

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Evergreen Unified School District	52715226111629		

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 Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	14
Student Population.....	17
Overall Performance	19
Academic Performance.....	20
Academic Engagement	28
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	39
Goal 3.....	42
Goal 4.....	45
Goal 5.....	48
Goal 6.....	51
Goal 7.....	54
Goal 8.....	56
Goal 9.....	57
Goal 10.....	58
Budget Summary	59
Budget Summary	59
Other Federal, State, and Local Funds	59
Budgeted Funds and Expenditures in this Plan	60
Funds Budgeted to the School by Funding Source.....	60
Expenditures by Funding Source	60
Expenditures by Budget Reference	60
Expenditures by Budget Reference and Funding Source	60

Expenditures by Goal.....61

School Site Council Membership63

Recommendations and Assurances64

Instructions.....65

Appendix A: Plan Requirements72

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements75

Appendix C: Select State and Federal Programs78

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 Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This School Plan effectively meets the ESSA requirements and is in alignment with the:

EUSD Local Control and Accountability Plan,
EUSD Learning Continuity and Attendance Plan,
EUSD Expanded Learning Opportunities Program Plan,
EUSD ESSER III Expenditures Plan,
EUSD Educator Effectiveness Block Grant,
EUSD Universal Pre Kindergarten Plan,
Evergreen Middle School Comprehensive School Safety Plan,
Special Education Local Plan,
EUSD Master Plan for English Learners,
EUSD Technology Plan,
and other federal, state, and local programs based upon the data reviewed through collective stakeholder meetings.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was created in three ways. The school first consulted the teachers, through their regular staff meetings, to review data and determine the goals of the school. The teachers worked as a group with the principal to review the school-wide data that was collected in March 2024. They also worked together to determine the preliminary goals of the school. Next, the school consulted with the School Site Council to approve the preliminary goals of the SPSA, as well as the expenditure of funds to meet those goals. The School Site Council met to work collaboratively on the SPSA. Lastly, the school enlisted the help of District personnel to align SPSA goals, expenditures, and data collections metrics with those of the District to ensure consistency, including the District's LCAP. This collaborative work happened during administration meetings that occurred once a month.

Those goals and actions remained in place for the 2024-2025 academic year and will not change for the foreseeable future. As we moved into the 2025-2026 school year and reflect on the 2024-2025 school year, teachers, School Site Council members and the site administration have worked together to review and reflect on the data and make additional plans forward. The SSC reviewed the final plan goals and budget before voting to approve the plan and send it to the EUSD School Board for approval. Once the plan is approved, the EMS SSC will continue to review the actions steps throughout the academic year.

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.

We currently are not eligible for CSI or ATSI and have no resource inequities.

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.

N/A

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.

NA

Other Needs

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

NA

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 Unified School District. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.75%	2.23%	1.00%	11	9	4
African American	0.25%	0.25%	%	1	1	
Asian	2%	1.24%	1.25%	8	5	5
Filipino	0.25%	0.50%	0.50%	1	2	2
Hispanic/Latino	20%	18.36%	18.30%	80	74	73
Pacific Islander	0%	%	%	0		
White	70%	73.20%	73.18%	280	295	292
Two or More Races	4.75%	4.22%	5.76%	19	17	23
Not Reported	0%	%	%	0		
Total Enrollment				400	403	399

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 5	88	103	108
Grade 6	106	98	94
Grade 7	106	100	103
Grade 8	100	102	94
Total Enrollment	400	403	399

Conclusions based on this data:

1. Our enrollment has stayed around 400 overall, over the past three years.
2. Our enrollment remains predominately white, with hispanic/latino as our significant sub-group.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	19	14	20	4.8%	3.5%	5.0%
Fluent English Proficient (FEP)	17	18	13	4.3%	4.5%	3.3%
Reclassified Fluent English Proficient (RFEP)	0	2	4	0	1.0%	.8%

Conclusions based on this data:

1. There was an increase in the number of English Learners served last year.
2. We reclassified 4 students in the last years, and look forward to reclassifying more students as their English skills develop.

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 5	87	96	106	87	95	106	87	95	106	100.0	99	100
Grade 6	95	95	96	94	92	93	94	92	93	98.9	96.8	96.9
Grade 7	98	89	100	95	86	97	95	86	97	96.9	96.6	97
Grade 8	94	99	90	88	97	81	88	95	81	93.6	98	90
All Grades	374	379	392	364	370	377	364	368	377	97.3	97.6	96.2

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 5	2518.	2496.	2524.	31.03	14.74	32.08	24.14	30.53	23.58	22.99	30.53	22.64	21.84	24.21	21.70
Grade 6	2532.	2544.	2534.	12.77	27.17	16.13	36.17	29.35	33.33	37.23	25.00	33.33	13.83	18.48	17.20
Grade 7	2559.	2566.	2544.	21.05	19.77	22.68	37.89	36.05	24.74	18.95	25.58	25.77	22.11	18.60	26.80
Grade 8	2555.	2577.	2547.	10.23	18.95	11.11	36.36	40.00	34.57	31.82	22.11	25.93	21.59	18.95	28.40
All Grades	N/A	N/A	N/A	18.68	20.11	21.22	33.79	33.97	28.65	27.75	25.82	26.79	19.78	20.11	23.34

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 5	19.54	17.89	25.47	72.41	70.53	63.21	8.05	11.58	11.32
Grade 6	18.09	21.74	25.81	62.77	56.52	49.46	19.15	21.74	24.73
Grade 7	17.89	27.91	23.71	65.26	53.49	57.73	16.84	18.60	18.56
Grade 8	18.39	29.47	16.05	57.47	49.47	61.73	24.14	21.05	22.22
All Grades	18.46	24.18	23.08	64.46	57.61	58.09	17.08	18.21	18.83

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 5	26.44	10.53	21.70	54.02	63.16	59.43	19.54	26.32	18.87
Grade 6	18.09	17.39	17.20	63.83	63.04	62.37	18.09	19.57	20.43
Grade 7	27.37	23.26	25.77	50.53	60.47	40.21	22.11	16.28	34.02
Grade 8	17.05	22.11	12.35	59.09	57.89	48.15	23.86	20.00	39.51
All Grades	22.25	18.21	19.63	56.87	61.14	52.79	20.88	20.65	27.59

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 5	14.94	10.53	16.04	72.41	77.89	75.47	12.64	11.58	8.49
Grade 6	13.83	23.91	9.68	75.53	65.22	76.34	10.64	10.87	13.98
Grade 7	10.53	11.63	14.43	77.89	70.93	73.20	11.58	17.44	12.37
Grade 8	11.36	16.84	11.11	76.14	72.63	74.07	12.50	10.53	14.81
All Grades	12.64	15.76	13.00	75.55	71.74	74.80	11.81	12.50	12.20

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 5	24.14	12.63	25.47	58.62	72.63	55.66	17.24	14.74	18.87
Grade 6	19.15	21.74	15.05	68.09	64.13	68.82	12.77	14.13	16.13
Grade 7	21.05	16.28	17.53	64.21	74.42	62.89	14.74	9.30	19.59
Grade 8	22.99	16.84	17.28	65.52	77.89	66.67	11.49	5.26	16.05
All Grades	21.76	16.85	19.10	64.19	72.28	63.13	14.05	10.87	17.77

Conclusions based on this data:

1. Our participation rate has remained relatively constant over the past three years.
2. In ELA, overall, we dropped slightly below 50% of students exceeding or meeting the standard in 24-25. Here are some specific things to note:

In Exceeding the standards and Meeting the standards, there were slight decreases. However, we note a slight increase in Standard Nearly Met and not met.

