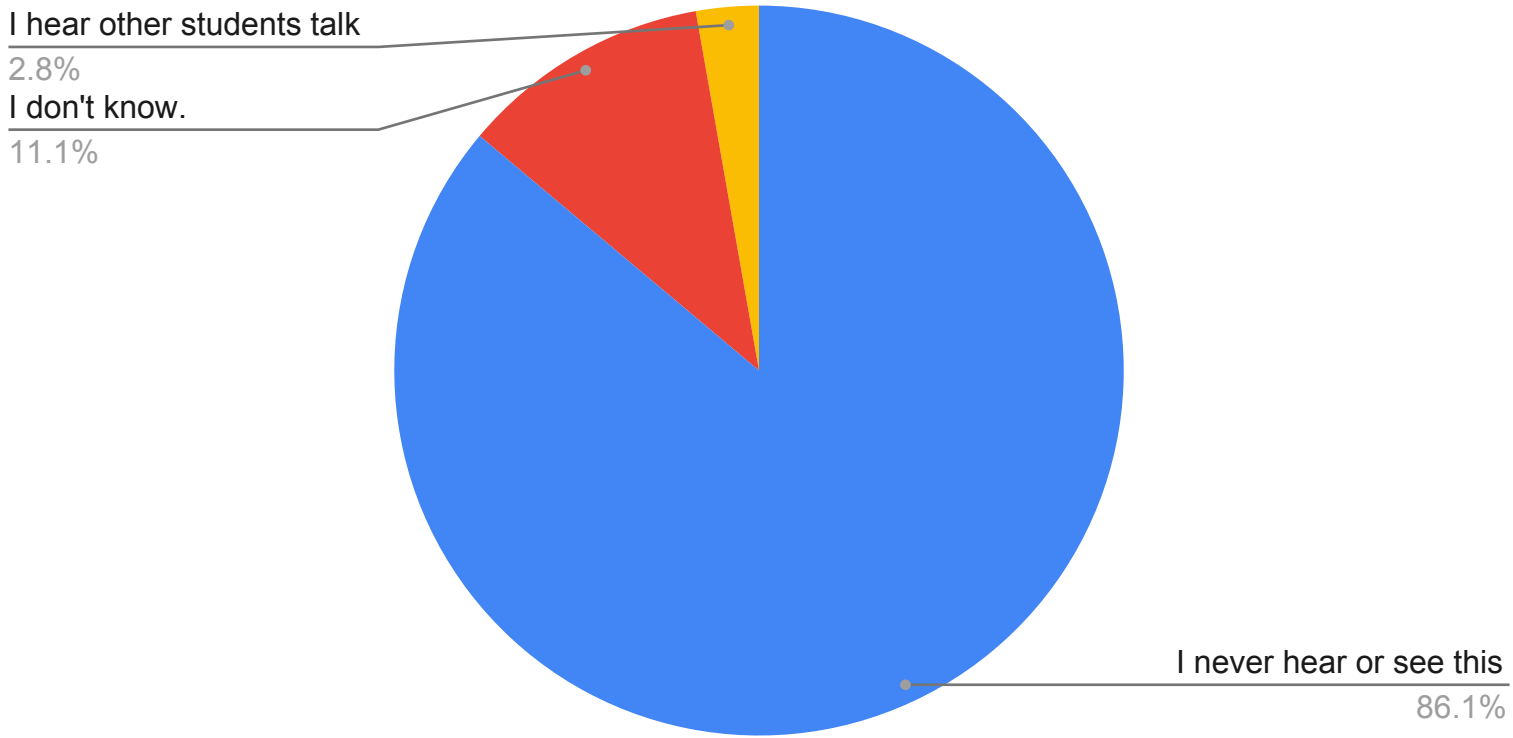



Count of How safe do you feel at school?
Count of How safe do you feel at school?
Safe
Very safe
Somewhat safe
19
16
1
0
5
10
15
20

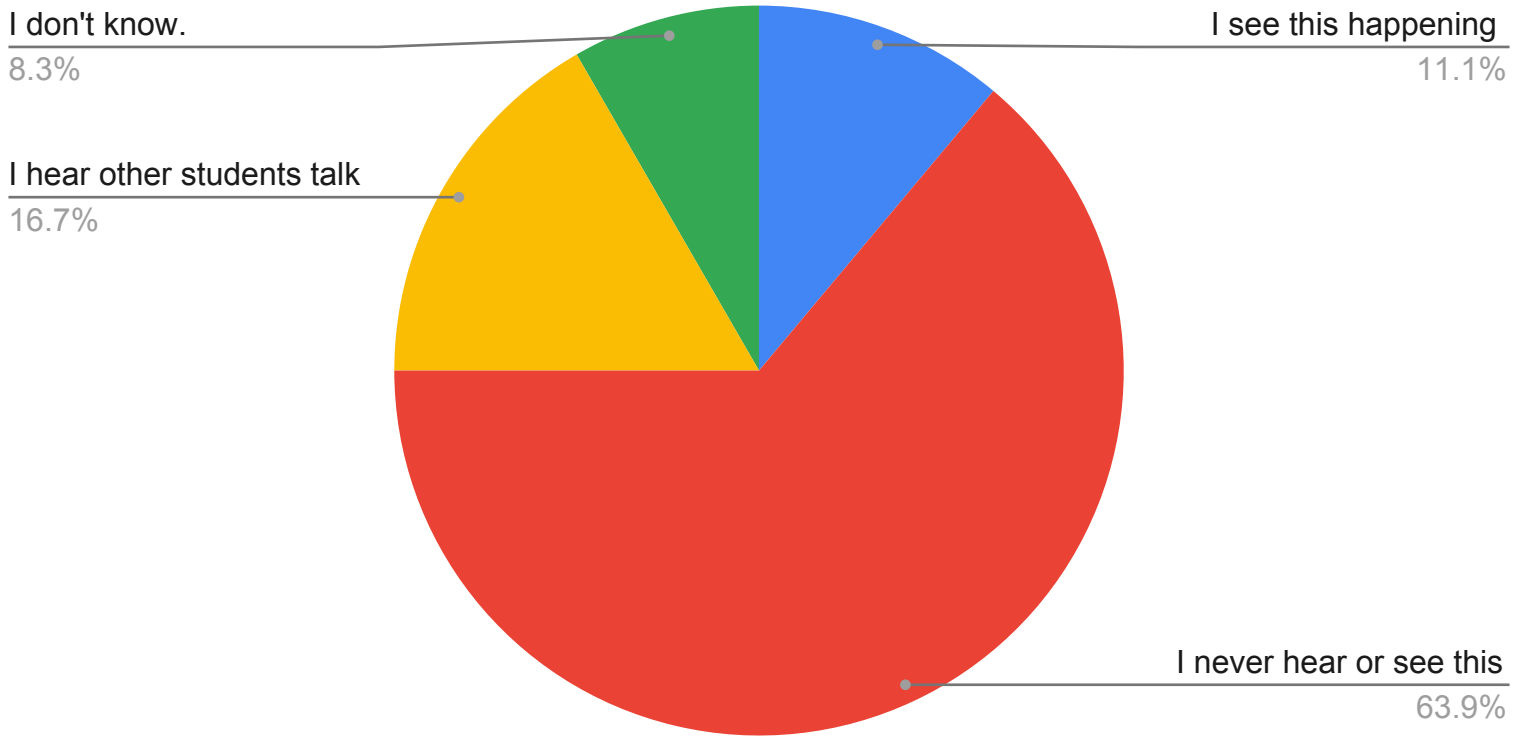
Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt



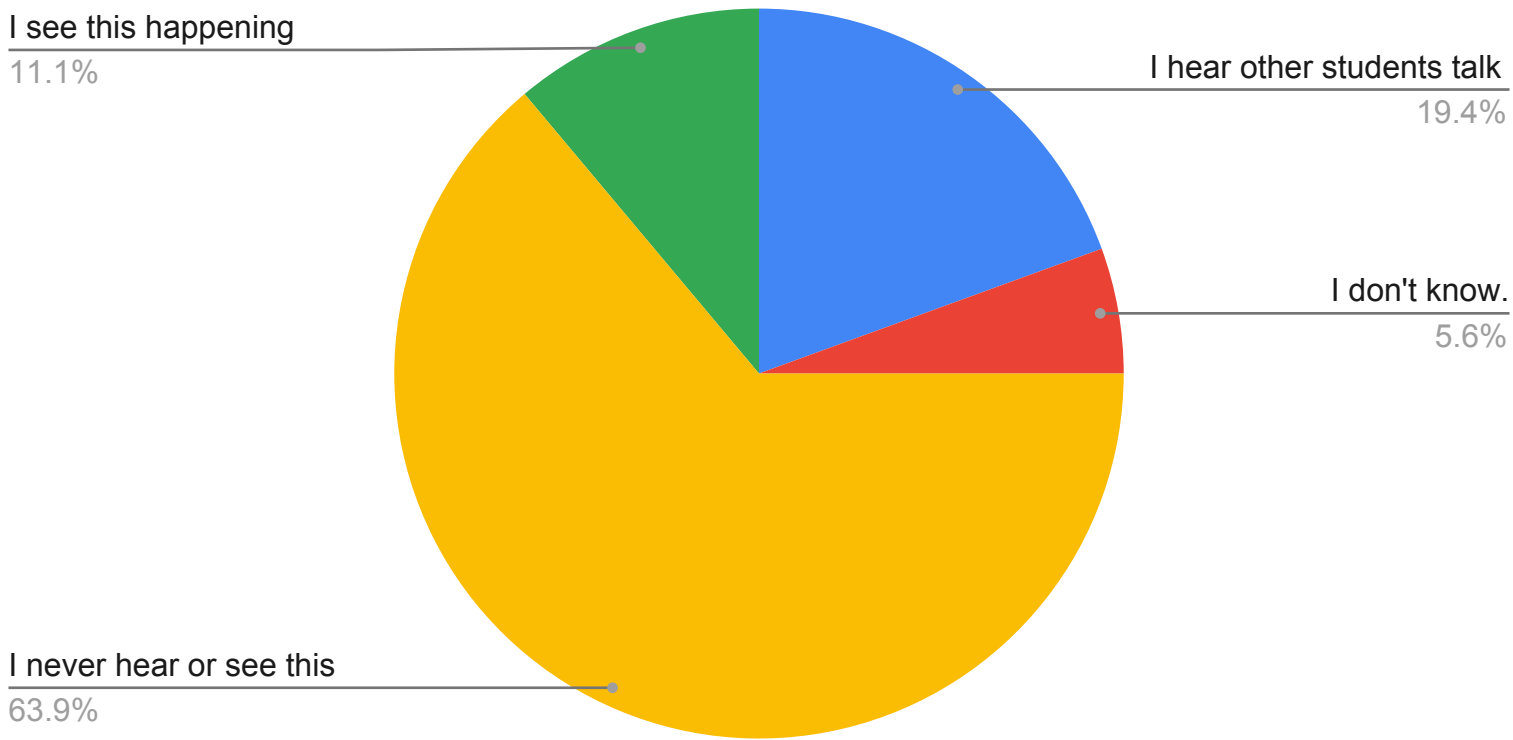
Count of How much do you find the following to be a problem at your school? [Student interest in gangs]



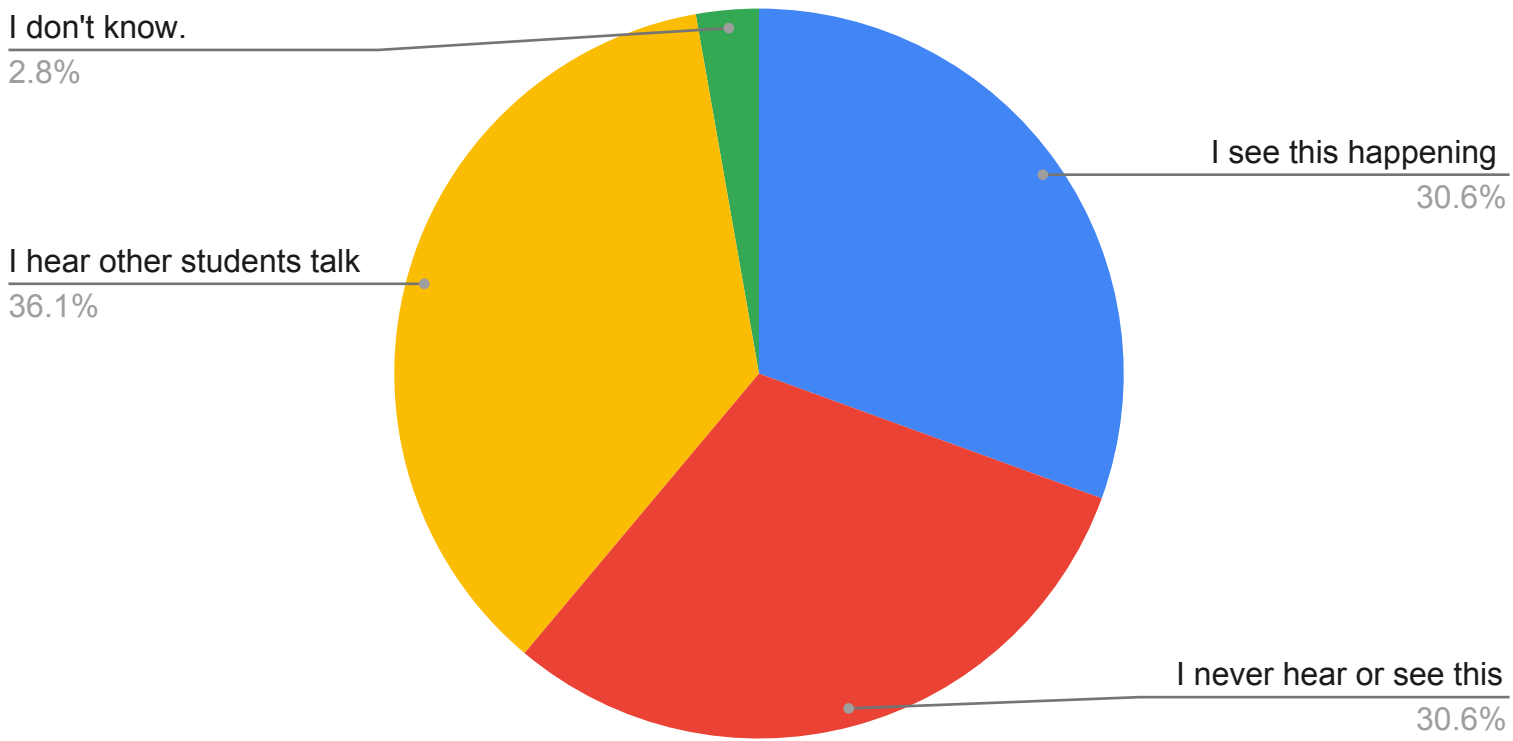
Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]



