

Local Control & Accountability Plan Summary



DISTRICT STORY



1,048 STUDENTS
TK - Eighth Grade



5 SCHOOLS



190 EMPLOYEES

STUDENT ETHNICITY

White - 73.8%

Hispanic - 18.3%

2 or More Races - 4.7%

American Indian - 1.7%

Asian - 1.3%

SUBGROUPS

57.1%
Socioeconomically Disadvantaged

14.3%
Students with Disabilities

8.2%
Homeless Youth

5.4%
English Learners

1.1%
Foster Youth

VISION

"All students can learn, and TOGETHER we make the difference."



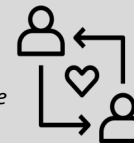
MISSION



The mission of the Evergreen Union School District is to provide a foundation and encouragement for all students to achieve their social, physical, and academic potential in a safe, nurturing, and positive environment.

CULTURE OF LEARNING

We are grounded in the tenets of Choice Theory, a focus on the importance of relationships, and a commitment to ensure the physical and emotional safety of the community we serve and work in.



LCAP HIGHLIGHTS

GOAL #1

Create a safe, healthy, inclusive space for students to have optimal opportunities to learn and grow.



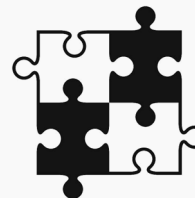
GOAL #2

Provide services and instruction that lead to ever increasing student achievement and outcomes.



GOAL #3

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



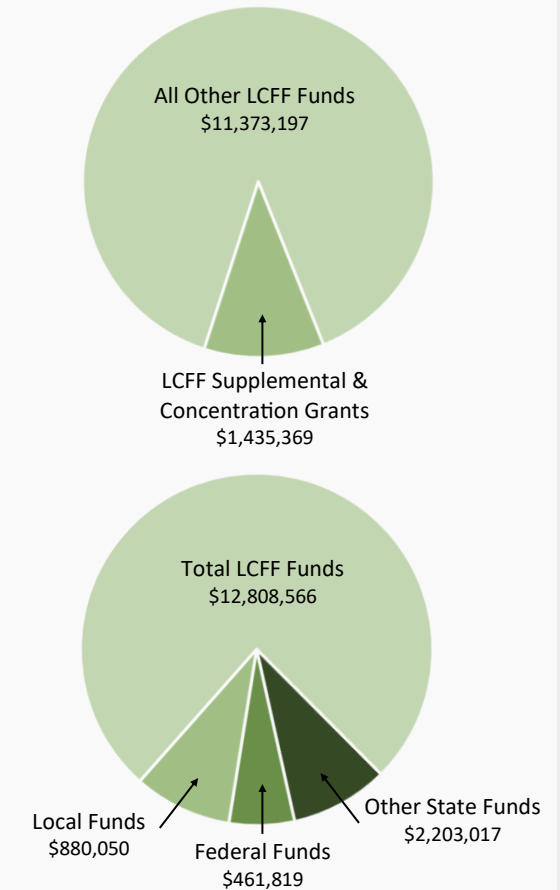
GOAL #4

Improve outcomes for students in our Community Day School programs.



BUDGET OVERVIEW

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Socioeconomically Disadvantaged, Students with Disabilities, Homeless, English Learners, Foster Youth).



These charts show the total general purpose revenue Evergreen Union School District expects to receive in the coming year from all sources.

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GREATEST PROGRESS



Conditions & Climate



Implementation of Academic Standards



Access to a Broad Course of Study



Family Involvement and Engagement

Planned Actions to Maintain Progress:

- ◆ A positive school climate and culture for students and their families.
- ◆ Clear expectations, social emotional learning, a rigorous curriculum, and research-based instructional moves in all content areas.
- ◆ Supportive, challenging, and engaging learning opportunities.
- ◆ Bolstering communication with families to promote student outcomes.

TO ATTEND TO NEEDS



Chronic Absenteeism

13.6%



Suspension Rate

1.7%



Academic Performance

ELA: 10.5 ABOVE
MATH 12.9 BELOW

Planned Actions to Attend to Needs:

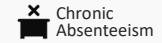
- ◆ Greater focus on chronic absenteeism, student behavior/suspension rate, and student needs and connectedness/engagement.
- ◆ Providing a comprehensive and engaging curriculum with intervention materials and instructional strategy use for all, but specifically for our unduplicated students who need it most.

PERFORMANCE GAPS

SUB-GROUP IN NEED



State Indicators:



Chronic Absenteeism



ELA Assessment



Suspension Rate



Math Assessment



Socioeconomically Disadvantaged



Students with Disabilities



Homeless



English Learners



INCREASED OR IMPROVED SERVICES

TARGET SUBGROUPS:

- Socioeconomically Disadvantaged (SED)
- Students with Disabilities
- Homeless and Foster Youth
- English Learners

Mental health supports that promote student safety, connectedness, and engagement.



Multi-tiered systems of support teamwork that focuses on student's needs and the supports necessary to achieve outcomes (with a heightened focus on English Learner students and Foster Youth).



Professional Development to ensure the needs of all students (with a heightened focus on unduplicated pupils) are understood and that next steps for best instruction occur.