Our greatest area of concern is in these categories as we must ensure that we are supporting our most struggling readers and challenging our most proficient. In addition, our students in the Standard Nearly Met category need to be provided supports so that they can grow into the Standard Met and not revert back to the Standard Not Met.

3. We notice that in each ELA subcategory the following is true:

In Reading, there are more students performing below the Standard compared to the 23-24 academic year.

In writing, there was an increase in standard exceeded..

In Listening, the percentage of students at or near standard increased in performance compared to the 23-24 academic year.

In Research/Inquiry, the percentage of students performing exceeding Standard increased compared to the 23-24 academic year.

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 5	87	96	106	87	95	106	87	95	106	100.0	99	100
Grade 6	95	95	96	94	93	92	94	93	92	98.9	97.9	95.8
Grade 7	99	89	100	97	86	97	97	86	97	98.0	96.6	97
Grade 8	94	99	90	92	96	81	91	96	81	97.9	97	90
All Grades	375	379	392	370	370	376	369	370	376	98.7	97.6	95.9

* 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 5	2502.	2520.	2518.	17.24	23.16	22.64	20.69	21.05	25.47	34.48	35.79	27.36	27.59	20.00	24.53
Grade 6	2550.	2539.	2547.	22.34	21.51	30.43	25.53	25.81	16.30	31.91	27.96	33.70	20.21	24.73	19.57
Grade 7	2544.	2561.	2525.	23.71	19.77	17.53	21.65	27.91	19.59	24.74	31.40	22.68	29.90	20.93	40.21
Grade 8	2552.	2545.	2545.	18.68	17.71	23.46	18.68	22.92	16.05	28.57	22.92	28.40	34.07	36.46	32.10
Grade 11															
All Grades	N/A	N/A	N/A	20.60	20.54	23.40	21.68	24.32	19.68	29.81	29.46	27.93	27.91	25.68	28.99

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 5	19.54	32.63	28.30	49.43	48.42	52.83	31.03	18.95	18.87
Grade 6	27.96	24.73	33.70	52.69	49.46	44.57	19.35	25.81	21.74
Grade 7	31.96	24.42	22.68	37.11	52.33	39.18	30.93	23.26	38.14
Grade 8	21.11	19.79	17.28	48.89	51.04	51.85	30.00	29.17	30.86
Grade 11									
All Grades	25.34	25.41	25.80	46.87	50.27	47.07	27.79	24.32	27.13

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 5	13.79	17.89	16.98	63.22	64.21	54.72	22.99	17.89	28.30
Grade 6	13.83	18.28	22.83	59.57	54.84	54.35	26.60	26.88	22.83
Grade 7	20.62	17.44	11.34	53.61	62.79	60.82	25.77	19.77	27.84
Grade 8	18.68	15.63	13.58	49.45	57.29	58.02	31.87	27.08	28.40
All Grades	16.80	17.30	16.22	56.37	59.73	56.91	26.83	22.97	26.86

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 5	14.94	11.58	11.32	65.52	66.32	70.75	19.54	22.11	17.92
Grade 6	14.89	19.35	14.13	73.40	60.22	67.39	11.70	20.43	18.48
Grade 7	19.59	16.28	10.31	61.86	70.93	61.86	18.56	12.79	27.84
Grade 8	16.48	11.46	13.58	65.93	67.71	59.26	17.58	20.83	27.16
All Grades	16.53	14.59	12.23	66.67	66.22	65.16	16.80	19.19	22.61

Conclusions based on this data:

1. Our participation rate has remained relatively constant over the past three years.
2. In Math, overall, we decreased .5% in math from 23-24.
This represents a slight decrease. Specific things to note:
The percentage of students in the met Standards categories decreased slightly. But there was an increase in the ones that exceeded the standard.
We must continue to support our students who are struggling the most in mathematics while also providing appropriate challenges for those who are excelling. Additionally, the number of students in the Standard Nearly Met category increased slightly, and we need to maintain strong supports to help them progress into the Standard Met level rather than slip back into Standard Not Met.
3. We notice that in each Math subcategory the following is true:
In Concepts/Procedures, the percentage of students exceeding standard increased from 23-24.
In Problem Solving/Modeling, the percentage of students performing at standard increased.
In Communicating Reasoning, the percentage of students performing Above Standard decreased slightly from the year before.



School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*	*	*	*	*	*	*	*	*	*	6
6	*	*	*	*	*	*	*	*	*	5	4	*
7	*	*	*	*	*	*	*	*	*	*	4	4
8	*	*	*	*	*	*	*	*	*	*	4	4
All Grades										13	14	15

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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	28.57	20.00	69.23	35.71	26.67	23.08	28.57	33.33	7.69	7.14	20.00	13	14	15

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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	28.57	20.00	69.23	50.00	40.00	0.00	14.29	26.67	0.00	7.14	13.33	13	14	15

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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	14.29	13.33	15.38	28.57	13.33	61.54	50.00	53.33	15.38	7.14	20.00	13	14	15

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	28.57	33.33	53.85	57.14	53.33	7.69	14.29	13.33	13	14	15

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	42.86	26.67	53.85	50.00	46.67	0.00	7.14	26.67	13	14	15

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	28.57	13.33	53.85	35.71	53.33	30.77	35.71	33.33	13	14	15

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	0.00	0.00	76.92	92.86	93.33	7.69	7.14	6.67	13	14	15

Conclusions based on this data:

1. Because this subgroup is small across most areas, data and conclusions related to them are not included in this SPSA at this time.

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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
399	56.1%	5%	0.8%
Total Number of Students enrolled in Evergreen Unified School District.	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	20	5%
Foster Youth	3	0.8%
Homeless	34	8.5%
Socioeconomically Disadvantaged	224	56.1%
Students with Disabilities	51	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	4	1%
Asian	5	1.3%
Filipino	2	0.5%
Hispanic	73	18.3%
Two or More Races	23	5.8%
Pacific Islander	0	0.0%
White	292	73.2%

Conclusions based on this data:

1. We continue to provide services to our key subgroups—homeless students, socioeconomically disadvantaged students, and students with disabilities—as well as to all students.

School and Student Performance Data

Overall Performance






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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> No Performance Color</div>		

Conclusions based on this data:

- Academic Performance in both English Language Arts and Mathematics decreased slightly from 23-24.
- Chronic Absenteeism and Suspension Rate both declined as compared to the23-24 academic year.