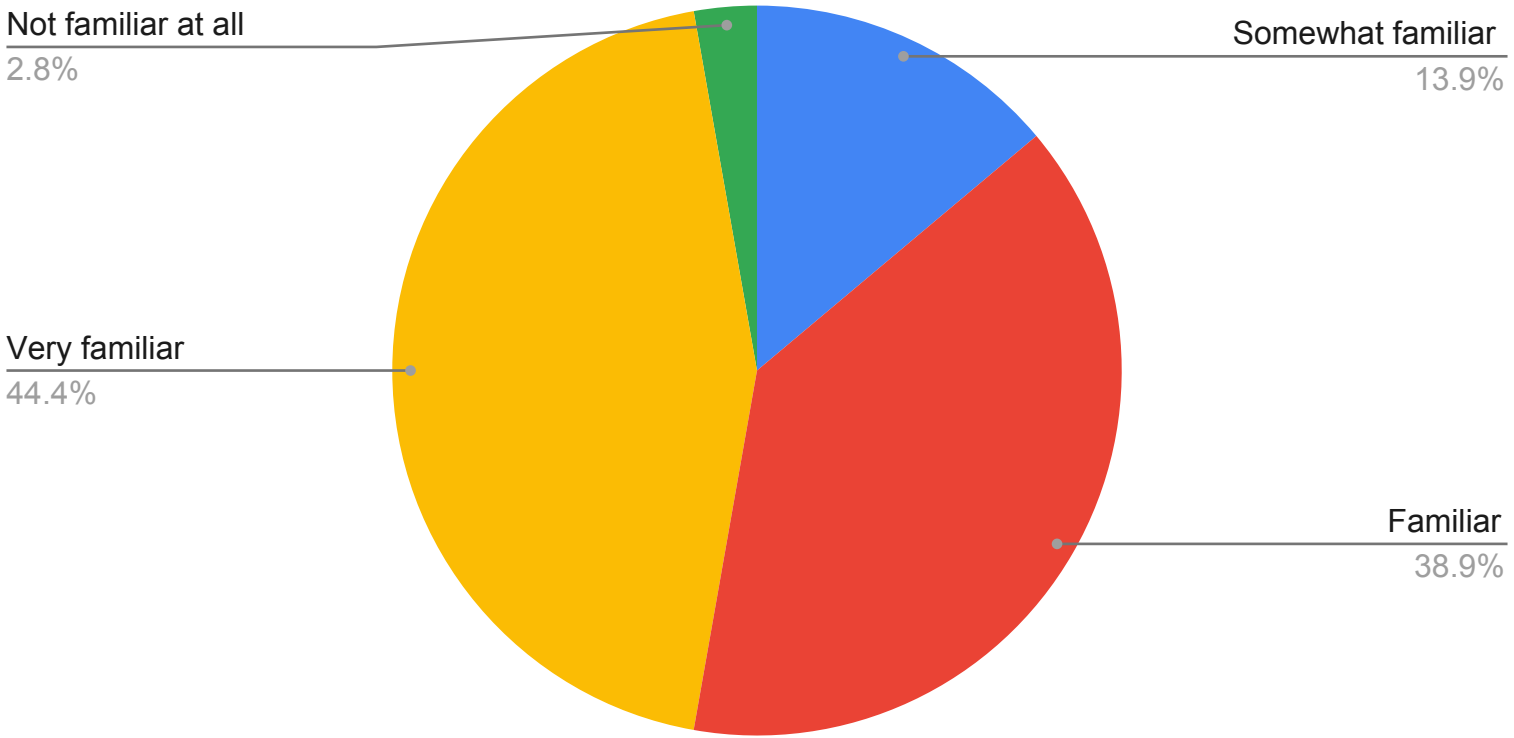
Count of How much do you find the following to be a problem at your school? [Fights and Assault]



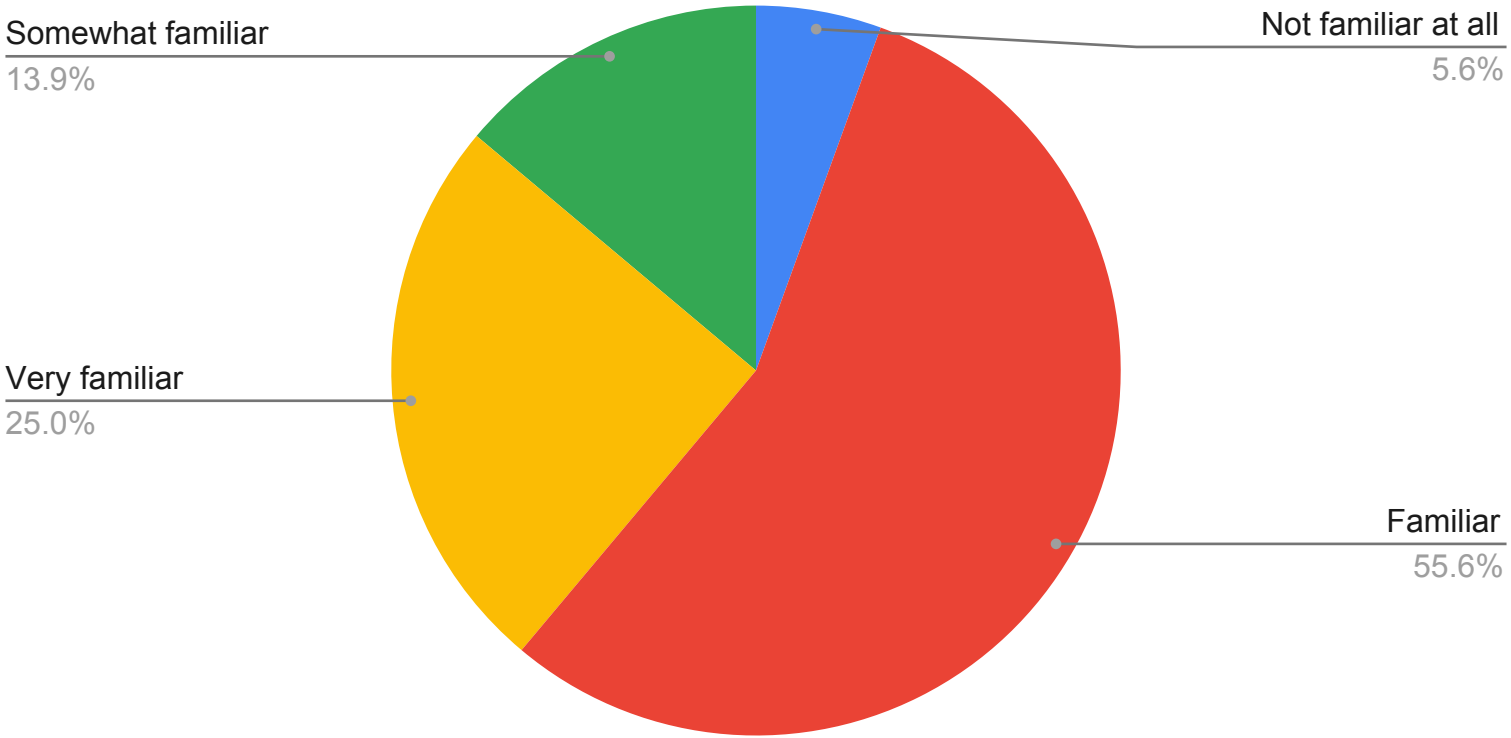
Count of How much do you find the following to be a problem at your school? [Bullying]



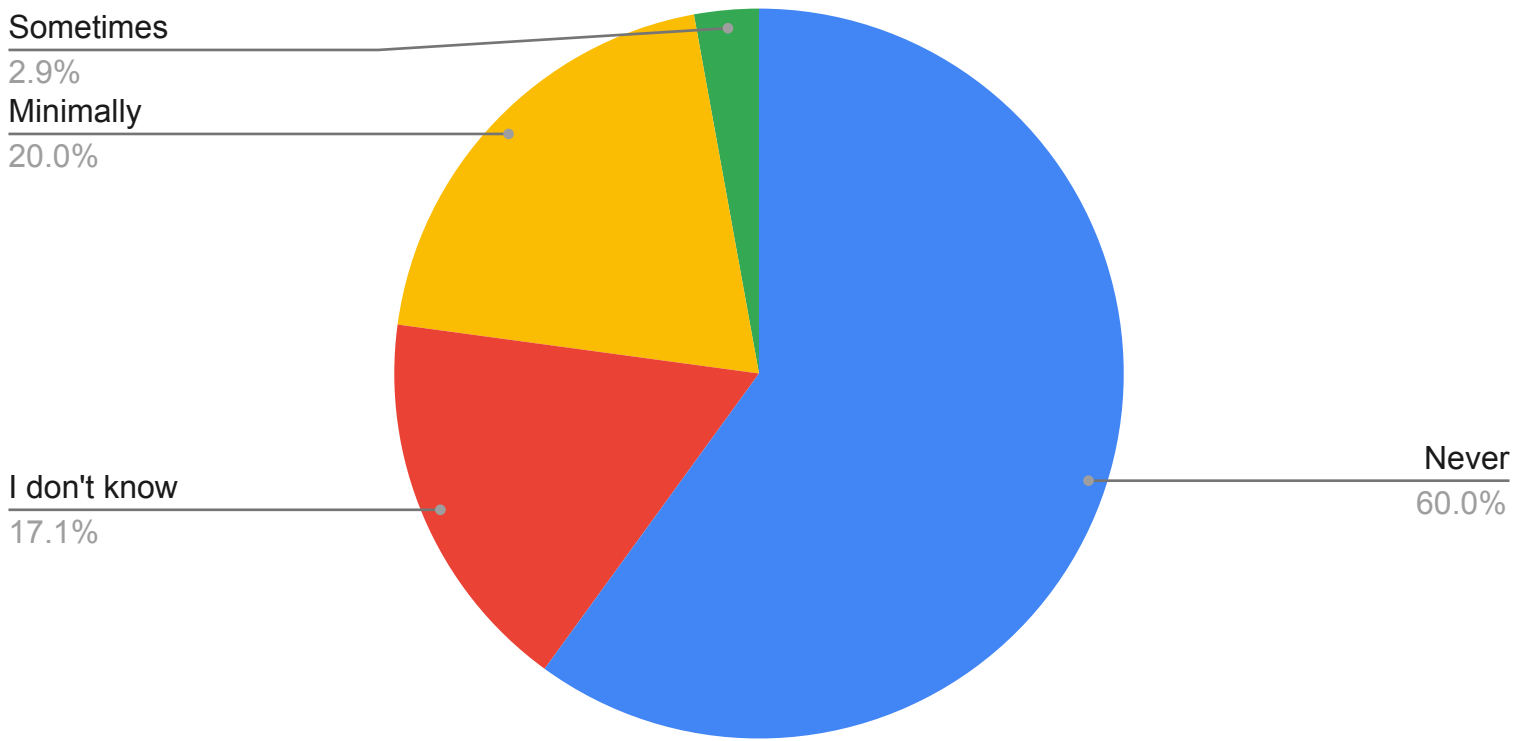
Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



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



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



EVERGREEN SCHOOL DISTRICT
EST. 1860 SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL:	EVERGREEN	SITE #	001	ALLOCATION:	$	42,978.00
			3 digits - 0##			

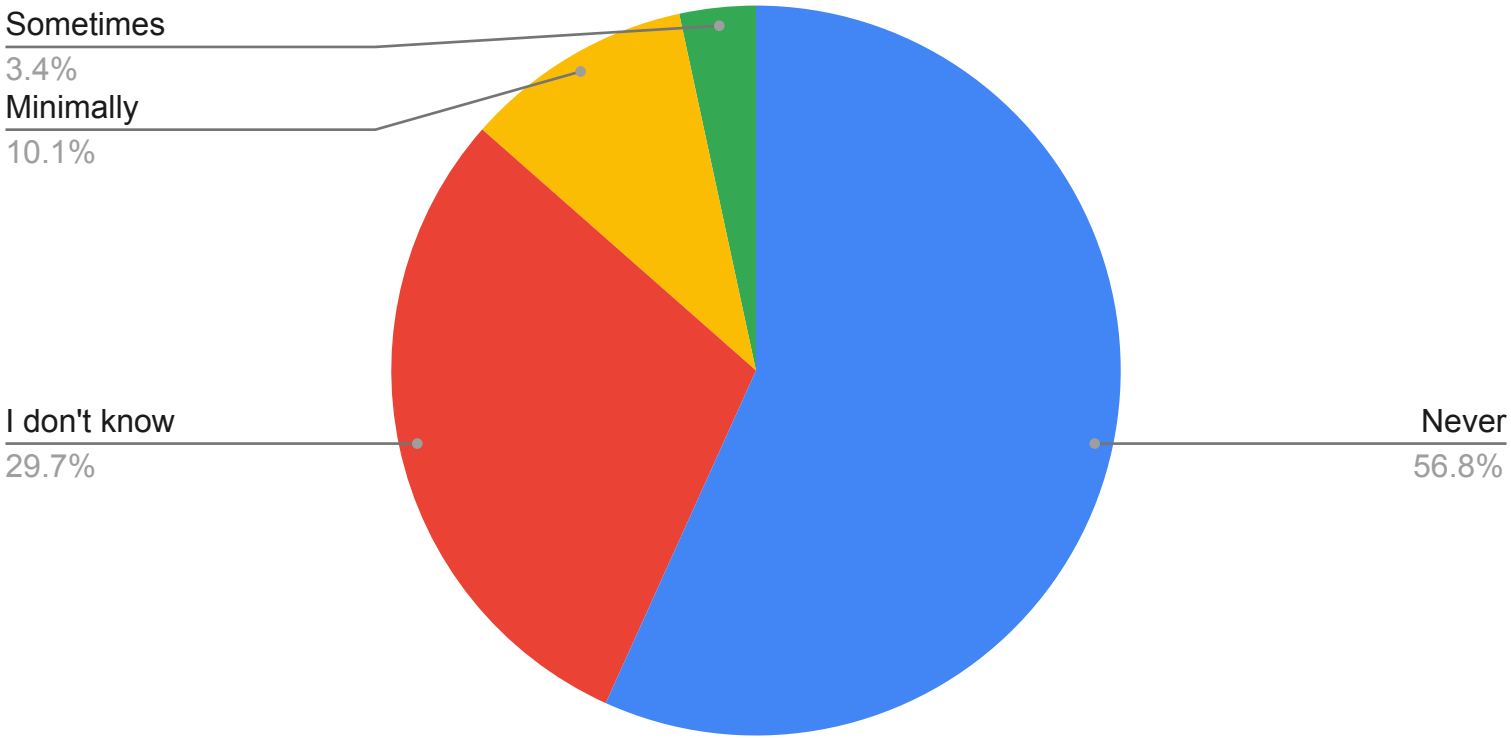
	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Certificated Salaries (for timesheets)							
Hourly Teacher	010-1100-0	1120	00-1170	1000	001		
SEAT School Enrichment ***(required $55.86 x 125 hours)***	010-1100-0	1120	00-1170	1000	001	**6,983**	dent council, PTA liaison, science camp coordinator, yea
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	001		
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081		
*Other**	010-1100-0		00-1170		001		
21.88% Benefits	010-1100-0	3xx1	00-1170		001	1,527	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	001		
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	001		
Hourly Clerical	010-1100-0	2460	00-1170	2700	001		
Hourly Health Aide	010-1100-0	2950	00-1170	3140	001		
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	001		
*Other**	010-1100-0		00-1170		001		
35.38% Benefits	010-1100-0	3xx2	00-1170		001	-	
Supplies (for POs & reimbursements)							
Books	010-1100-0	**4200**	**00-1170**	**1000**	**001**		
Classroom Supplies	010-1100-0	**4310**	**00-1170**	**1000**	**001**	8,770	
Office Supplies	010-1100-0	**4351**	**00-1170**	**2700**	**001**	7,198	new copier needed
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		001		
*Other**	010-1100-0		00-1170		001		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-1100-0	5210	00-1170	1000	001	-	
Conference Registration Fees	010-1100-0	5220	00-1170	1000	001		
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	001		
Maintenance Repair	010-1100-0	5610	00-1170	8100	001		
Computer Repair	010-1100-0	5611	00-1170	1000	001		
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**001**	3,500	
Consultant/Contractors	010-1100-0	**5815**	**00-1170**	**1000**	**001**	15,000	1.3 IXL, Mystery Science, Brain Pop
Web subscriptions and software	010-1100-0	**5826**	**00-1170**	**1000**	**001**		
Field Trip	010-1100-0	5840	00-1170	1000	001		
*Other**	010-1100-0		00-1170		001		
*Other**	010-1100-0		00-1170				