School and Student Performance Data

Academic Performance English Language Arts

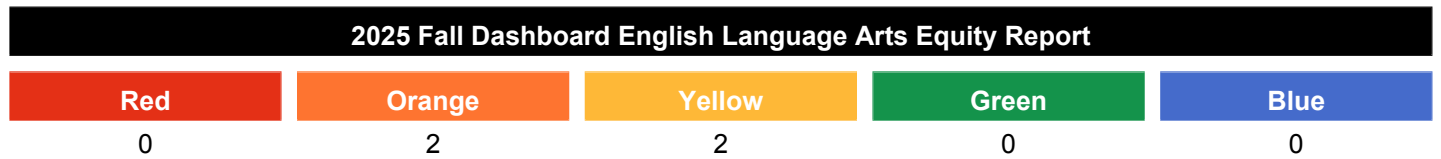
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>2.3 points above standard</div> <div>Declined 5.8 points</div> <div>369 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>98 points below standard</div> <div>Declined 56.6 points</div> <div>22 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>3.5 points below standard</div> <div>Declined 17.9 points</div> <div>32 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>16.1 points below standard</div> <div>Declined 16.1 points</div> <div>208 Students</div>

Students with Disabilities  Yellow 63.6 points below standard Increased 10.3 points 56 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 14 points below standard Declined 25.7 points 66 Students
Two or More Races  No Performance Color 32 points above standard Increased 8.5 points 20 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 4.2 points above standard Declined 3.4 points 274 Students

Conclusions based on this data:

- All students are 2.3 above standard which is a decrease from the previous year. Socioeconomically disadvantaged students are 16.1 points below standard which is a decrease compared to the 23-24 academic year. Students with disabilities increased 10.3 points to 63.6 points below standard. English Learners are declined to 98 points below standard but we also had an increase in the number of students in this category. Homeless students are 3.5 below standard, which is a decrease of 25.7 compared to the 24-25 academic year. Hispanic students are 25.7 points above standard, which is a decrease of +19.5 points as compared to the 23-24 academic year. White students are 4.2 points above standard, which is a decrease of 3.4 points as compared to the 23-24 academic year.
- These trends underscore the need for strengthened literacy instruction, strategic intervention systems, and equitable access to high-impact ELA supports. Moving forward, the SPSA will focus on data-driven practices, differentiated instruction, and targeted resources to accelerate growth for students below standard while continuing to challenge students performing at or above grade level. Our goal is to ensure that all learners make meaningful progress in ELA and that achievement gaps continue to narrow across all student groups.

School and Student Performance Data

Academic Performance Mathematics

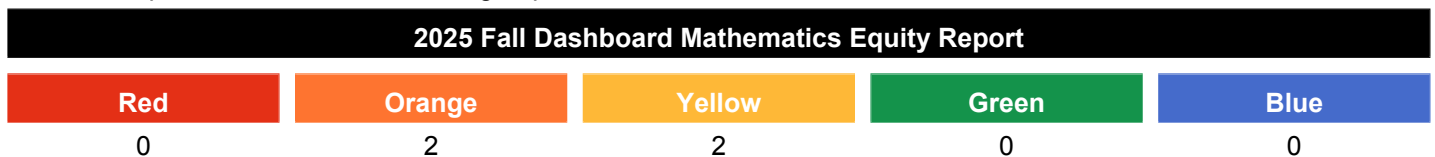
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 20.5 points below standard Declined 5.6 points 369 Students	English Learners  No Performance Color 103.3 points below standard Declined 19.3 points 22 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 31.2 points below standard Increased 14.8 points 32 Students	Socioeconomically Disadvantaged  Orange 42.8 points below standard Declined 9.1 points 208 Students

Students with Disabilities  Yellow 77.4 points below standard Increased 12.5 points 56 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 41.7 points below standard Declined 17 points 66 Students
Two or More Races  No Performance Color 10 points above standard Declined 12.1 points 20 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 17.2 points below standard Declined 4 points 274 Students

Conclusions based on this data:

- All students are 20.5 points below standard, which is a decrease compared to the 23-24 academic year. Socioeconomically disadvantaged students are 42.8 points below standard, which is a decrease compared to the 23-24 academic year. Students with disabilities are 77.4 points below standard, which is an increase of 12.5 points as compared to the 23-24 academic year. English Learners are at 103.3 points below standard which is a decrease of 19.3 points from 23-24 academic year. We also had an increase in number of students in this category. Homeless students are 31.2 points below standard, which is an increase of 14.8 points as compared to the 23-24 academic year. Hispanic students are 41.7 points below standard, which is a decrease of 17 points as compared to the 23-24 academic year. White students are 17.2 points below standard, which is a decline of 4 points as compared to the 23-24 academic year.
- These results emphasize the need for a comprehensive and targeted approach to math instruction. Moving forward, with a focus on strengthening foundational skills, providing targeted intervention for students significantly below standard, and ensuring that all learners have access to high-quality, data-driven math instruction. Our goal is to accelerate growth, close achievement gaps, and support all students in making meaningful progress toward meeting or exceeding grade-level math standards.

School and Student Performance Data

Academic Performance Science

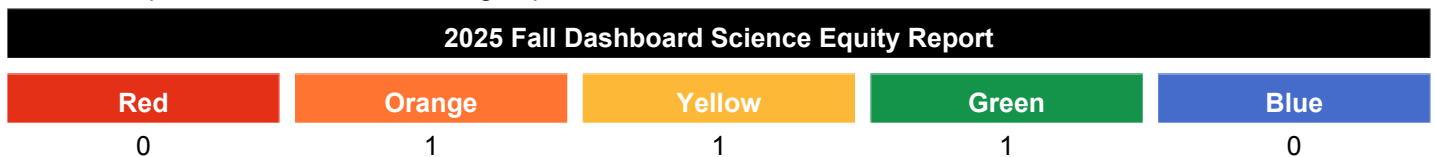
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 Green 56.4 science points Increased 2.4 points 184 Students	English Learners No Performance Color 31.1 science points 16 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color 56.7 science points 16 Students	Socioeconomically Disadvantaged Yellow 51.7 science points Maintained -0.6 points 105 Students

Students with Disabilities  No Performance Color 47.3 science points Increased 9.6 points 28 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 43.7 science points Declined 10.5 points 31 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Green 58.3 science points Increased 4.2 points 143 Students

Conclusions based on this data:

1. All students increased by 2.4 %. and are 56.4 points above standard.
2. English Learner are 31.4 points above standard.
Homeless are 56.4 above standard.
Socioeconomic disadvantaged are 51.7 above standard.
Hispancs are 43.7 above standard.
White students are 58.3 points above standard.
Overall we are above standard in all groups and grew as a school overall in Science.

School and Student Performance Data



Academic Performance English Learner Progress

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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
<div></div> <div>No Performance Color</div> <div>33.3 making progress.</div> <div>Number Students: 15 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 5 Students</div>

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
6.7%	60%	0%	33.3%

Conclusions based on this data:

1. 33.3% of English Learners are making progress towards English Language Proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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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."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. NA
2. NA

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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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
 Yellow 14.5% Chronically Absent Declined 1.7 421 Students	 No Performance Color 0% Chronically Absent Maintained 0 20 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 Yellow 16.7% Chronically Absent Declined 8.3 42 Students	 Orange 19.5% Chronically Absent Increased 1 246 Students

Students with Disabilities  Yellow 18% Chronically Absent Declined 6 61 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 8.1% Chronically Absent Increased 1.4 74 Students
Two or More Races  No Performance Color 23.1% Chronically Absent Declined 3.2 26 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 15.2% Chronically Absent Declined 2.3 309 Students

Conclusions based on this data:

1. 14.5% of all students are chronically absent which is a decrease of -1.7 as compared to the 23-24 academic year.
16.7% of homeless students are chronically absent which is a decrease of - 8.3 as compared to the 23-24 academic year.
19.5% of Socioeconomically disadvantaged students are chronically absent which is a increase of 1% as compared to the 23-24 academic year.
0% of English Learners are chronically absent which is the same as compared to the 23-24 academic year.
18% of Students with disabilities are chronically absent which is a decrease of -6 as compared to the 23-24 academic year.
8.1% of Hispanic students chronically absent which is an increase of 8.1% as compared to the 23-24 academic year.
23.1% of two or more races are chronically absent which is a decrease of -3.2% as compared to the 23-24 academic year.
15.2% of White students are chronically absent which is a decrease of -2.3 as compared to the 23-24 academic year.
2. The 2024–25 chronic absenteeism data shows overall improvement, with 14.5% of all students classified as chronically absent—a decrease of 1.7 percentage points from the 2023–24 academic year. Notably, homeless students saw a significant reduction in absenteeism, dropping to 16.7%, an 8.3-point decrease. Students with disabilities also showed improvement, decreasing by 6 points to 18%. White students and students of two or more races experienced modest declines, with rates of 15.2% and 23.1%, respectively. However, some student groups experienced increases in absenteeism. Socioeconomically disadvantaged students rose slightly to 19.5%, an increase of 1 percentage point. Hispanic students saw the largest increase, with 8.1% of students chronically absent—an 8.1-point rise compared to the previous year. English Learners maintained a 0% chronic absenteeism rate, consistent with the prior year. These trends highlight the need for continued monitoring and targeted interventions to support regular attendance, particularly for Hispanic and socioeconomically disadvantaged students. Moving forward, the SPSA will focus on

proactive outreach, family engagement, and supportive strategies to reduce chronic absenteeism and ensure all students have consistent access to classroom learning.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

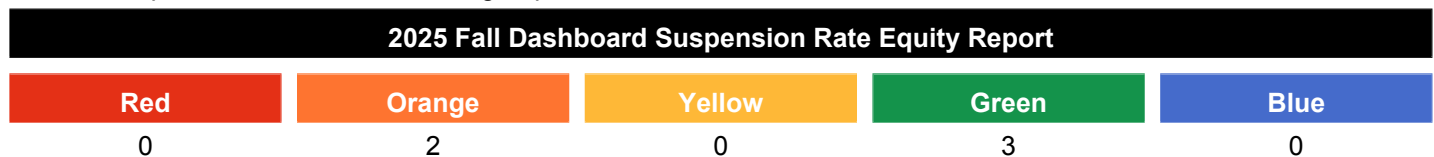
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 3.3% suspended at least one day Declined 1% 426 Students	English Learners No Performance Color 5% suspended at least one day Declined 0.9% 20 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless Green 4.8% suspended at least one day Declined 0.6% 42 Students	Socioeconomically Disadvantaged Green 4% suspended at least one day Declined 1.8% 248 Students

Students with Disabilities  Orange 8.2% suspended at least one day Increased 2.9% 61 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 4.1% suspended at least one day Increased 1.4% 74 Students
Two or More Races  No Performance Color 3.8% suspended at least one day Declined 1.4% 26 Students	Pacific Islander  No Performance Color 0 Students	White  Green 3.2% suspended at least one day Declined 0.7% 314 Students

Conclusions based on this data:

- 3.3% of all students were suspended at least once which is a decrease of -1% as compared to the 23-24 academic year.
4% of Socioeconomically disadvantaged students were suspended at least once declined -1.8% from the 23-24 academic year.
8.2% of Students with disabilities were suspended at least once which is an increase of 2.9% as compared to the 23-24 academic year.
5% of English Learners were suspended at least once which is a decrease of .9% as compared to the 23-24 academic year.
4.1% of Hispanic students were suspended at least once which is a increase of 1.4% as compared to the 23-24 academic year.
3.8% of two or more races were suspended at least once which is a decrease of 1.4% as compared to the 23-24 academic year.
3.2% of White students were suspended at least once which is a decrease of .7% as compared to the 23-24 academic year.
- Moving forward, we will continue to prioritize restorative practices, positive behavior supports, and early intervention strategies to prevent behaviors that lead to suspension. The goal is to ensure all students remain engaged in learning, reduce exclusionary discipline, and foster a school culture where every student can thrive academically, socially, and emotionally.

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.

Academic Performance by All

The percentage of students meeting or exceeding standards in English/Language Arts and Mathematics will increase over the previous year as measured by the CAASPP and other local data - The goal is to achieve a 5% annual increase, with a target ceiling of 80%. In addition, we will work to improve our distance from standard metric - improving by 5 points each year or stay at or above the standard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - To provide services and instruction that lead to ever increasing students achievement outcomes.

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.

Reading and writing development to ensure students improve in proficiency. This overlaps into the mathematics need whereby students need to improve upon communicating reasoning.

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 Mathematics	Spring 2022- 33.01% of students met or exceeded Spring 2023 - 42.28% of students met or exceeded Spring 2024 45.68 % of students met or exceeded Spring 2025 43.08% of students met or exceeded Spring 2022-40.3 below standard Spring 2023 -16.9 below standard Spring 2024 - 14.9 below standard Spring 2025 -20.5 below standard	48% of students will meet or exceed standards in Mathematics 15.5 points below standard
iReady Mathematics	March 2022 - 39.75% of students met or exceeded March 2023 - 50.67% of students met or exceeded March 2024 - 53.56% of students met or exceeded March 2025 54.71% os students met or exceeded	59% of students will meet or exceed benchmark in Mathematics

CBM Mathematics	March 2022 - 66.25% of students met or exceeded March 2023 - 72.14% of students met or exceeded March 2024 - 80.47 % of students met or exceeded March 2025 - 78.66% of students met or exceeded	83% of students will meet or exceed benchmark in Mathematics Fluency
CAASPP ELA	Spring 2022 - 53.79% of students met or exceeded Spring 2023 - 52.47% of students met or exceeded Spring 2024 - 53.93% of students met or exceeded Spring 2025. 54% of students met or exceeded Spring 2022-0.6 above standard Spring 2023 -7 above standard Spring 2024 - 8.1 above standard Spring 2025 2.3 above standard	59% of students will meet or exceed standards in ELA/Literacy 7.3 points above standard
iReady Reading	March 2022 - 46.78% of students met or exceeded March 2023 - 46.52% of students met or exceeded March 2024 - 50.13 % of students met or exceeded March 2025 - 49.62% of students met or exceeded	55% of students will meet or exceed benchmark in ELA
CBM Oral Reading Fluency	March 2022 - 53.90% of students met or exceeded March 2023 - 47.10% of students met or exceeded March 2024 - 49.61% of students met or exceeded March 2025- 53.73% of students met or exceeded	58% of students will meet or exceed benchmark in Reading Fluency

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	Continue to implement the schoolwide ELA/Mathematics curriculum programs to meet the needs of all students and intervention programs that target the specific needs of those students identified as not meeting benchmark in the area of Mathematics and English/Language Arts as measured by local and state testing data.	All students	54,505 Special Education 2000-2999: Classified Personnel Salaries State Funding resource 6500 98,618 Special Education 3000-3999: Employee Benefits State Funding resource 6500 116,423 Special Education 2000-2999: Classified Personnel Salaries

			<p>Federal Funding resource 3310 61,785 Special Education 3000-3999: Employee Benefits Federal Funding 3310 192,514 Special Education 1000-1999: Certificated Personnel Salaries State Funding resource 6500 40,297 Special Education 1000-1999: Certificated Personnel Salaries Federal Funding 3310 1,416,089 LCFF - Base 1000-1999: Certificated Personnel Salaries Certificated 464,218 LCFF - Base 3000-3999: Employee Benefits</p> <p>89,542 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>20,419 LCFF - Supplemental 3000-3999: Employee Benefits</p>
1.2	Plan/schedule Professional Learning in coordination with the district TOSA in the areas of ELA to enhance the teaching and learning for all students.	All students	<p>0</p> <p>Staff Development-ERD day 0</p> <p>Staff Development-ERD day</p>
1.3	Use the cycle of continuous improvement to implement the ELA/Mathematics schoolwide intervention programs including Math Skills groups and Learning Center as well as conduct ongoing assessments to determine students' ever changing needs.	All students	<p>112,745 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries TOSA 34,664 LCFF Equity Multiplier 3000-3999: Employee Benefits TOSA 26,434 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries resource 2600</p>

			6,014 Extended Learning Opportunity 3000-3999: Employee Benefits 27,050 Extended Learning Opportunity 4000-4999: Books And Supplies General Fund
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

As a district, we have adopted the Benchmark ELA curriculum for grades 5-8 and provided teachers with training for classroom differentiation and intervention, as well as training in Being a Writer. For Mathematics, we have introduced the Into Math Program and its online component, Waggle. In addition to these programs, teachers regularly review ELA and Mathematics data from iReady, CBMs, and other diagnostic assessments to more effectively analyze student progress at the individual, classroom, grade span, and school levels over time.