**Fill out with Business Office - we're happy to help*

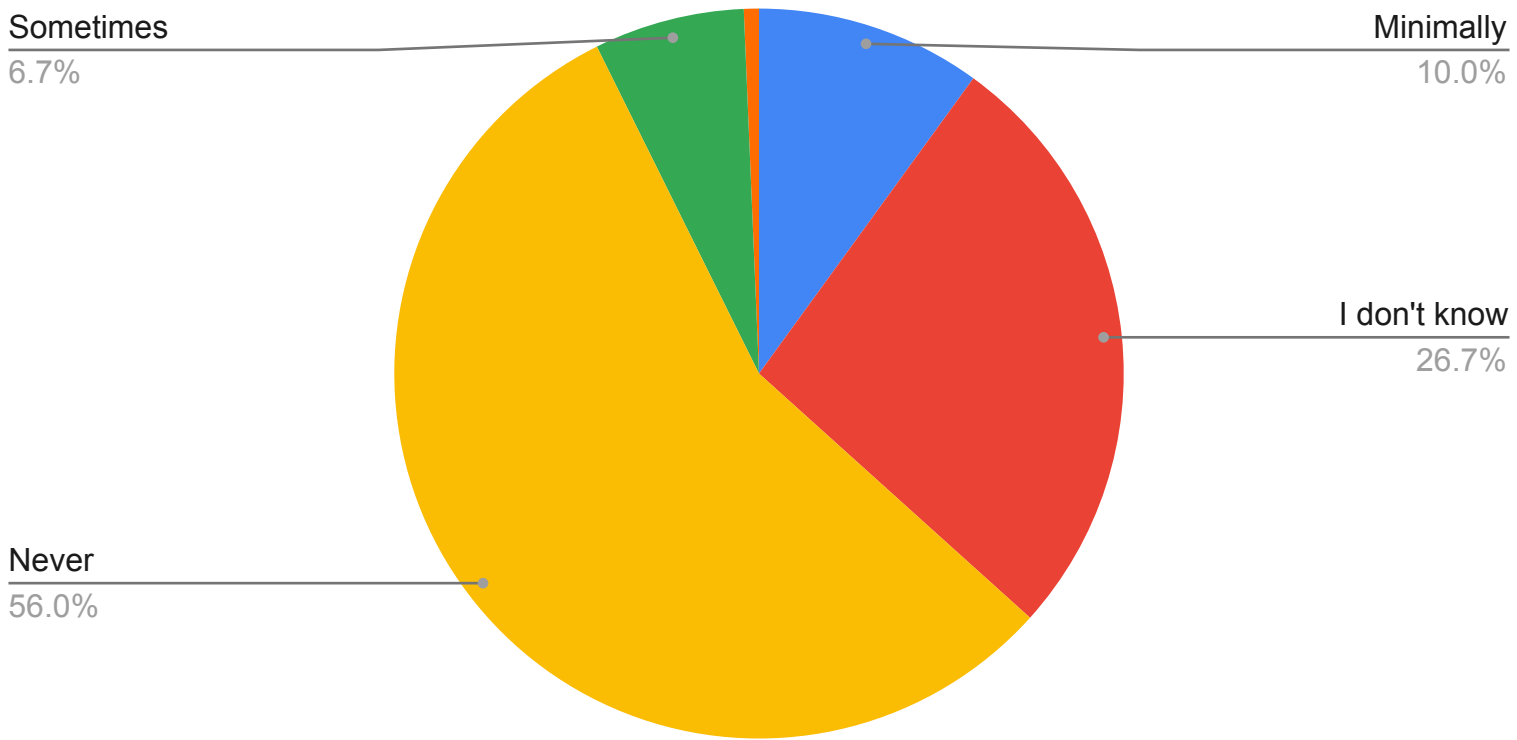
	TOTAL BUDGET	**42,978**
	should match Allocation	
variance:	1	we cant figure out how to manage this $1

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

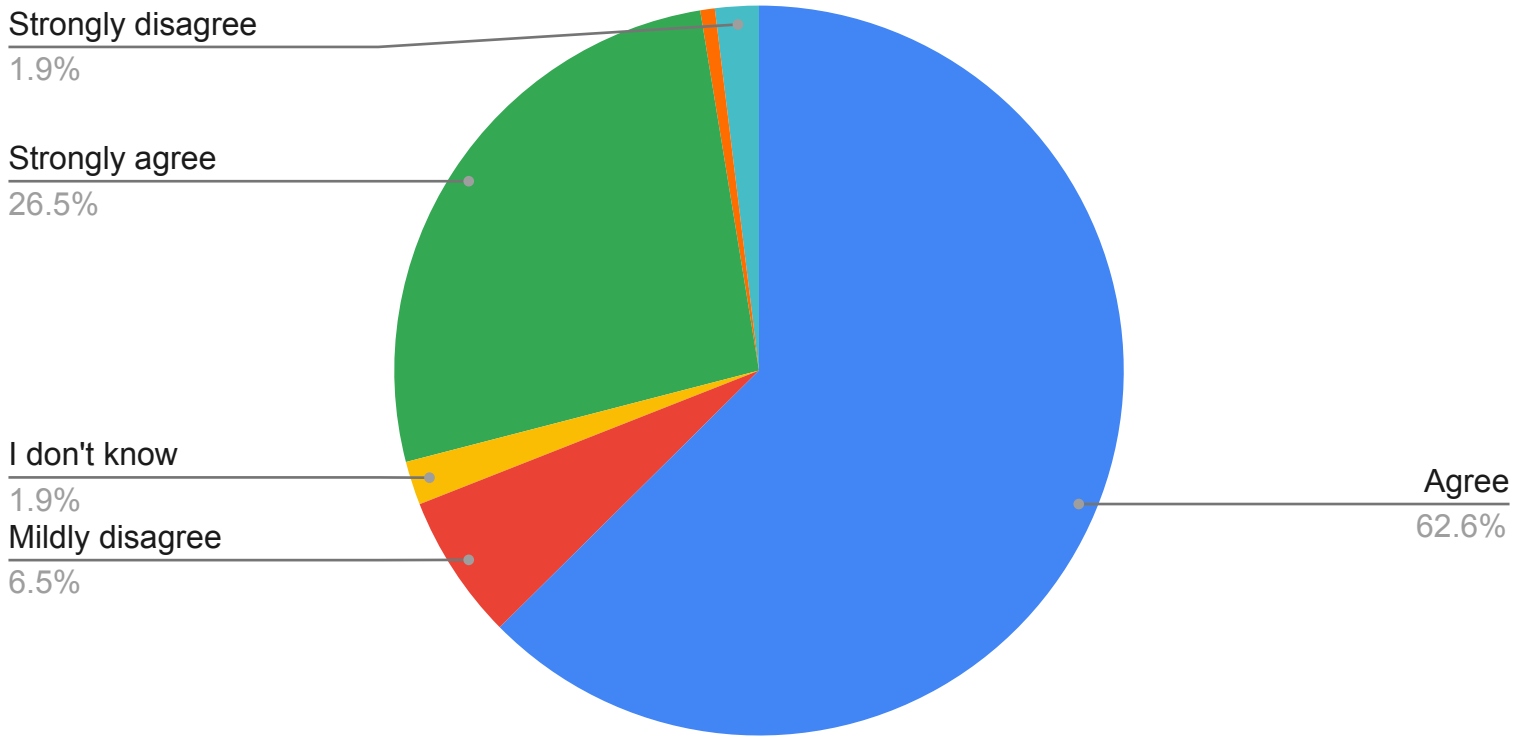
TitStudents at my child's school get put down because of their ... [Religion or cultural practices]le



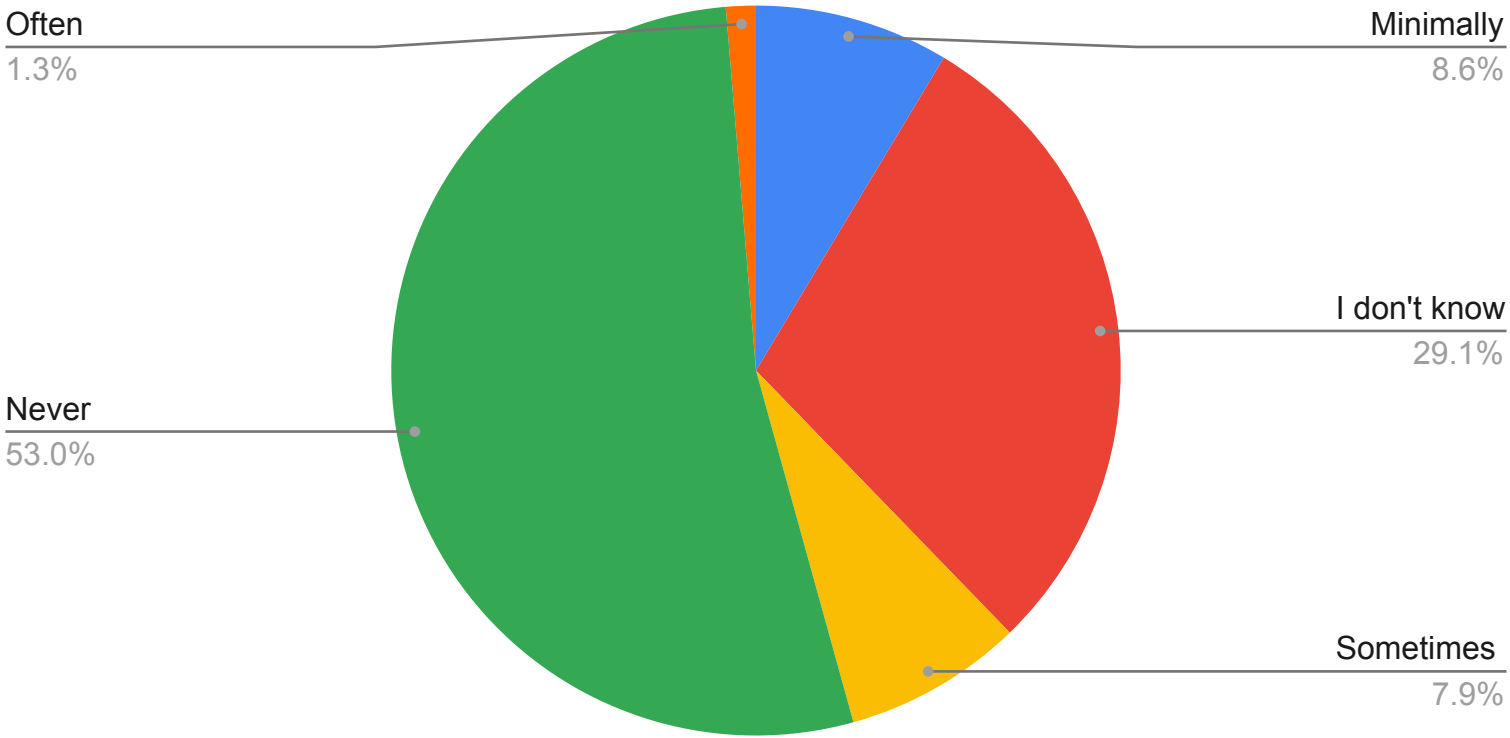
Students at my child's school get put down because of their ... [Race]



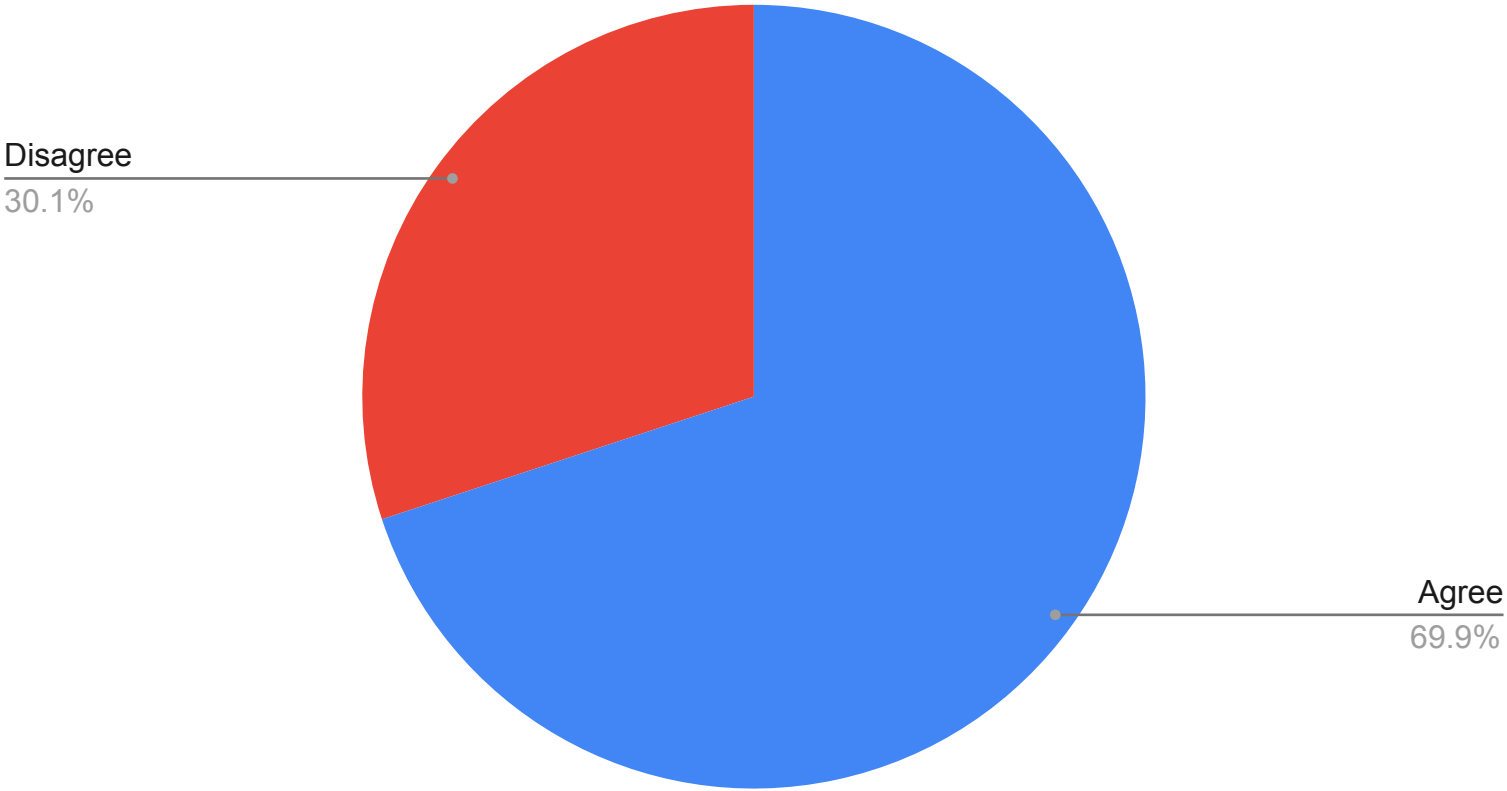
The facilities and grounds are well maintained at my child's school.



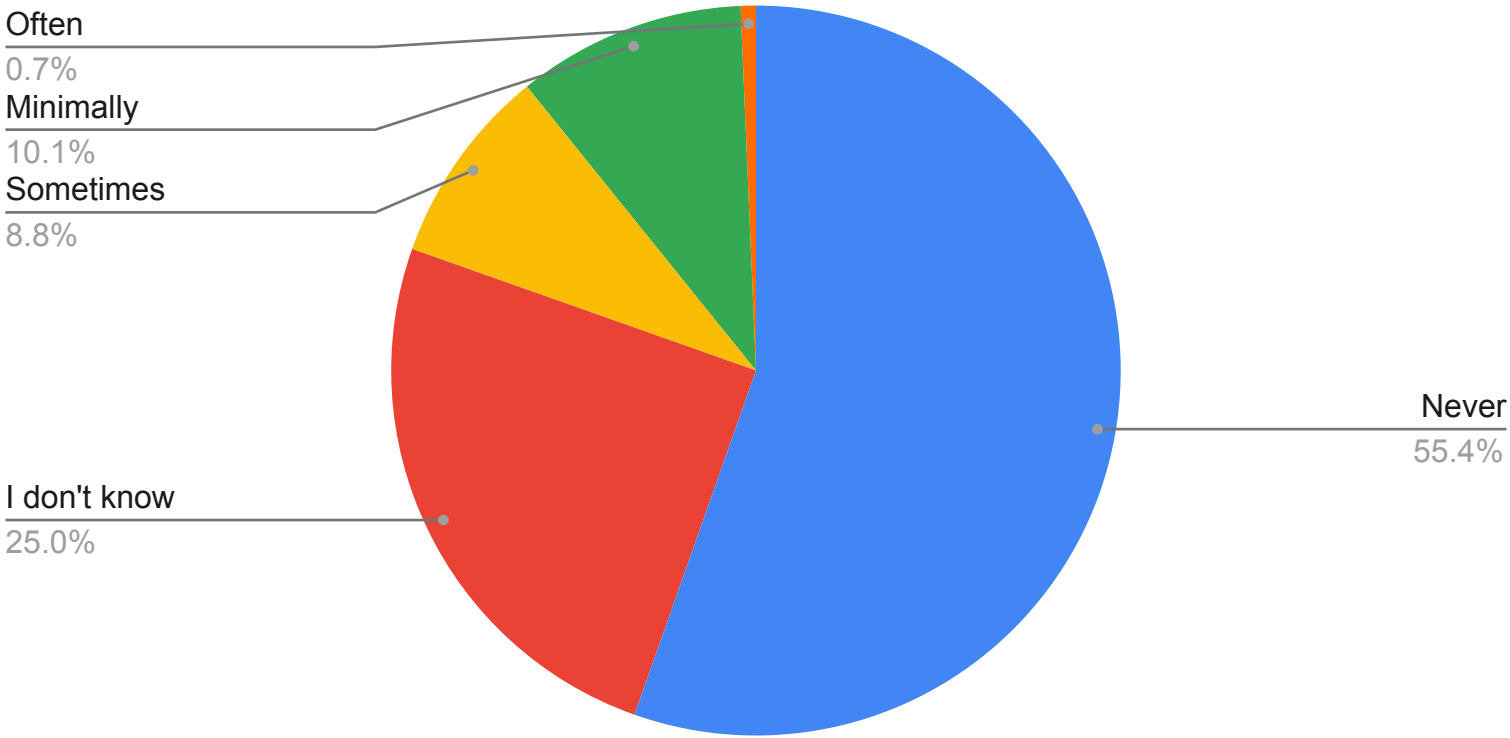
Students at my child's school get put down because of their ... [Learning difficulties]