English/Language Arts & Reading Effectiveness:

CAASPP-ELA

We have observed an decrease in the percentage of students who are Exceeding or Meeting the Standard on the CAASPP ELA compared to the Spring 2024 results.
We are still above standard in ELA.

iReady Reading:

The data shows that 49.62% of students met or exceeded the benchmark on iReady Reading, representing the same result from Spring 2024.
The iReady Reading assessment has shown continuous growth since March 2022 but is starting to plateau.
When the data is disaggregated, a decrease is observed across all grade-levels.

Oral Reading Fluency:

The data indicates a slight increase in Oral Reading Fluency.
When the data is disaggregated, All grade levels showed growth from the previous year.

Conclusion:

We must continue to enhance students' reading fluency and skill development to ensure they achieve proficiency and can effectively comprehend both literary and informational texts. This requires ongoing analysis of student performance data, targeted support to meet individual needs, and the implementation of high-quality curricula and resources that empower both teachers and students.

Mathematics Effectiveness:

CAASPP - Math

There has been a slight decrease in CAASPP Math performance compared to Spring 2024.
We are still below standard as a whole in math

iReady Math

The data shows that over 54% of students met or exceeded the benchmark on iReady Math.
Since March 2022, the iReady Math assessment data has shown an increase in performance.
When the data is disaggregated, growth is observed in all but 8th grade..

Math Fluency

The data indicates that Math Fluency stayed about the same as the previous year.

When the data is disaggregated, there was a slight decrease from 7th to 8th grade in that group of students. We have plateaued and need to take next steps to find an increase again. We have started using Nextgen math as a new tool.

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

There were no 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.

The goal, annual outcomes, and metrics will continue to be tracked and evaluated year over year, incorporating both the current metrics and the newly introduced Distance from Standard model. We will sustain the implementation of the Benchmark and StudySync programs, providing necessary support, along with the Mathematics curriculum, Into Math, and its associated platform, Waggle. Professional development and Professional Learning Community initiatives, in partnership with district TOSAs, will remain focused on advancing student academic growth in English Language Arts and Mathematics.

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.

Academic Performance of Significant Subgroups

The students in significant subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic, and white students) will improve their scaled score by 5 points (ELA) and 5 points (Mathematics) below the standard over the prior year as measured by the CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Ensure all students are supported and challenged in this process in an engaging environment.

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.

Reading and writing development to ensure students improve in proficiency. This overlaps into the mathematics need whereby students need to improve upon communicating reasoning.

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
CAASP - English/Language Arts (SED)	2022 - 14.2 points below the standard 2023 - 4.4 points below the standard 2024 - 0 2025 - 16.1 pts below standard	11.1 points below the standard
CAASPP - Mathematics (SED)	2022 - 53.5 points below the standard 2023 - 33.1 points below the standard 2024 - 33.6 points below the standard 2025 - 42.8 points below the standard	37.8 points below the standard
CAASP - English/Language Arts (SWD)	2022 - 75.5 points below the standard 2023 - 78.3 points below the standard 2024 - 73.9 points below the standard 2025 - 63.6 points below the standard	58 points below the standard
CAASP - Mathematics (SWD)	2022 - 118.1 points below the standard 2023 - 75.4 points below the standard 2024 - 89.8 points below the standard 2025 - 77.4 points below the standard	72.4 points below the standard
CAASP - English/Language Arts (Homeless)	2022 - 24.6 points below the standard 2023 - 3.3 points below the standard 2024 - 14.4 points below the standard 2025 - 3.5 points above the standard	8.5 points above the standard
CAASP - Mathematics (Homeless)	2022 - 72.6 points below the	26.2 points below the standard

	standard 2023 - 40 points below the standard 2024 - 46 points below the standard 2025- 31.2 points below the standard	
CAASP - English/Language Arts (Hispanic)	2022 - 19.3 points below the standard 2023 - 7.8 points below the standard 2024 - 11.7 points above the standard 2025 - 14 points below the standard	9 points below the standard
CAASP - Mathematics (Hispanic)	2022 - 64.8 points below the standard 2023 - 23 points below the standard 2024 - 24.7 points below the standard 2025 - 41.7 points below the standard	36.7 points below the standard
CAASP - English/Language Arts (White)	2022 - 5.3 points above the standard 2023 - 10.9 points above the standard 2024 - 7.7 points above the standard 2025 - 4.2 points above the standard	9.2 points above the standard
CAASP - Mathematics (White)	2022 - 34.2 points below the standard 2023 - 14.7 points below the standard 2024 - 13.2 points below the standard 2025 - 17.2 points below the standard	12.2 points below the standard

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	Use the cycle of continuous improvement to implement the ELA/Mathematics schoolwide and intervention programs and conduct ongoing assessment to determine students' ever changing needs.	Significant Subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic, and white students).	0 Costs Included in Goal 1
2.2	Continue to implement and review our schoolwide ELA/Mathematics curriculum programs to meet the needs of significant subgroups and intervention programs that target the specific needs of those students identified as not meeting benchmark.	Significant Subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic, and white students).	Costs included in Goal 1
2.3	Plan/schedule Professional Development in the areas of Mathematics and ELA/Literacy to enhance the teaching and learning for students from significant subgroups in ELA/Mathematics.	Significant Subgroups (including socioeconomically disadvantaged (SED), students with disabilities (SWD), homeless, hispanic, and white students).	22,803 Other 1000-1999: Certificated Personnel Salaries LREBG 1,200 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures PD

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We have implemented several strategies and activities aimed at improving the academic growth of our significant subgroups, including socioeconomically disadvantaged students, students with disabilities, homeless students, Hispanic students, and White students. In ELA, we have integrated an ELA TOSA, focusing on differentiated instruction to enhance the overall ELA program for the school and development for these subgroups. For Mathematics, we have adopted the Into Math program, providing targeted support through the platform along with iReady and math skill development resources. Additionally, we continuously collect and monitor data on spreadsheets to better analyze class and individual performance, with a particular focus on significant subgroups.

The 2023-2024 CAASPP results in English Language Arts (ELA) and Mathematics show notable growth among some significant subgroups compared to the 2023-2024 data. Two groups that showed improvement in both areas were our SWD and our homeless population. Our homeless population was above standard for the first time in ELA. It is important to highlight that, beginning in 2022, SWD data is associated with the district of residence rather than the district of attendance. As a result, the data reflects students residing within the EUSD boundaries, regardless of whether they attend programs or schools outside the district.

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet 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.

There were no 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.

The goal, annual outcomes, and metrics will be consistently monitored and assessed year-over-year using the Distance from Standard model. Furthermore, we will perform internal analyses to compare data for the Students with Disabilities (SWD) we directly serve against those within our district boundaries who may attend other programs or schools.

Our strategies will continue to prioritize meeting the needs of the key subgroups identified above.

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.

Academic Performance of English Learners

The percentage of students scoring a Level 3 or Level 4 on the ELPAC will increase by 5% annually or 80% progressed/maintained.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Ensure all students are supported and challenged in this process in an engaging environment.

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.

Continue to help students progress towards proficiency on the ELPAC and reclassify, as appropriate.

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 English Language Proficiency Assessment (ELPAC)	2022 - 78.6% of students progressed at least one ELPI level/maintained a level 4 2023 - 41.7% of students progressed at least one ELPI level/maintained a level 4 2024 - 46.2% of students progressed at least one ELPI level maintained a level 4 2025 - 33.3% of students progressed at least one ELPI level maintained a level 4	38 % of students will progress at least one ELPI level/maintain a level 4
CAASPP - English/Language Arts (English Learners)	2022- 59.2 points below standard 2023 - 22.3 points below standard 2024 - 41.5 points below standard. 2025 - 98 points below standard	93 points below the standard
CAASPP - Mathematics (English Learners)	2022- 95.3 points below standard 2023 - 57.6 points below standard 2024 - 84 points below standard 2025 - 105.3 points below standard	100 points below the standard

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	Plan/schedule Professional Development in the area of ELD (specifically Integrated and Designated Instruction strategies).	English Learners	12,702 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 4,677 LCFF - Supplemental 3000-3999: Employee Benefits 250 Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies 635 Title III Immigrant Education Program 4000-4999: Books And Supplies 1313 Title III Immigrant Education Program 5000-5999: Services And Other Operating Expenditures
3.2	Use the cycle of continuous improvement to implement SEI and intervention programs and conduct ongoing assessment to determine the ever changing needs of English Learners.	English Learners	
3.3	Continue to implement and review the school wide ELD program (Structured English Immersion) to meet the needs of all English Learners and intervention programs to target the specific needs of those students identified as not meeting benchmarks. Use of an EL intervention paraprofessional to provide support for our EL students.	English Learners	See 3.1

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Building on our previous goal, we have implemented various strategies and activities aimed at enhancing the academic growth of our subgroups, including English Learners. We continue to accurately identify and assess our English Learners, while prioritizing effective support through our Structured English Immersion Program. This program

incorporates both Designated and Integrated English language development, with most instruction conducted in English and tailored to meet the needs of students learning the language. When necessary, teachers or paraprofessionals provide clarification, explanation, and support in the students' primary language. Students who score a 1 or 2 on the Summative ELPAC receive Designated English Language Development (ELD) in both the classroom and the Learning Center, while also benefiting from Integrated ELD in content areas. Additionally, we assess students using local and statewide ELA assessments to ensure they are progressing in English language mastery alongside their peers. Based on these assessments, students are either reclassified as Fluent English Proficient or identified as Long-Term English Learners, with appropriate support provided to ensure continued progress.

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

There were no 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.

An improvement of 5 points in ELA and Math below the standard over the previous year as measured by the CAASPP was added.

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.

Academic Engagement - Chronic Absenteeism

The percentage of students who attend school regularly will be at 96% or higher, and the percent of students who are chronically absent (>10% of the academic year = 18 days) will decrease by 5% or less each year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Create a safe, healthy space for students to have optimal opportunity to learn and grow.

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.

Continue to share the importance of attendance via prevention, promotion, and policy to attend to chronic absenteeism.

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
Chronic Absenteeism - Dashboard Data (All)	2022- 36.1% chronically absent 2023- 25.3% chronically absent 2024 - 16.2% chronically absent 2025 -14.5 % chronically absent	Decrease
Chronic Absenteeism - Dashboard Data (SED)	2022- 37% chronically absent 2023 - 30.8% chronically absent 2024 - 18.5% chronically absent 2025-19.5% chronically absent	Increase
Chronic Absenteeism - Dashboard Data (SWD)	2022- 52.7% chronically absent 2023 - 46.9% chronically absent 2024 - 24.1% chronically absent 2025- 18% chronically absent	Decrease
Chronic Absenteeism - Dashboard Data (English Learners)	2022- 31.8% chronically absent 2023 - 23.3% chronically absent 2024 - 0% chronically absent 2025-0% chronically absent	Same
Chronic Absenteeism - Dashboard Data (Homeless)	2022- 33.3% chronically absent 2023 - 34% chronically absent 2024 - 25 % chronically absent 2025-16.7% chronically absent	Decrease

Chronic Absenteeism - Dashboard Data (White)	2022- 38% chronically absent 2023 - 25.4% chronically absent 2024 - 17.5% chronically absent 2025- 15.2% chronically absent	Decrease
Chronic Absenteeism - Dashboard Data (Hispanic)	2022- 32.5% chronically absent 2023 - 23.8% chronically absent 2024 - 6.7% chronically absent 2025- 1.4% chronically absent	Decrease
Chronic Absenteeism - Dashboard Data (2 or more races)	2022- 35.7% chronically absent 2023 - 42.9% chronically absent 2024 - 26.3% chronically absent 2025- 23.1% chronically absent	Decrease

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
4.1	Continue to daily connect with parents to clear absences and promote Independent Study to target students who are chronically absent, when appropriate.	All students	26,579 General Fund 2000-2999: Classified Personnel Salaries Attendance Clerk Salary 19,782 General Fund 3000-3999: Employee Benefits Attendance Clerk benefits
4.2	Information about the importance of attendance will be shared with parents regularly throughout the year in person and in print.	All students	3,500 LCFF 4000-4999: Books And Supplies
4.3	Principal will hold attendance SSTs (Student Success Team) meetings for those at risk of chronic absenteeism.	All students	Costs associated with Strategy 1
4.4	Use the cycle of continuous improvement to conduct ongoing evaluations/reviews of the attendance program and progress towards combating chronic absenteeism.	All Students	Costs associated with Strategy 1

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Throughout the 2024-2025 school year, Evergreen Middle School launched several initiatives aimed at improving student attendance. These included promoting the use of Independent Study as a tool to support attendance, organizing Attendance Student Success Team meetings for students at risk of chronic absenteeism, and maintaining regular communication with parents about the importance of consistent school attendance. The school also applied a continuous improvement process to assess and enhance its attendance strategies, ensuring that efforts were adapted to effectively tackle chronic absenteeism. Furthermore, Independent Study was utilized whenever appropriate to ensure accurate tracking of student attendance.

The chronic absenteeism rate for 2024-2025 was 14.5 % an improvement of 1.7% from the previous year. Our primary objective is to examine the specific needs and characteristics of each subgroup and continue implementing targeted strategies and activities in 2023-2024 to encourage attendance and reduce absenteeism rates across all groups. Current data highlights the need for focused attention on our students identifying with two or more races and our homeless student population, as these groups have higher absenteeism rates compared to others.