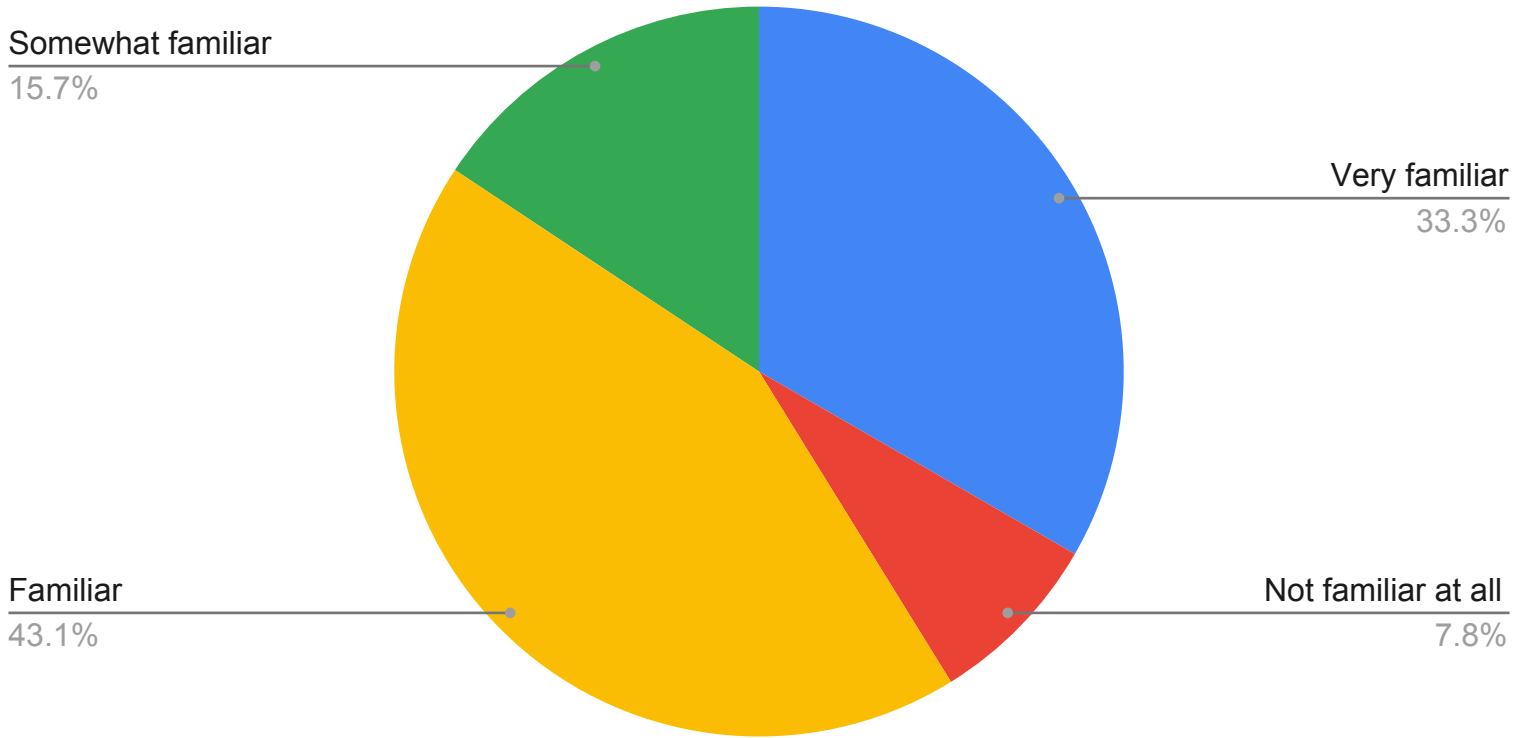
I am aware of the District's Wellness Connections webpage with



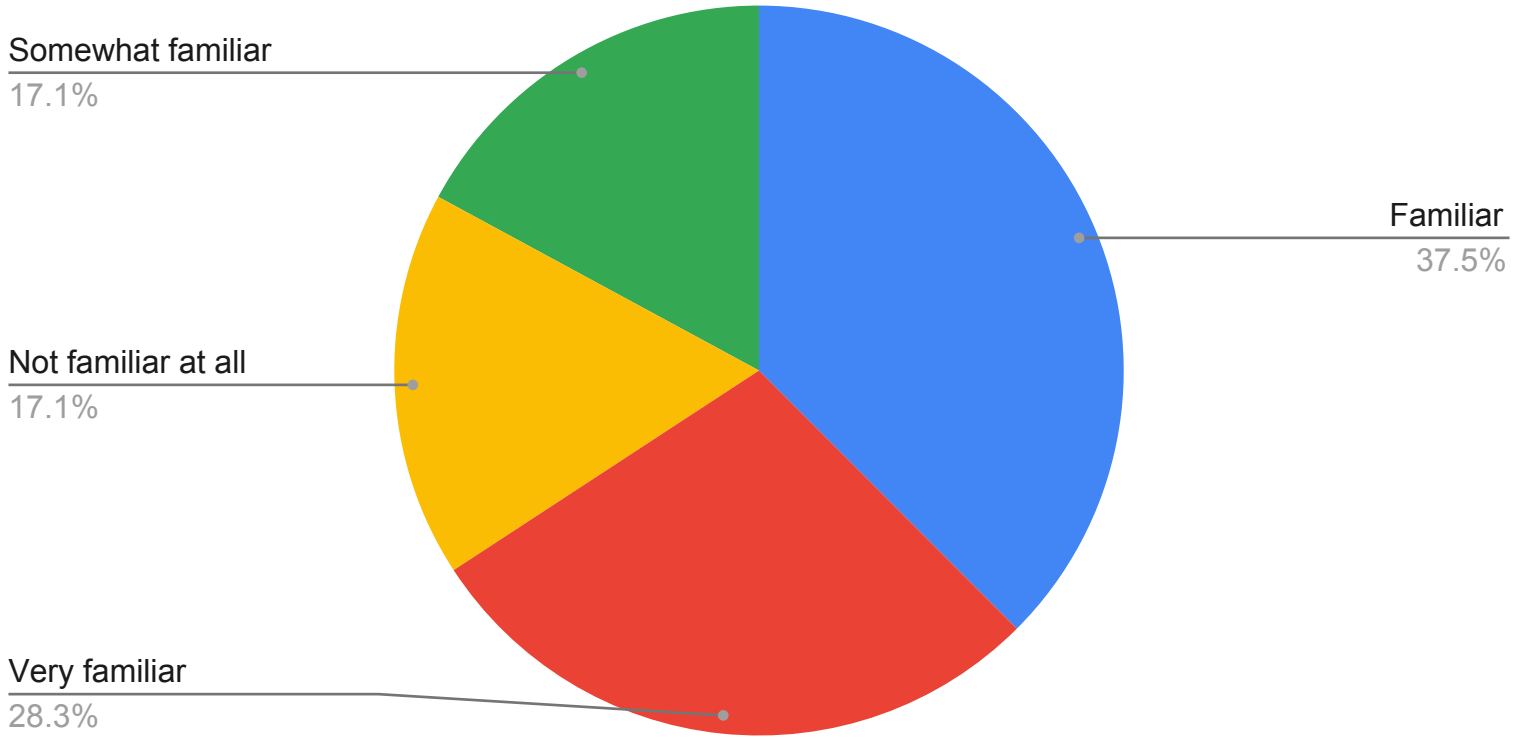
Students at my child's school get put down because of their ... [Clothing or physical appearance]



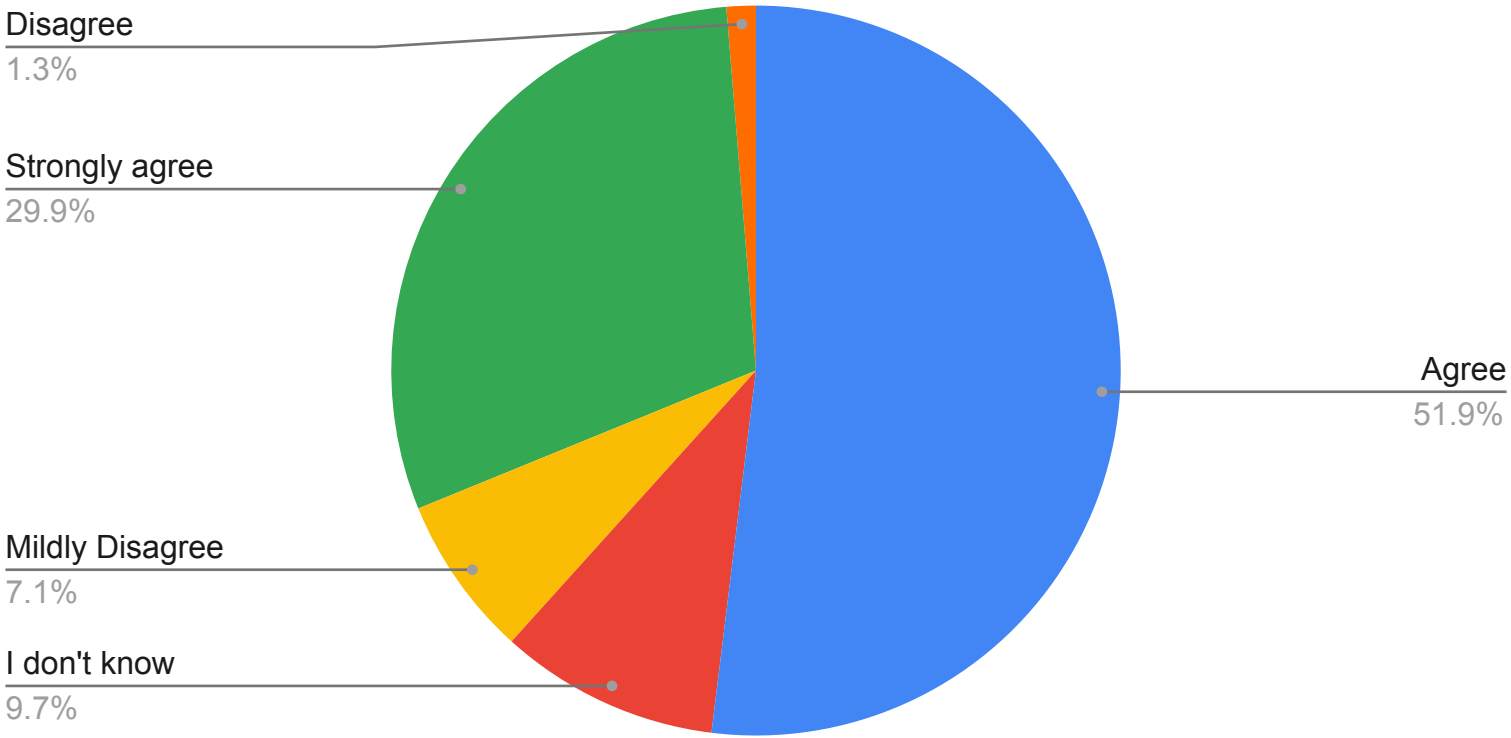
How familiar are you with the following at your child's school? [School-wide rules and consequences when those rules are



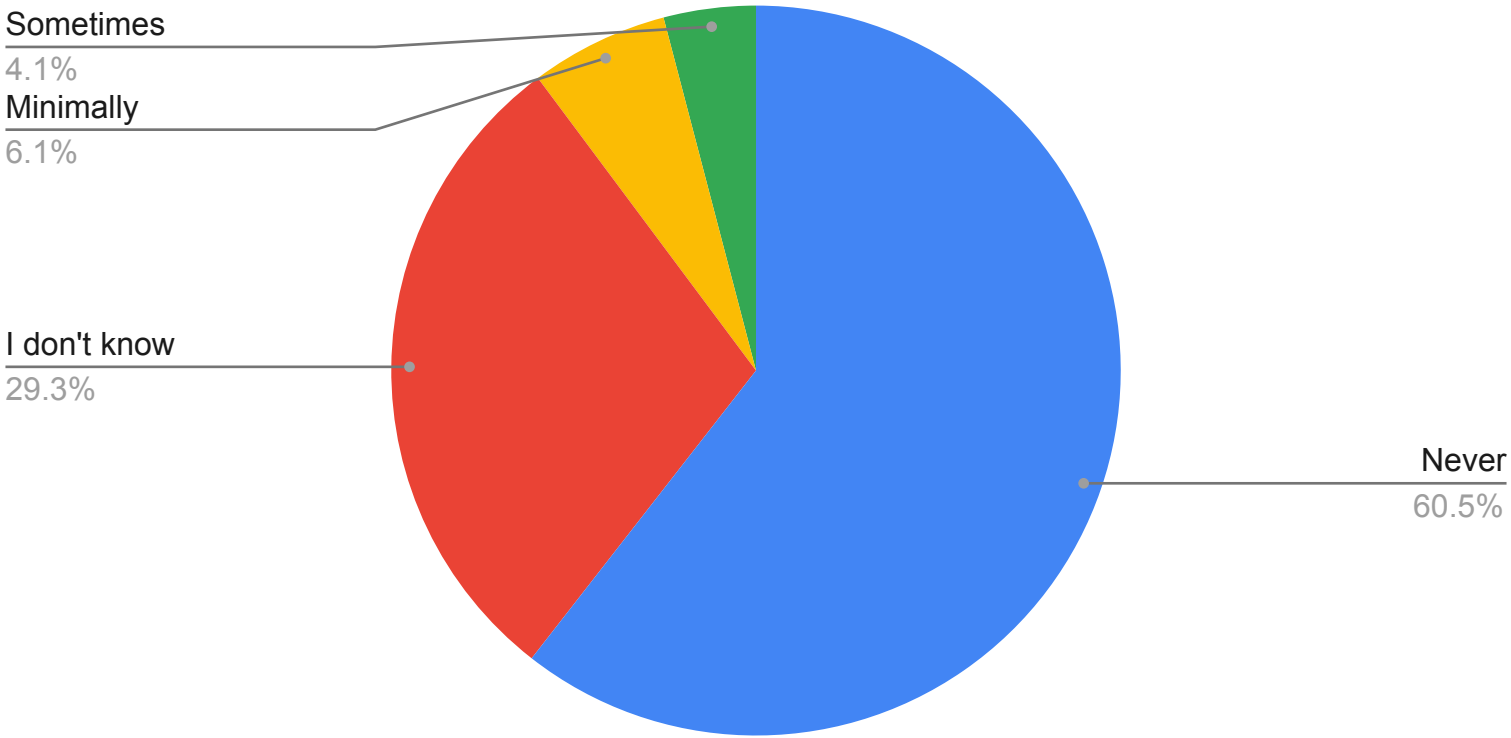
How familiar are you with the following at your child's school? [Cyberbullying rules and consequences when those rules are