Please be aware that the data regarding Students with Disabilities (SWD) indicates a relatively high level of chronic absenteeism. However, starting in 2022, SWD data has been linked to the district of residence rather than the district of attendance. This means the data reflects students living within the EUSD boundaries who may attend programs or schools outside our district. Additionally, it would be inappropriate to assess the 2025 data in connection to our strategies and activities, as these efforts are focused exclusively on the students we directly serve—many of whom are now included in the data for other districts. Similarly, students experiencing homelessness may face challenges with consistent school attendance. Maintaining regular communication with our Homeless Liaison and their teachers will be critical to supporting their attendance. This year, Evergreen Elementary School will continue to engage with parents daily to clear absences and encourage the use of short-term Independent Study as an intervention for chronically absent students when appropriate. Attendance Student Success Team Meetings will be held for those at risk of chronic absenteeism. Additionally, we will consistently share information with parents about the importance of attendance throughout the year. Our school will also employ the cycle of continuous improvement to regularly evaluate and refine our attendance program.

There has been progress every year since 2023 in bringing our Chronically absent rate down as a school and across significant subgroups.

There were no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet 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.

There were no 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.

The goal, annual outcomes, metrics, and strategies/activities will be continued as a result of this analysis.

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.

Conditions, and Climate - Suspension Rate

The percentage of students who are suspended will maintain or show improvement each year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Create a safe, healthy space for students to have optimal opportunity to learn and grow.

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.

Continue to teach social emotional learning, high expectations, and attend to behavior.

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
Suspension Rate Dashboard Data (All)	2022 -9.5% suspended at least once 2023 - 8.8 suspended at least once 2024 - 4.3% suspended at least once 2025 - 3.3% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (SED)	2022 -11.3% suspended at least once 2023 -11.3% suspended at least once 2024 - 5.8 % suspended at least once 2025 - 1.8% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (SWD)	2022 -8.5% suspended at least once 2023 -13.7% suspended at least once 2024 - 5.3% suspended at least once 2025 - 8.2% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (English Learners)	2022 -13.6% suspended at least once 2023 - 0% suspended at least once 2024 - 5.9% suspended at least once 2025 - 5% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (Foster Youth)	2022 -16.7% suspended at least once 2023 - less than 11 students, data not displayed 2024 - less than 11 students, data not displayed 2025 -less than 11 students data not displayed	n/a

Suspension Rate Dashboard Data (Homeless)	2022 -12.1% suspended at least once 2023 - 9.3% suspended at least once 2024 - 5.4% suspended at least once 2025 - 4.8% suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (White)	2022 -8.4% suspended at least once 2023 - 9% suspended at least once 2024 - 3.9% suspended at least once 2025 - 3.2 % suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (Hispanic)	2022 -8.2% suspended at least once 2023 - 6.9% suspended at least once 2024 - 2.6% suspended at least once 2025 - 4.1 % suspended at least once	Stay stable or decline
Suspension Rate Dashboard Data (2 or more races)	2022-24.1% suspended at least once 2023 -12.5% suspended at least once 2024 - 5.3% suspended at least once 2025 - 3.8% suspended at least once	Stay stable or decline

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
5.1	Continue to implement a Social Emotional Learning curriculum (Character Strong) schoolwide for all students that includes support beyond the classroom - yard, cafeteria, home.	All students	1,932 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures
5.2	The Evergreen Union School District Creed and Expectations will be infused into the classroom and yard and respond by using the EUSD Behavior Matrix, when necessary. Provide Professional Learning in Choice Theory, as necessary.	All students	Costs associated with Strategy 1
5.3	Identify those students with social emotional/behavior issues and schedule Student Success Team Meetings to formulate a plan for behavior intervention; provide counseling support as necessary.	All students	Costs associated with Strategy 1
5.4	Use the cycle of continuous improvement to conduct ongoing evaluations/reviews of the suspension rate and progress towards supporting students in positive behavior.	All students	83,235 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Counselor 41,973 LCFF - Supplemental 3000-3999: Employee Benefits Counselor
5.5	Implementation of a "time out" (restorative practices) room during lunch during which students reflect on behavior, create plans to improve and restore relationships with other individual affected by the negative behavior.	All Students	76,514 General Fund 2000-2999: Classified Personnel Salaries Costs inclusive in the salaries of the yard staff

			24,966 General Fund 3000-3999: Employee Benefits Classified yard benefits
5.6	Implement Drug and Alcohol interventions provided through the County.	All Students	Costs associated with Goal 1
5.7			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Evergreen Middle School is implementing a school-wide Social Emotional Learning (SEL) curriculum, Character Strong, which extends beyond the classroom to include support in areas such as the yard, cafeteria, and home. Additionally, EMS has continued to integrate the EUSD Creed and Expectations into both classroom and yard cultures, utilizing the EUSD Behavior Matrix when needed. Professional learning opportunities were provided for staff in the areas of Choice Theory, Restorative Practices, and Social Emotional Learning, ensuring that teachers were equipped to effectively use the Character Strong program. Furthermore, Student Success Team (SST) meetings brought together teachers and parents to create individualized plans for students facing social, emotional, or behavioral challenges, including behavior intervention and counseling support as needed. As always, the school applied the cycle of continuous improvement to regularly evaluate suspension rates and track progress in supporting positive student behavior. We are also having an emotional poverty PD day this year to update our staff on practices here and research.

Based on the data from the 2024-2025 school year, it is clear that refining and enhancing our strategies and activities will remain a priority for the 2025-2026 school year in order to further promote positive student behaviors and reduce the need for suspensions. Moving forward, we will continue implementing Character Strong school-wide, reinforcing the EUSD Creed and Expectations, and responding with the EUSD Behavior Matrix when necessary. We will also provide ongoing professional learning for teachers and maintain frequent SST meetings to ensure a collaborative approach between teachers, students, and parents.

It is important to note that, starting in 2022, students with disabilities (SWD) data is now connected to the district of residence rather than the district of attendance. Therefore, this data represents students who live within the EUSD district, regardless of whether they attend other programs or schools.

There were no discrepancies between the intended implementation and the budgeted expenditures for the strategies and activities designed to meet the stated goals.

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

There were no 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.

The goal, annual outcomes, metrics, and strategies/activities will be continued as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Academic Engagement, Conditions, and Climate - Safe, Positive, Supportive Climate

The percentage of parents and students who believe that a safe, positive, supportive climate exists at Evergreen Middle School will annually increase by 5% (as measured by the Spring Parent Survey), and disrespect between students will be reduced by 25% across campus (as measured by Suspensions and Conduct Reports).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Create a safe, healthy space for students to have optimal opportunity to learn and grow.

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.

Continue to promote Evergreen as a safe, positive, supportive climate; and work to address student respect.

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
California Healthy Kids Survey	2022-64% of students perceived school as safe or very safe 2023-57.9% of students perceived school as safe or very safe 2024 - 58% of students perceived school as safe or very safe 2025 - 67% of students perceived school as safe or very safe	63% of students will perceive that school is safe or very safe.
Spring Parent Survey - Safety and Respect Statements	SAFETY AT SCHOOL Spring 2022- 73% (parents) agree/strongly agree Spring 2023- 57.9% (parents) agree/strongly agree - *19 responses Spring 2024 - 51%. (parents) agree/strongly agree. **33 responses Spring 2025 - 77% (parents) agree/strongly agree. **57 responses 4.2 average RESPECT- STUDENTS SHOW RESPECT TO OTHER STUDENTS Spring 2022- 47.4% (parents) agree/strongly agree - Spring 2023 - 44.1% parents) agree/strongly agree - *19 responses	Maintain a 4.0 average score on on Parent Survey Questions: "My child/children feel/s physically and emotionally safe at school" and "Students show respect to other students".

	Spring 2024 - 43.6 % parents) agree/strongly agree - *33 responses Spring 2025 - 64 % parents agree/strongly agree. ****57 responses 3.7 average	
Conduct Reports and Suspension Information	2021-2022 - 55 students had disciplinary issues regarding lack of respect 2022-2023 - 60 students had disciplinary issues regarding lack of respect 2023-2024 - 55 students had disciplinary issues regarding lack of respect 2024-2025 - 30 students had disciplinary issues regarding lack of respect	The number of reports of disrespect between students will decrease each year (as measured by Suspensions and Conduct Reports).

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
6.1	Continue to implement the Bullying Prevention Unit of the Social Emotional Learning curriculum (Second Step) in Grades 5 and 6 for all students that includes support beyond the classroom - yard, cafeteria, home.	All students	0 Costs included in Goal 5
6.2	Plan/schedule ongoing Professional Development in the area of SEL and trauma invested practices and Restorative Practices.	All students	0 Costs included in Goal 5
6.3	Use the cycle of continuous improvement to conduct ongoing evaluations/reviews of the school climate and progress towards promoting a safe, positive, supportive school.	All students	 Costs included in Goal 5

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2023-2024 school year, Evergreen Middle School implemented restorative practices and extended support beyond the classroom to include the yard, cafeteria, and home. The school used a cycle of continuous improvement to regularly assess the school climate and monitor progress in creating a safe, positive, and supportive environment. In 2024, parents reported feeling that their children are safe at Evergreen Middle, with an overall average rating of 4.1 out of 5. Data from the 2023-2024 school year shows a decline in disciplinary incidents, with 19 students involved in behaviors such as disrespect, inappropriate language or gestures, harassment or bullying, arguing, name-calling, and defiance.

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

There were no 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.

The goal, annual outcomes, metrics will be continued and compared from year to year using the current metrics

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Academic Engagement, Conditions, and Climate - Parent Engagement

Maintain a 4.5 average score on the questions "I feel welcome and respected at Evergreen Middle and "My child's/children's teacher communicates efficiently with me about my child's/children's progress" on the parent survey, and an overall goal of a 4.0 average on all other survey questions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Create a safe, healthy space for students to have optimal opportunity to learn and grow.

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.

Strong communication between home and school and a feeling of being welcomed to the school campus is essential for parent engagement.

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
Spring Parent Survey - communication between school and home	2022-63.2% agree/strongly agree this to be true 2023-68.5% agree/strongly agree this to be true - *19 responses 2024-61 % agree/strongly agree this to be true - ** 33 responses. 2025-79% agree/strongly agree this to be true - 57 responses 4.2 average	On Parent Survey, maintain a 4.0 average score on question, "My child's/children's teacher communicates efficiently with me about my child's/children's progress".
Spring Parent Survey - feeling welcome and respected	2022-84.2% agree/strongly agree this to be true 2023- 68.5% agree/strongly agree this to be true - *19 responses 2024-80% agree/strongly agree this to be true- 33 responses 2025-86% agree/strongly agree this to be true - 57 responses 4.4 average	On Parent Survey, maintain a 4.0 average score on question, "I feel welcome and respected at Evergreen Elementary School"

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
7.1	Continue to send printed and emailed newsletters, messages, and reporting documents - translated as necessary - as well as digital communication provided through social media and Aeries Communication.	All students	53,554 General Fund 2000-2999: Classified Personnel Salaries Costs associated with site secretary salary 28,552 General Fund 3000-3999: Employee Benefits Costs associated with site secretary salary/benefits
7.2	Plan/Schedule Parent Engagement activities for families to participate in.	All students	
7.3	Use the cycle of continuous improvement to conduct ongoing evaluations/reviews of parent engagement and progress towards that end.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In 2025, parents believed that the communication between home and school is effective. at Evergreen Middle, with an overall average rating of 4.2 out of 5. As we transition into the 2025-2026 school year, we will aim to enhance the effectiveness of our communication through our Facebook page and provide additional support for teachers in strengthening their communication with parents about classroom learning and school-related matters. In 2024, parents who strongly agree/agree that they feel welcomed at Evergreen Middle School scored an average of 4.4 out of 5. Parents generally have a favorable view of the school's welcoming atmosphere and the quality of communication from teachers. The scores indicate a strong parent-school relationship, suggesting that efforts to create a welcoming environment and maintain open lines of communication with parents have been effective.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

The goal, annual outcomes, metrics will be continued and compared from year to year using the current metrics.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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 9

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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 10

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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	\$123,308
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,165,484.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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 II Part A: Improving Teacher Quality	\$3,382.00
Title III Immigrant Education Program	\$1,948.00

Subtotal of additional federal funds included for this school: \$5,330.00

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 (\$)
	\$0.00
Extended Learning Opportunity	\$59,498.00
General Fund	\$229,947.00
LCFF	\$3,500.00
LCFF - Base	\$1,880,307.00
LCFF - Supplemental	\$252,548.00
LCFF Equity Multiplier	\$147,409.00
Other	\$22,803.00
Special Education	\$564,142.00

Subtotal of state or local funds included for this school: \$3,160,154.00

Total of federal, state, and/or local funds for this school: \$3,165,484.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Extended Learning Opportunity	59,498.00
General Fund	229,947.00
LCFF	3,500.00
LCFF - Base	1,880,307.00
LCFF - Supplemental	252,548.00
LCFF Equity Multiplier	147,409.00
Other	22,803.00
Special Education	564,142.00
Title II Part A: Improving Teacher Quality	3,382.00
Title III Immigrant Education Program	1,948.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	1,900,424.00
2000-2999: Classified Personnel Salaries	423,512.00
3000-3999: Employee Benefits	805,668.00
4000-4999: Books And Supplies	31,435.00
5000-5999: Services And Other Operating Expenditures	4,445.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	26,434.00
3000-3999: Employee Benefits	Extended Learning Opportunity	6,014.00
4000-4999: Books And Supplies	Extended Learning Opportunity	27,050.00
2000-2999: Classified Personnel Salaries	General Fund	156,647.00
3000-3999: Employee Benefits	General Fund	73,300.00
4000-4999: Books And Supplies	LCFF	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,416,089.00
3000-3999: Employee Benefits	LCFF - Base	464,218.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	89,542.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	95,937.00
3000-3999: Employee Benefits	LCFF - Supplemental	67,069.00
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	112,745.00
3000-3999: Employee Benefits	LCFF Equity Multiplier	34,664.00
1000-1999: Certificated Personnel Salaries	Other	22,803.00
1000-1999: Certificated Personnel Salaries	Special Education	232,811.00
2000-2999: Classified Personnel Salaries	Special Education	170,928.00
3000-3999: Employee Benefits	Special Education	160,403.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	250.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,132.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	635.00
5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	1,313.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,761,317.00
Goal 2	24,003.00

Goal 3	19,577.00
Goal 4	49,861.00
Goal 5	228,620.00
Goal 6	0.00
Goal 7	82,106.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Troy White	Principal
Susie Silviera	Classroom Teacher
Amber Brouillette	Classroom Teacher
Peter Wigno	Classroom Teacher
Kim Knott	Other School Staff
Khris Rulon	Parent or Community Member
Rachael Enyart	Parent or Community Member
Jessica Collins	Parent or Community Member
Hannah Moore	Other School Staff Parent or Community Member
J Martin	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

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 2/12/2024.

Attested:



Principal, Mr. Troy White on 1/13/25



SSC Chairperson, Troy White on 1/13/25

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

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