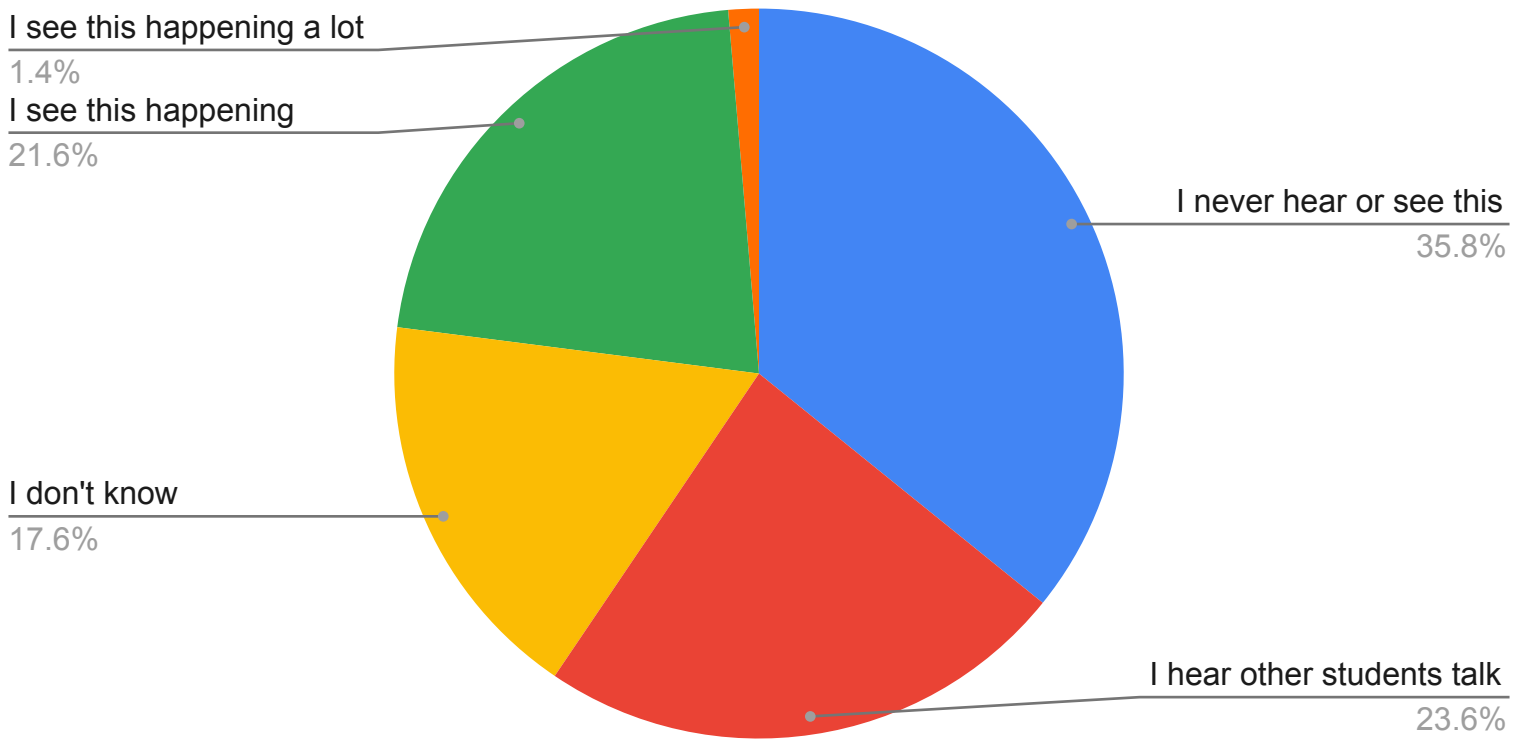
My child's school has a way to recognize positive behavior among students.(PBIS)



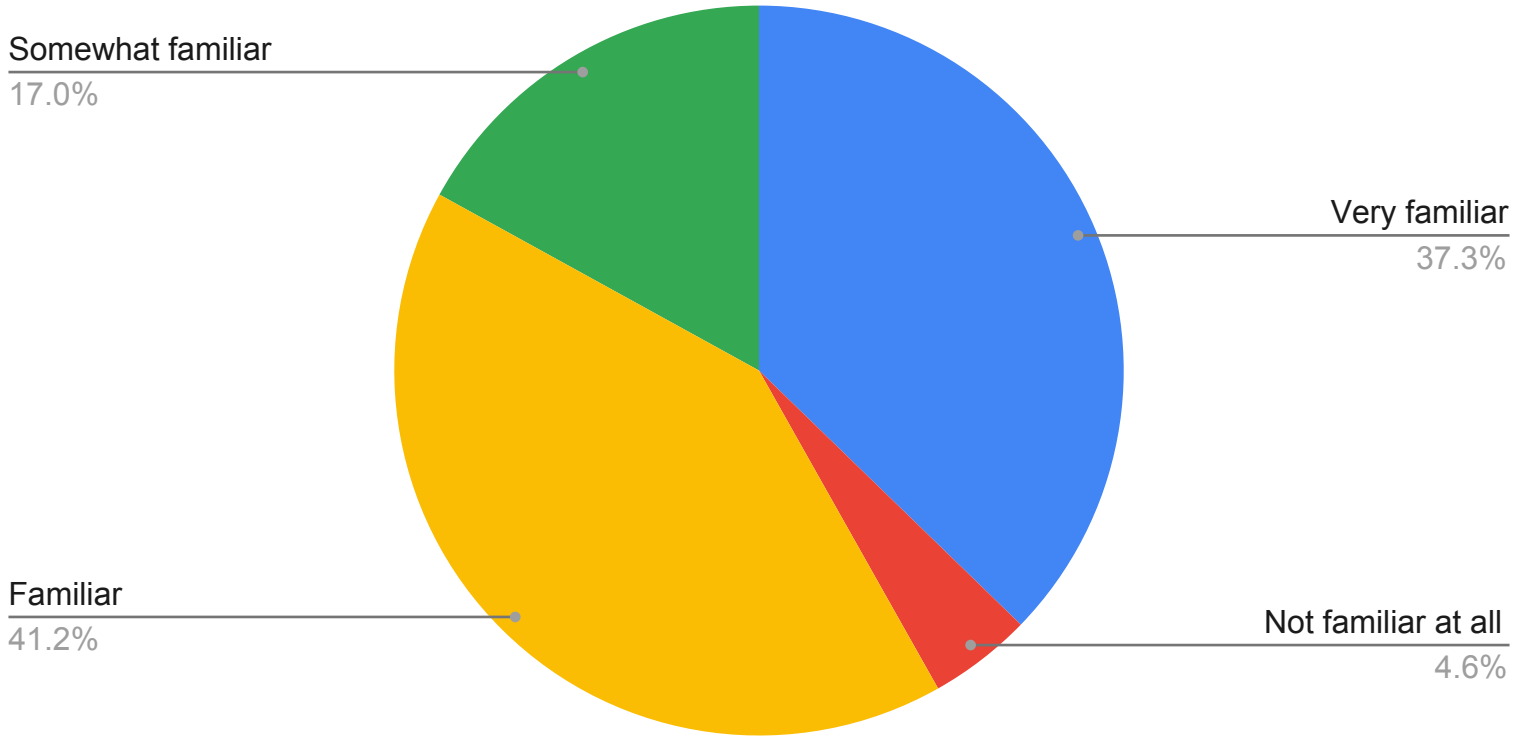
Students at my child's school get put down because of their ... [Gender or gender identification]



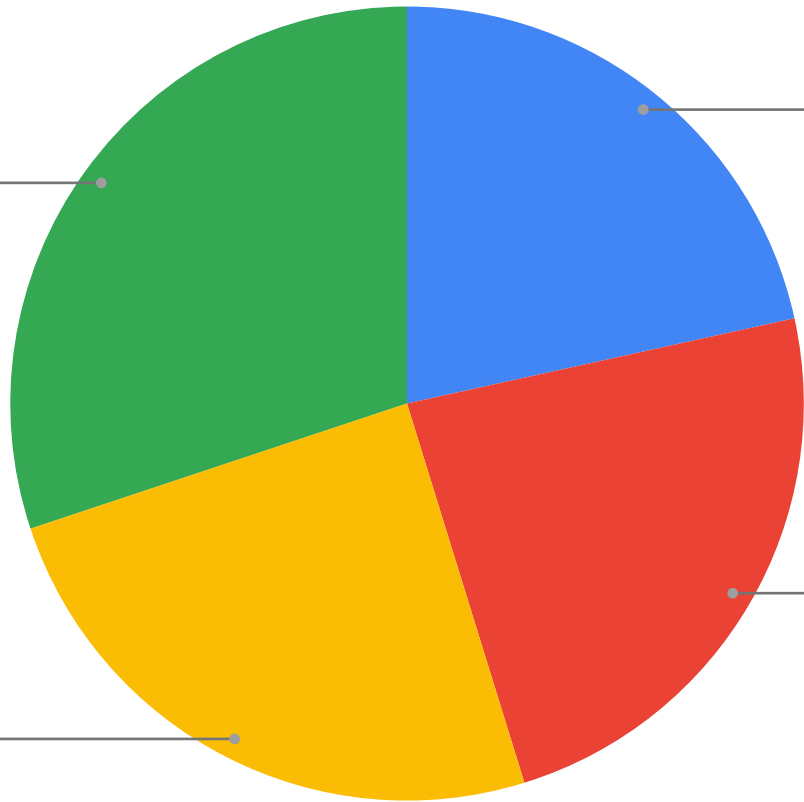
How much do you find the following to be a problem at your child's school? [Bullying]



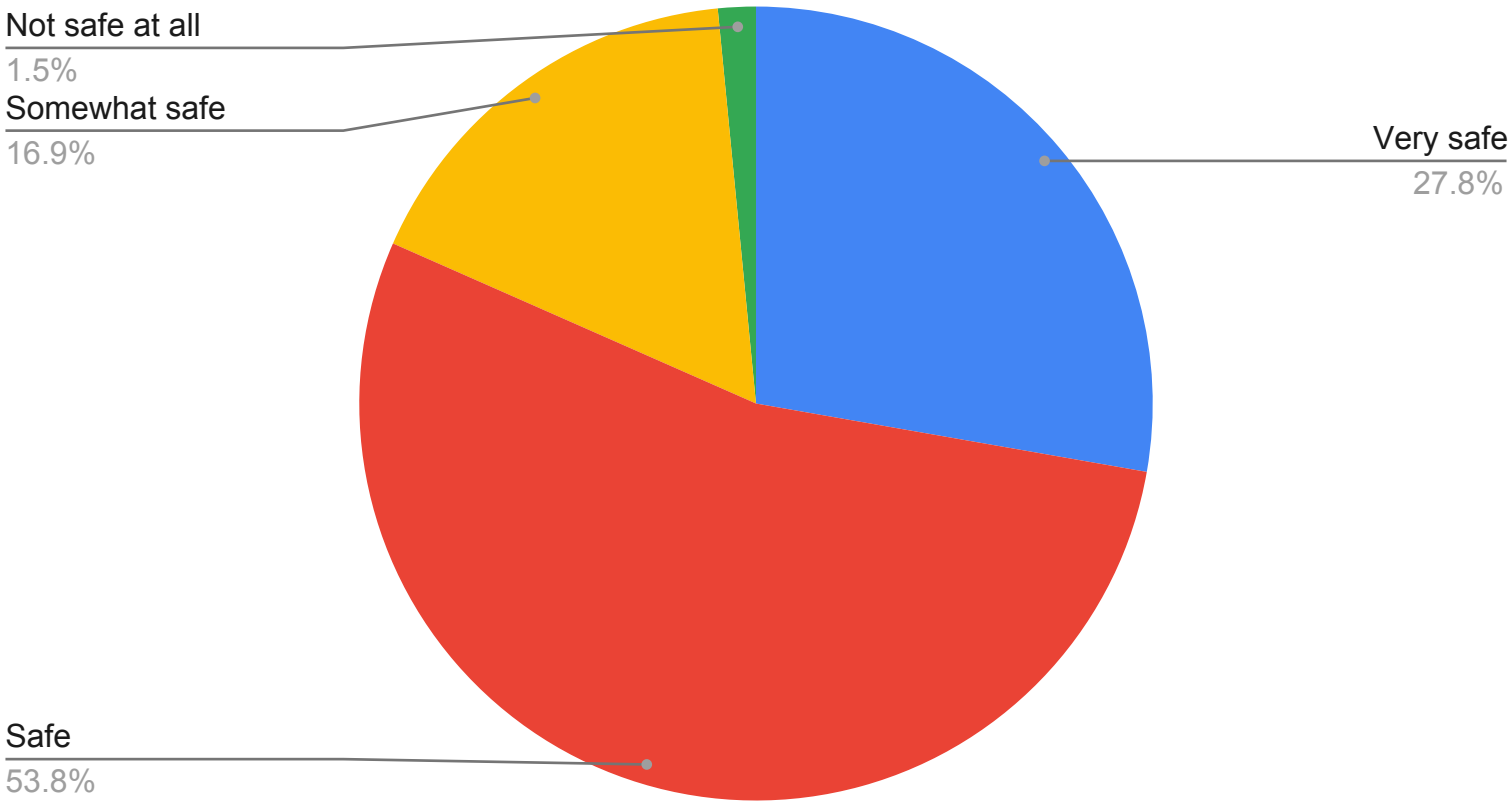
How familiar are you with the following at your child's school? [Classroom rules and consequences when those rules are



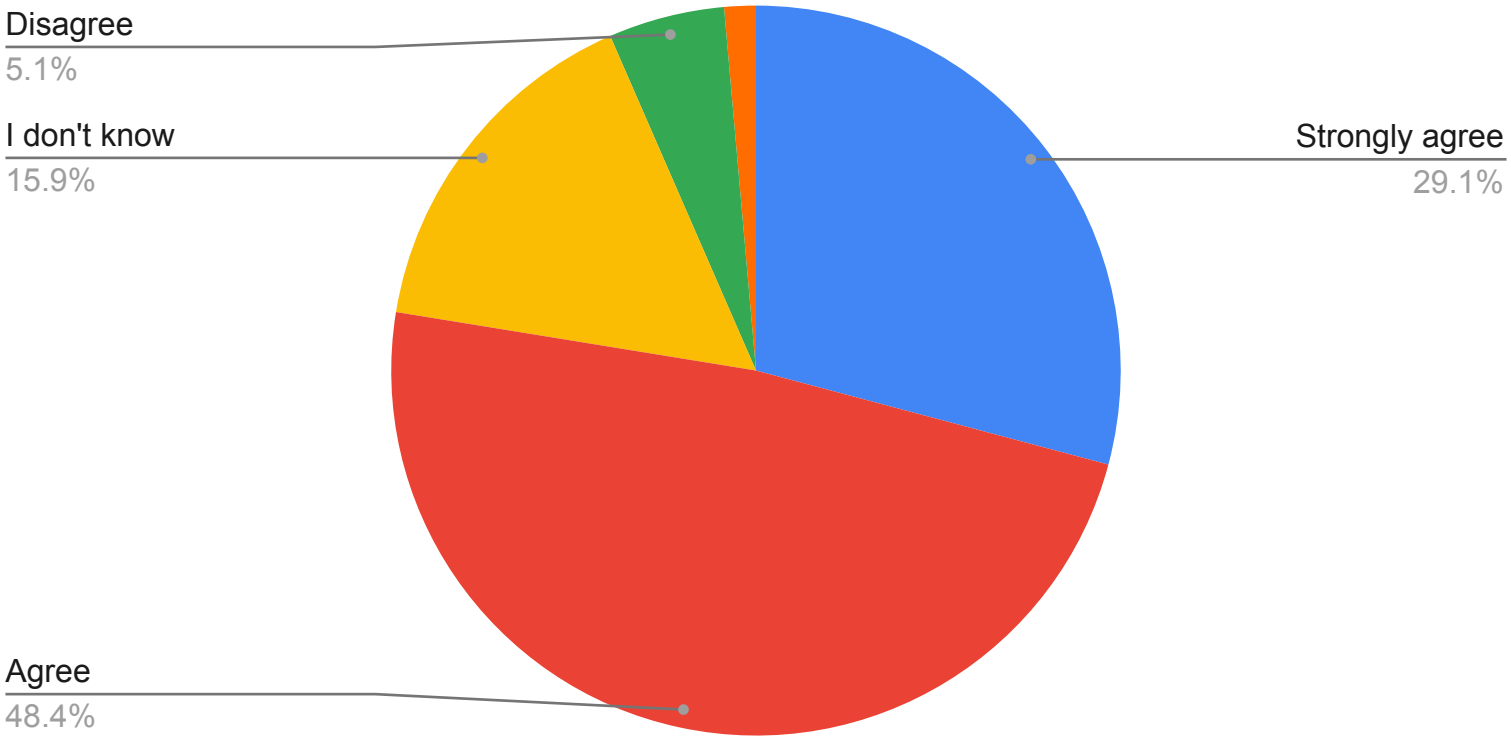
What is your current grade?



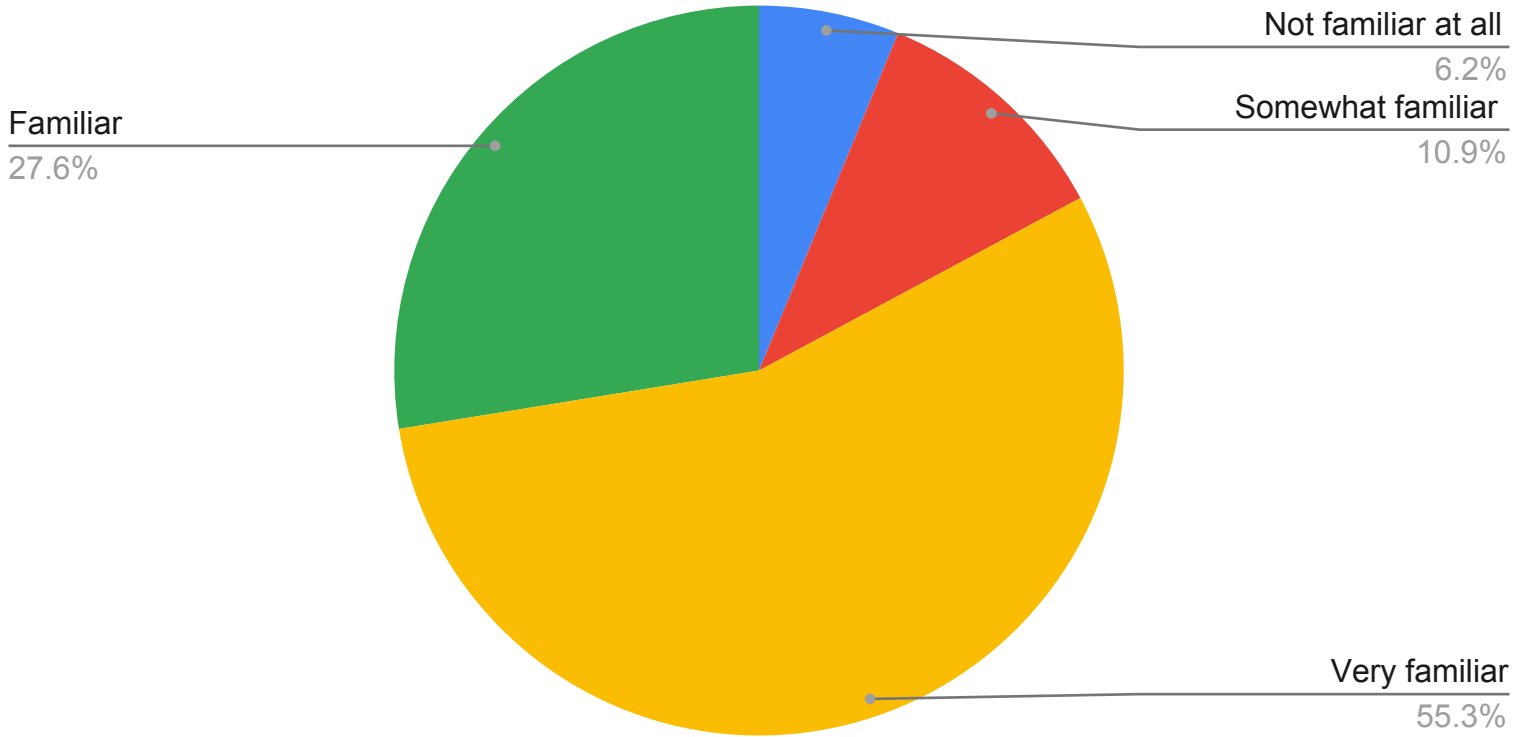
How safe do you feel at school?



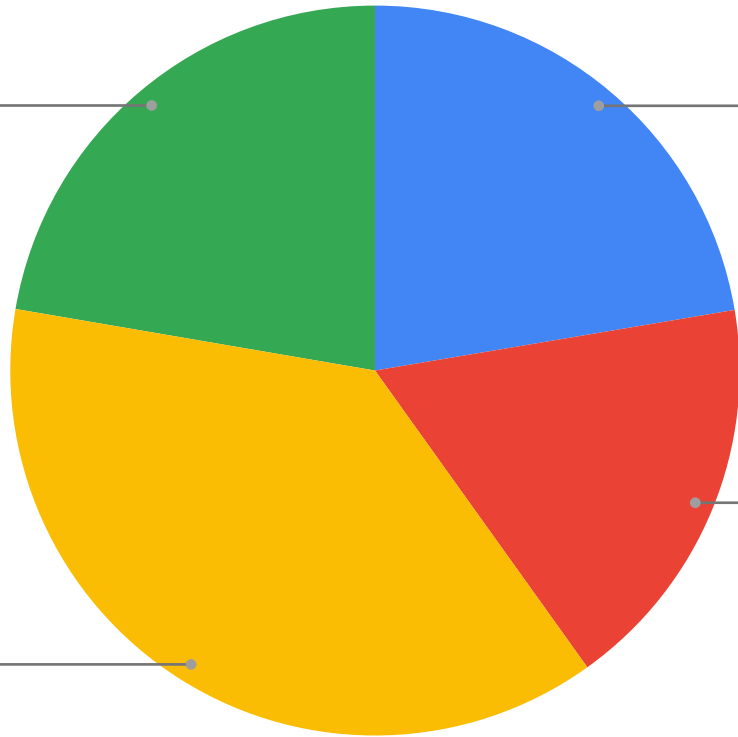
My school has a way to recognize positive behavior among students. (PBIS)



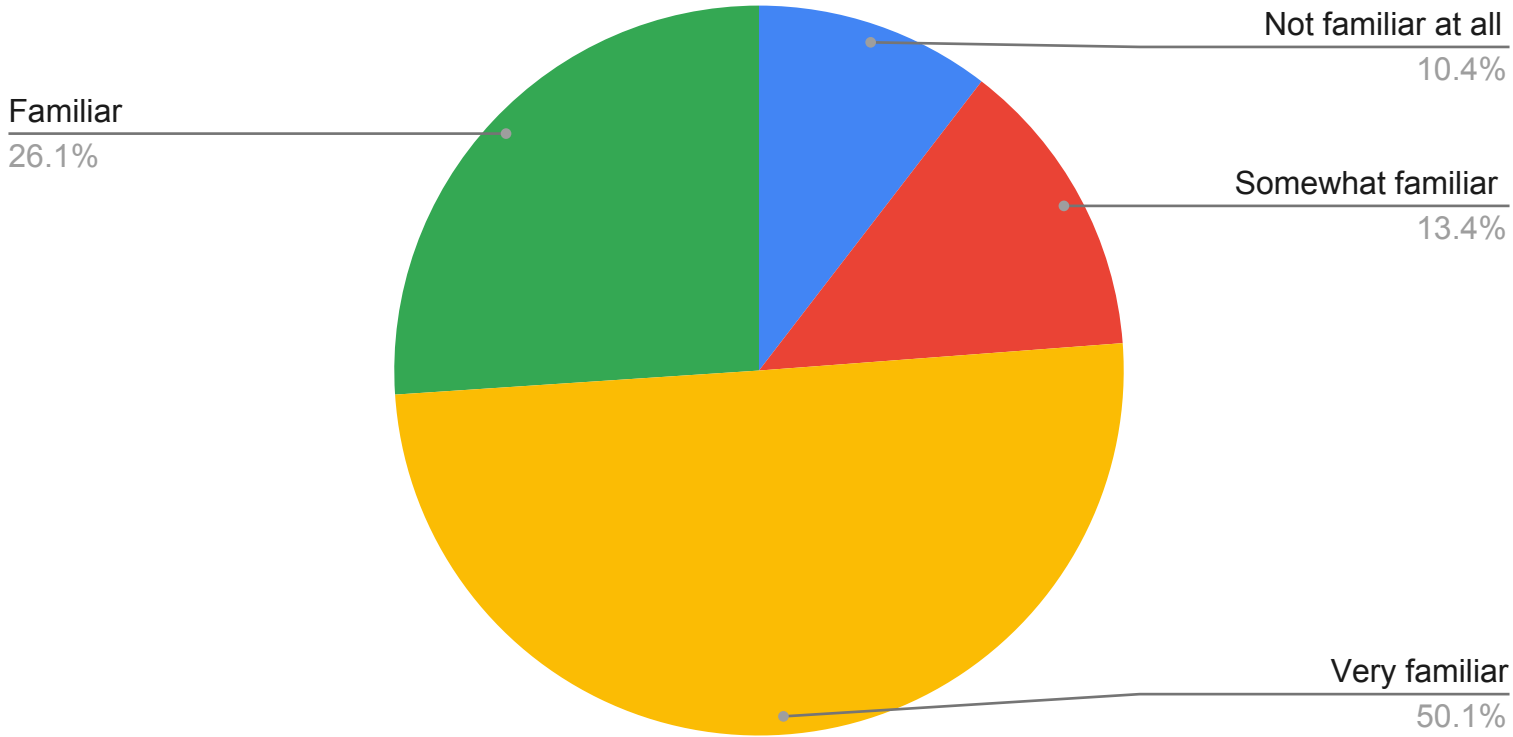
How familiar are you with the following? [Classroom rules and consequences when those rules are broken.]



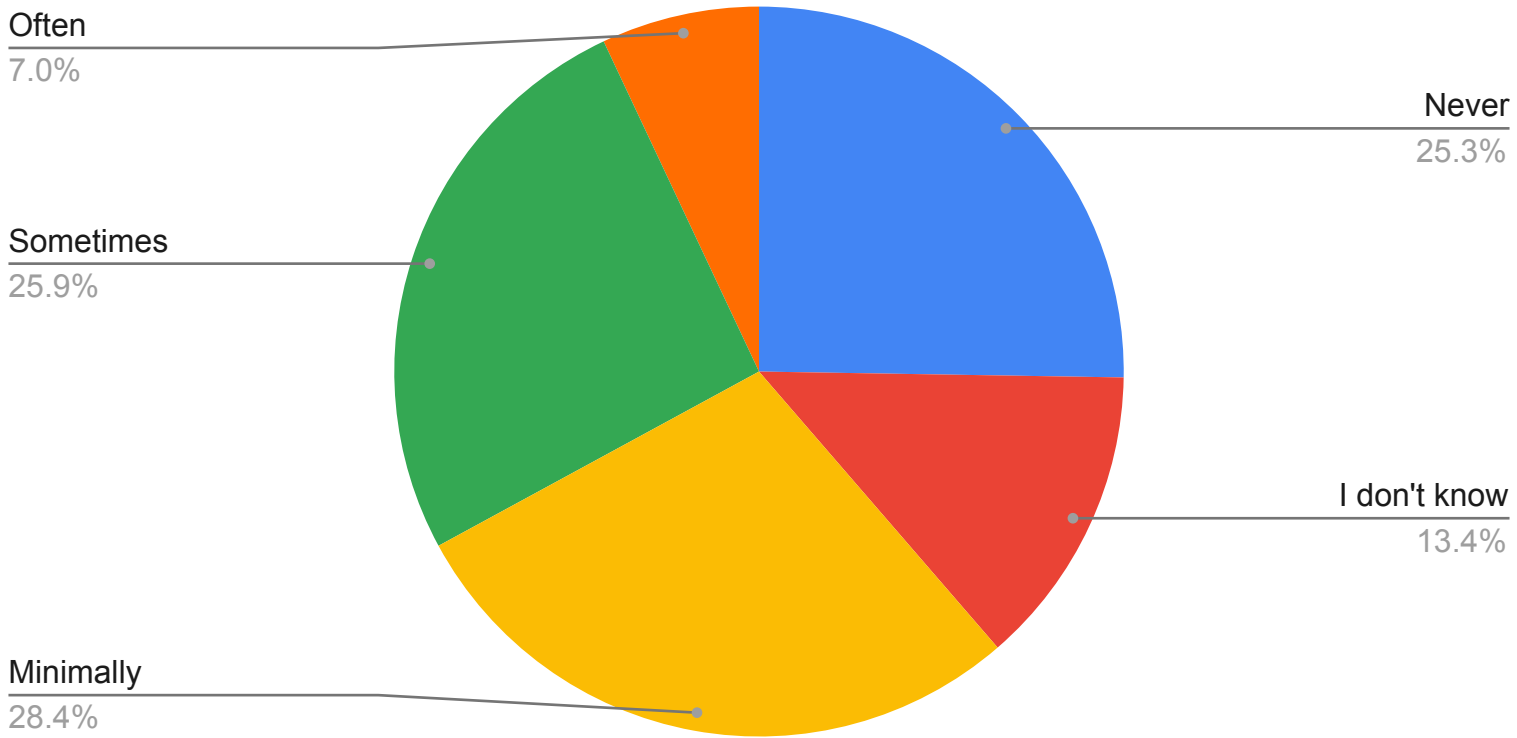
How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]



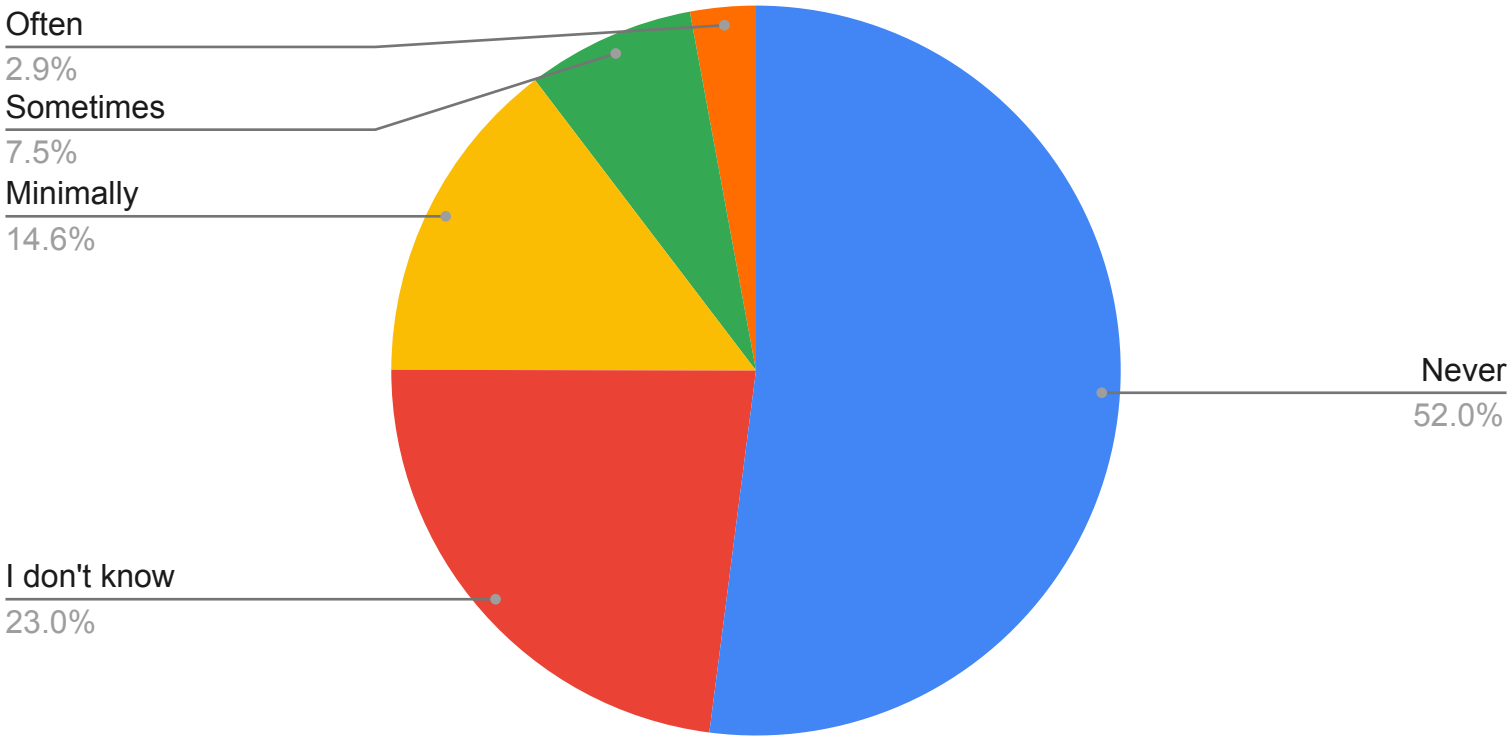
How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



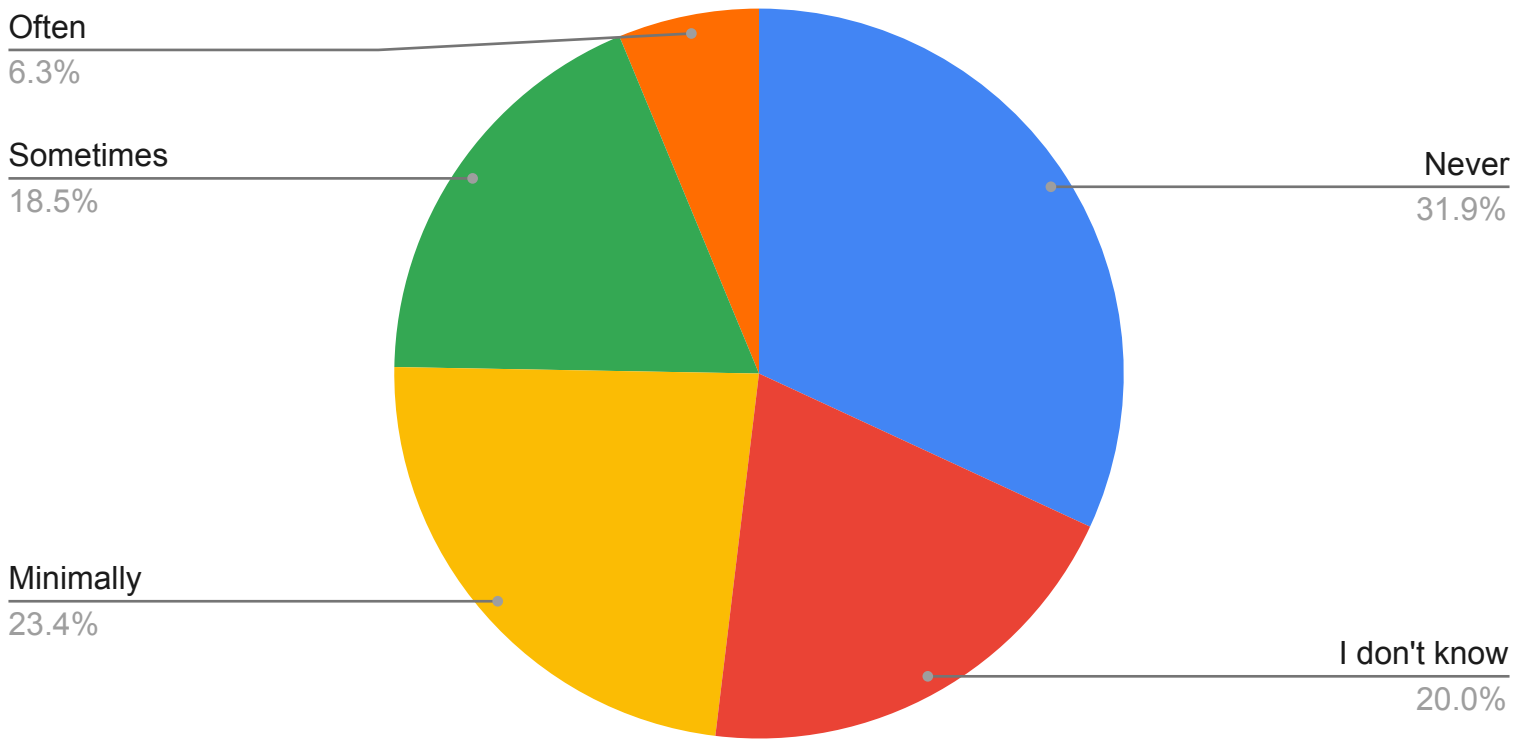
How much do you find the following to be a problem at your school? [Bullying]



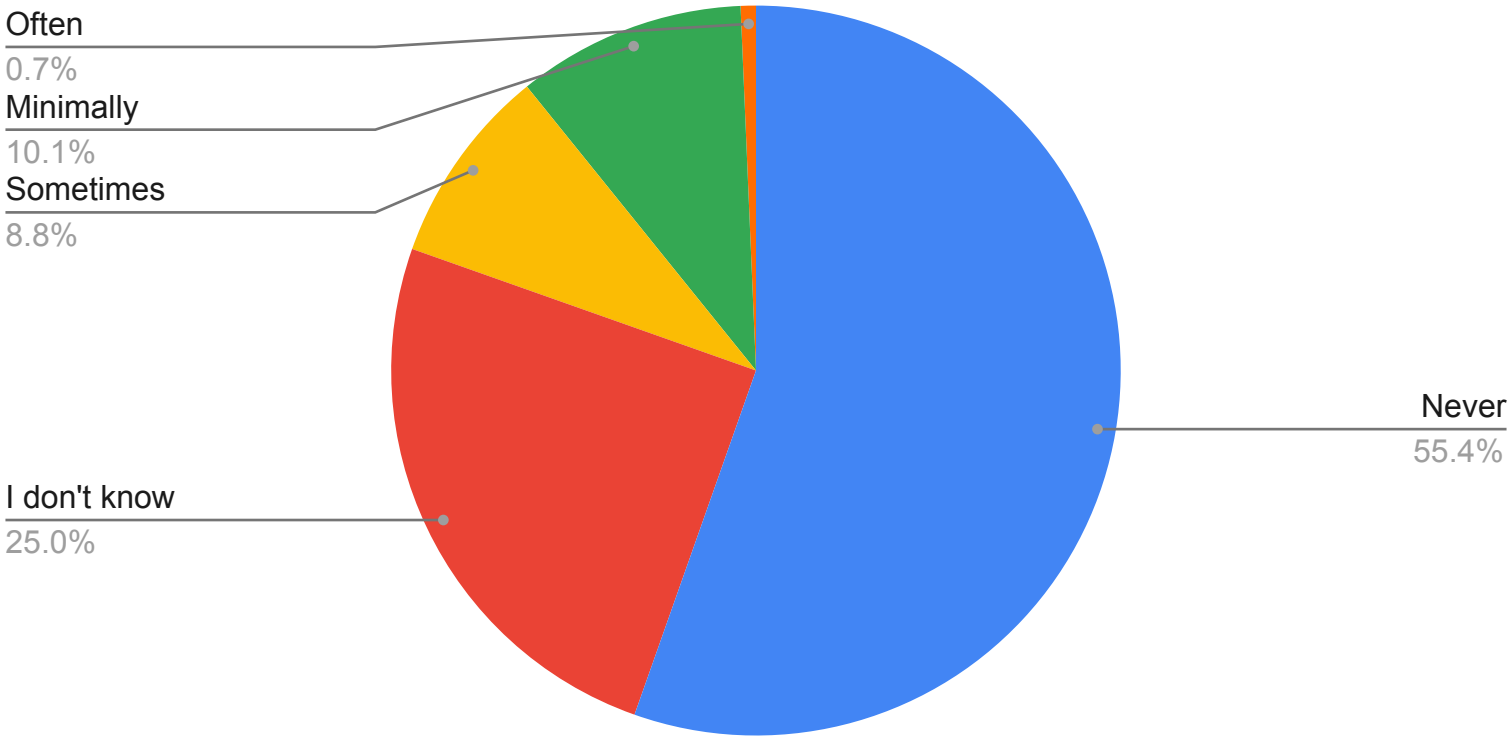
Students at my school get put down because of their ... [Gender or gender identification]



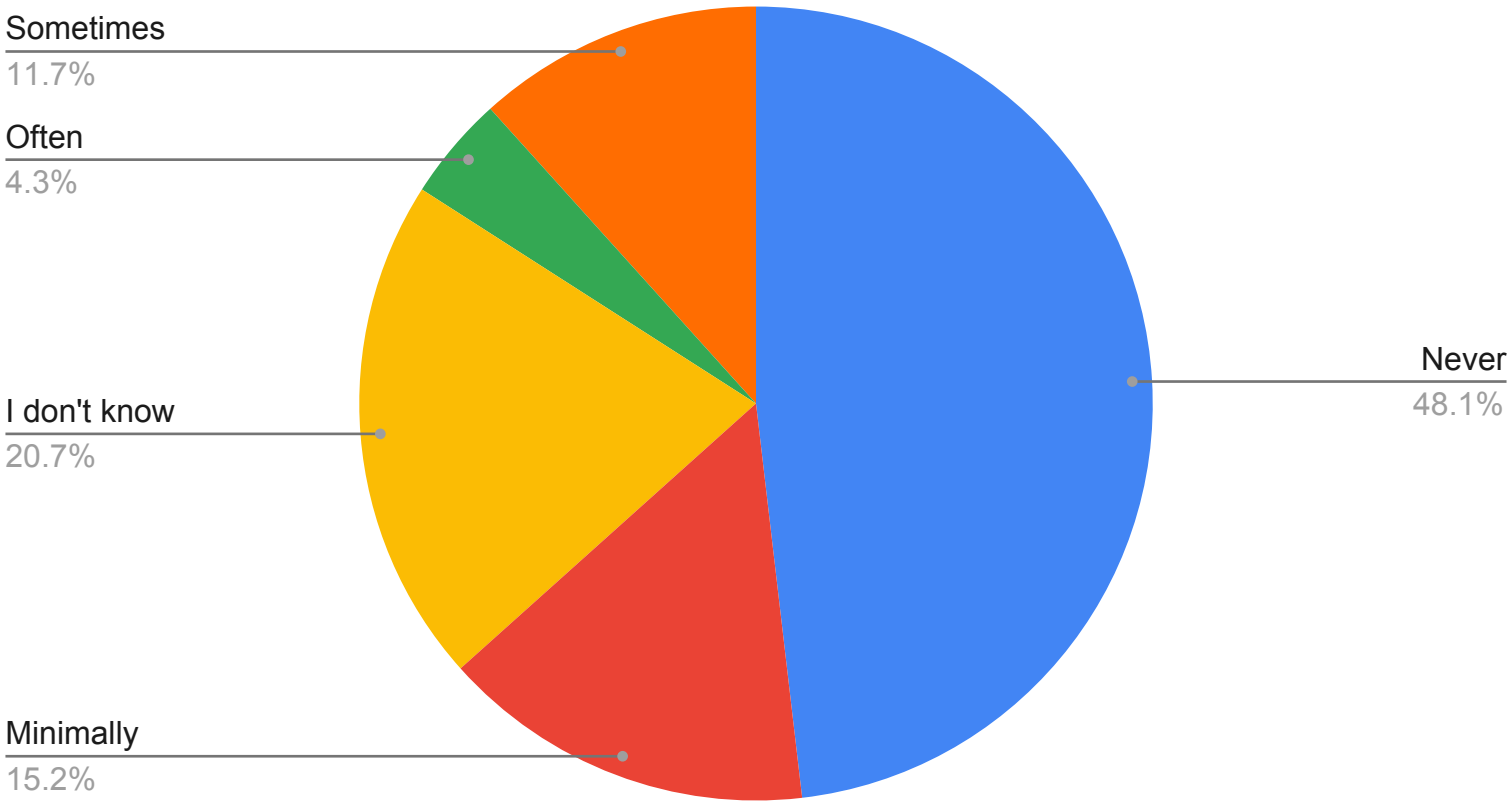
Students at my school get put down because of their ... [Learning difficulties]



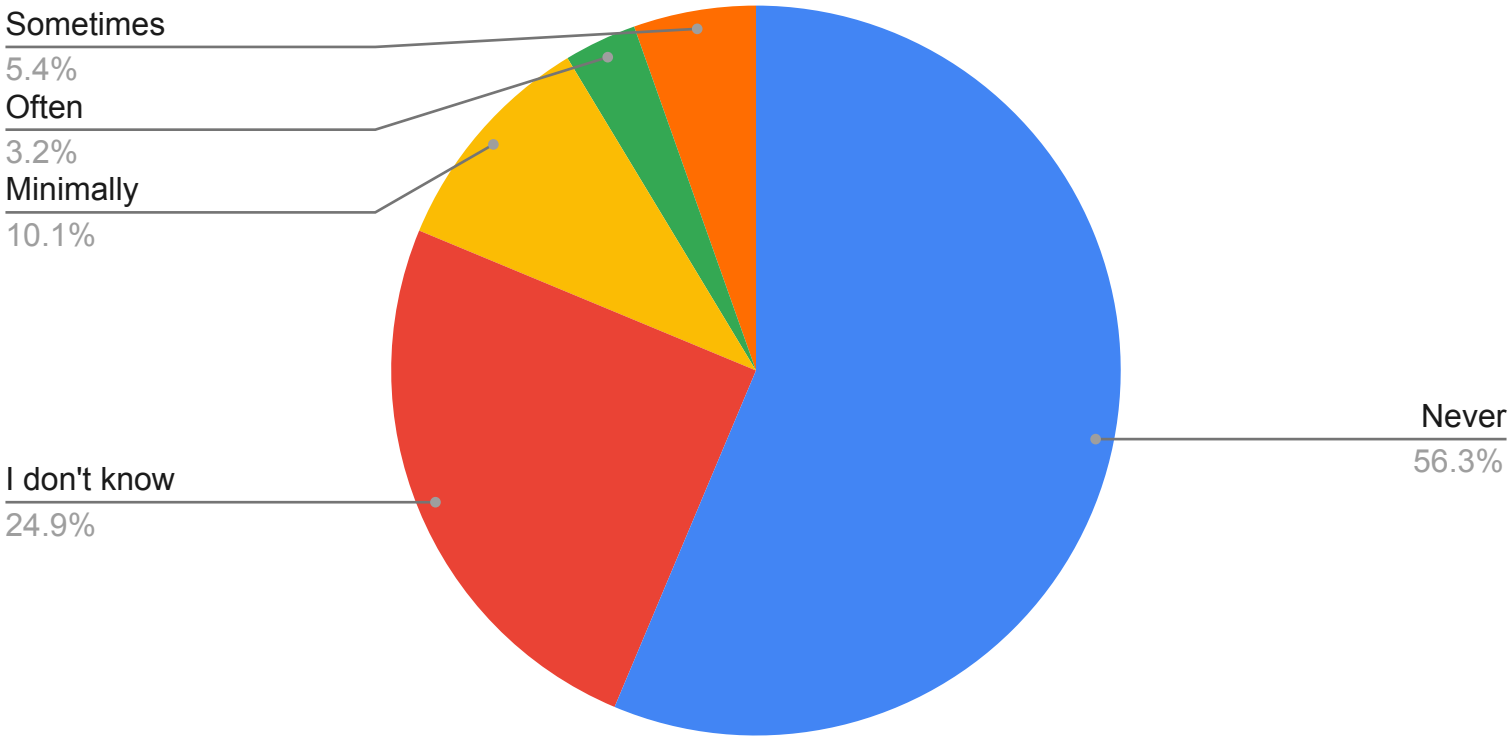
Students at my child's school get put down because of their ... [Clothing or physical appearance]



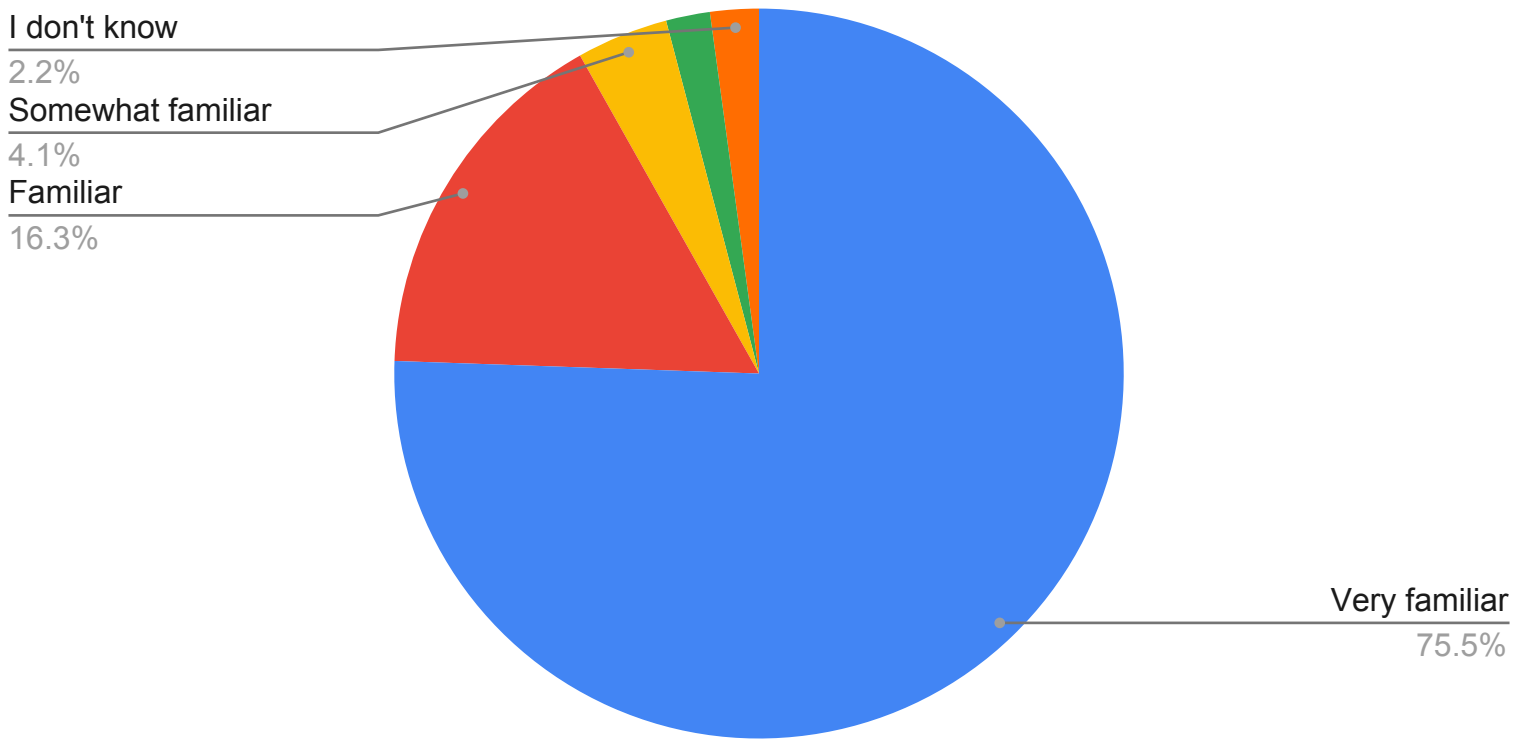
Students at my school get put down because of their ... [Race]



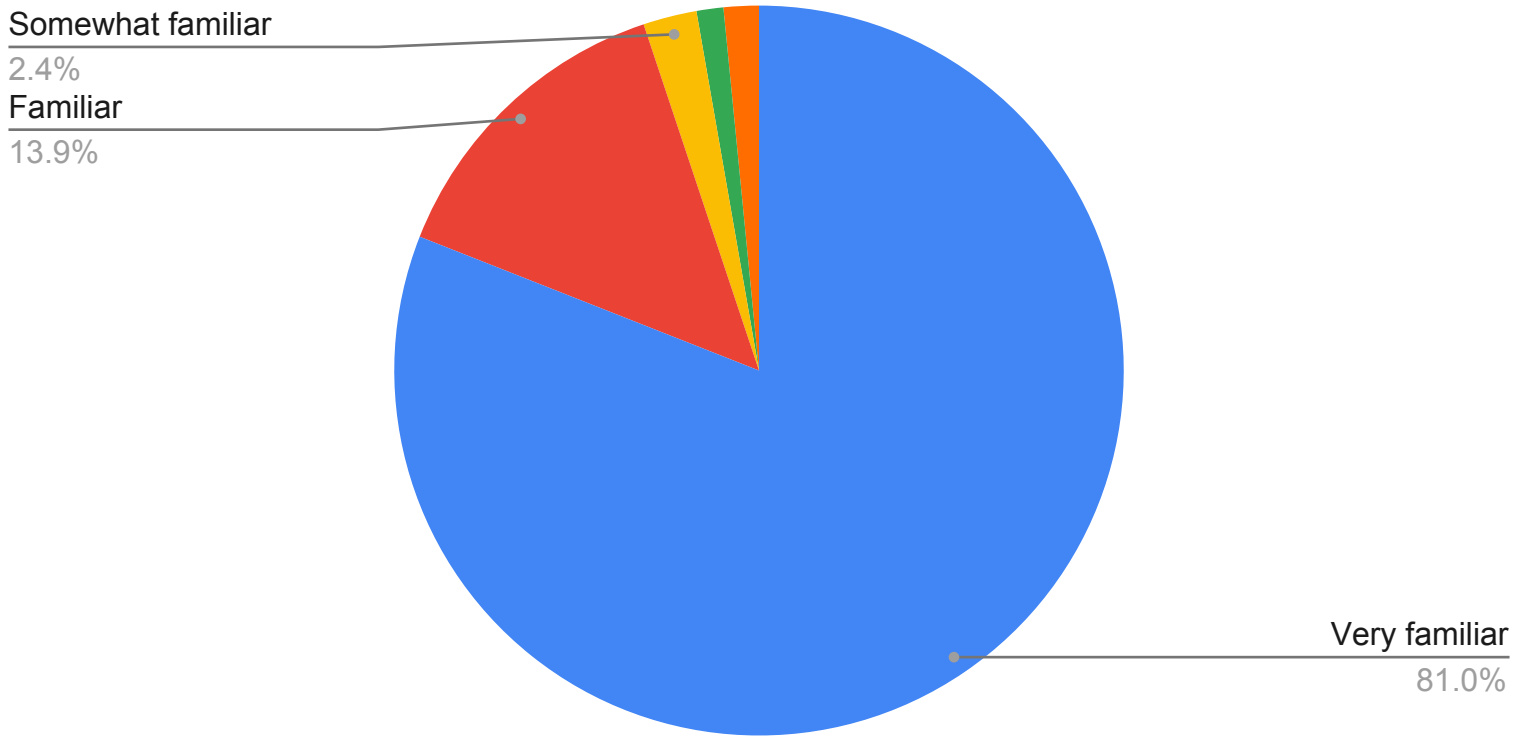
Students at my school get put down because of their ... [Religion or cultural practices]



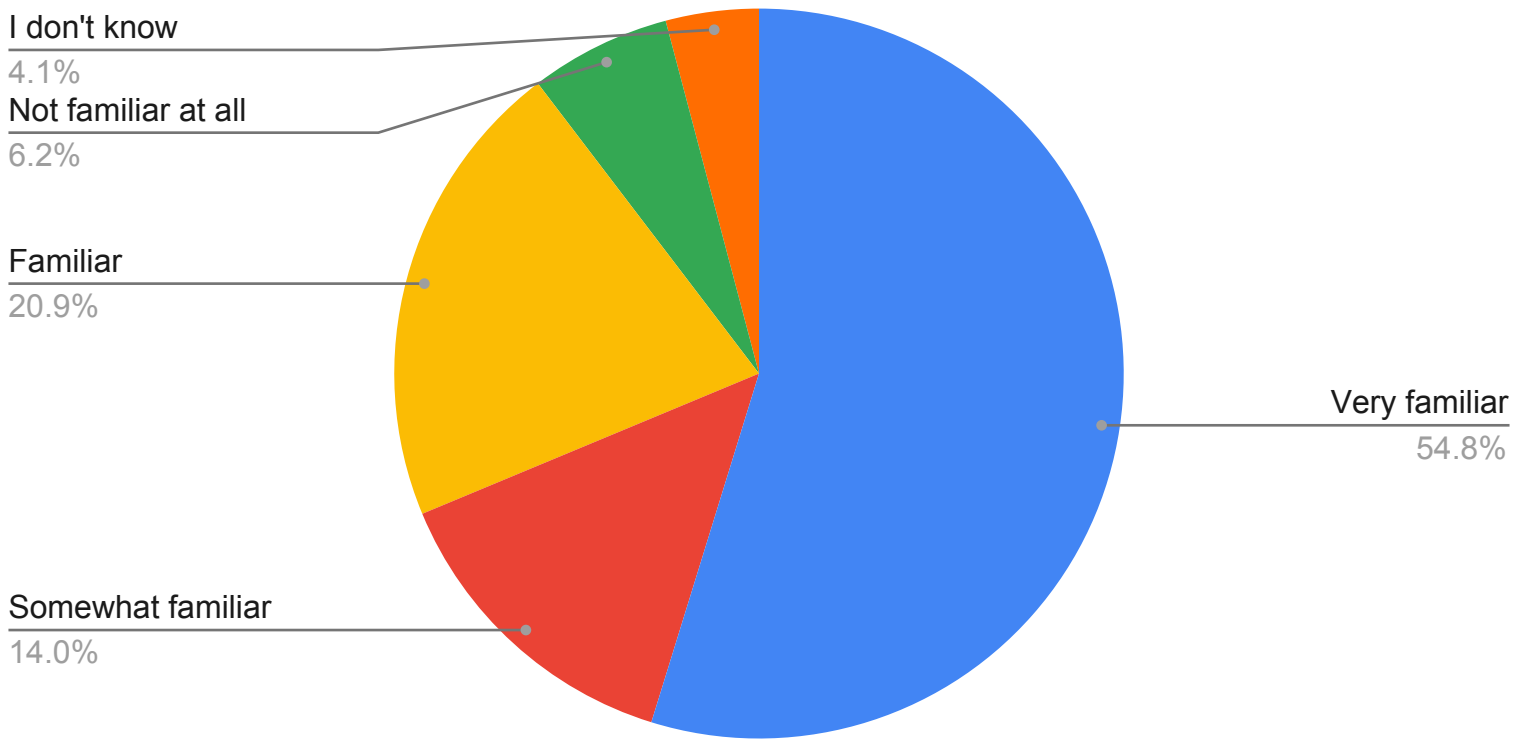
How well do understand your school Emergency procedures? [Earthquake Drill]



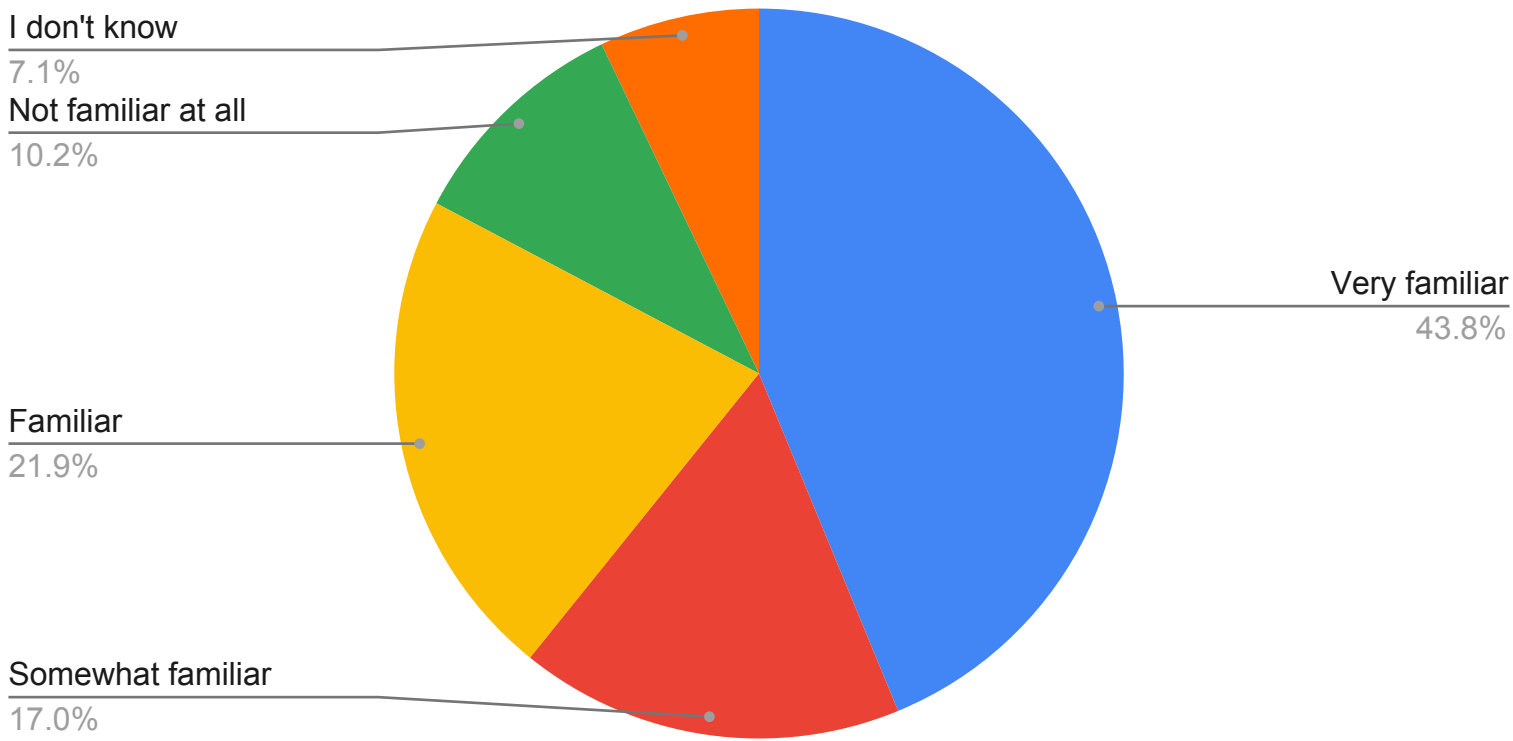
How well do understand your school Emergency procedures? [Fire Drill]



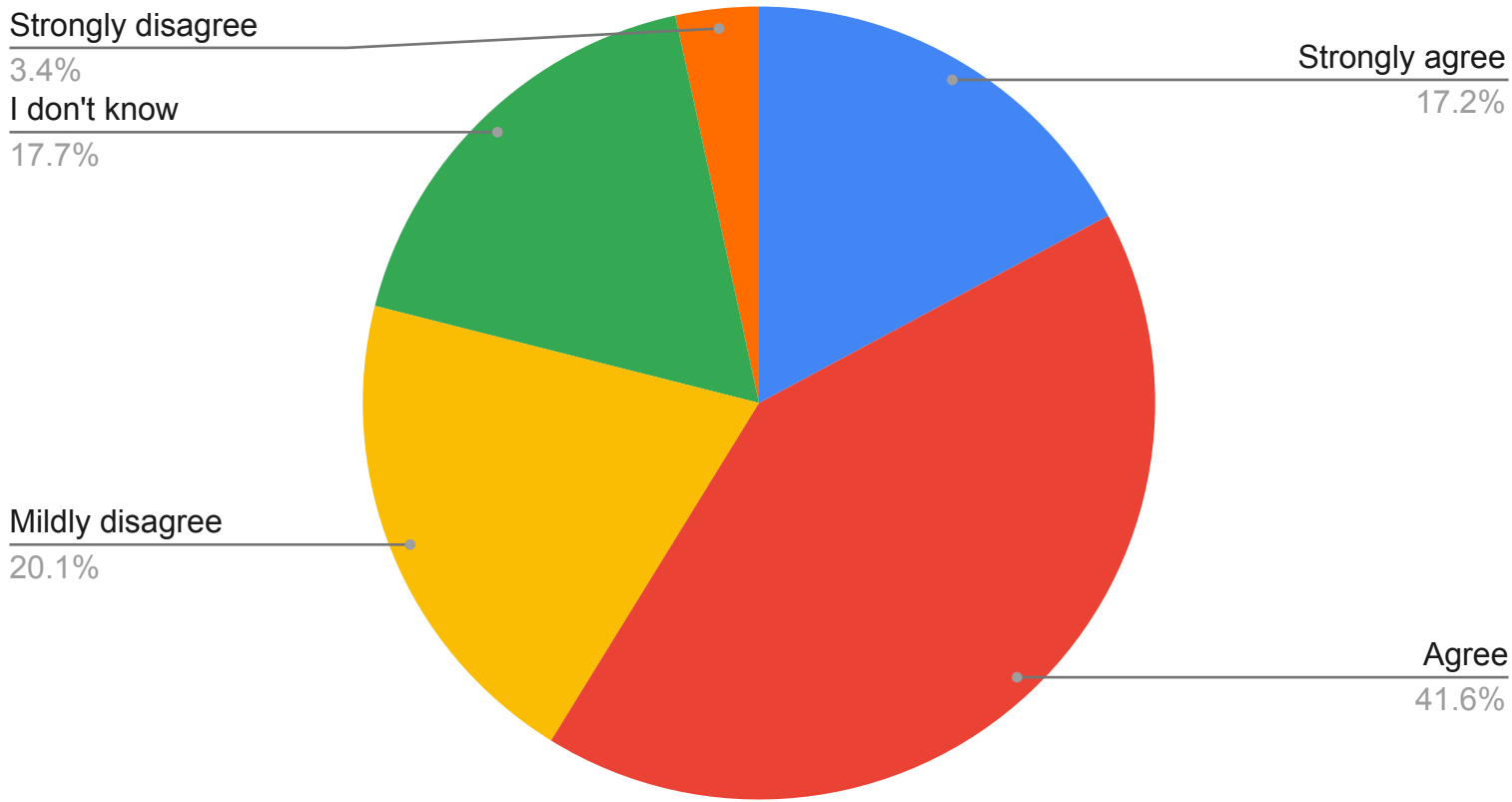
How well do understand your school Emergency procedures? [Run, Hide, Defend]



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



The facilities and grounds are well maintained at my school.



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

