

# Evergreen Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Evergreen Elementary
<b>Street</b>	1125 Emily Ave
<b>City, State, Zip</b>	Rohnert Park, CA 94928
<b>Phone Number</b>	7075885715
<b>Principal</b>	Maya Russell-Nava
<b>Email Address</b>	maya_russellnava@crpusd.org
<b>School Website</b>	<a href="https://evs.crpUSD.org/">https://evs.crpUSD.org/</a>
<b>County-District-School (CDS) Code</b>	49-73882-6097059

## 2023-24 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	(707) 792-4722
<b>Superintendent</b>	Maité Iturri
<b>Email Address</b>	maite_iturri@crpusd.org
<b>District Website</b>	www.crpUSD.org

## 2023-24 School Description and Mission Statement

School Description: Evergreen is a welcoming, neighborhood Transitional Kindergarten-Fifth grade school where students, families, and staff members feel like family. Evergreen teachers are highly respected as outstanding educators who believe in the unique talents and abilities of all of our students. Our focus is learning and preparing our students for the 21st Century, both academically and emotionally. Restorative Practices are an integral aspect of our school-wide behavior systems and support for students. We are utilizing the Zones of Regulation, Everyday Speech and Toolbox social-emotional curriculum to meet the needs of our students. Additionally, we implement our Evergreen Expectations using Positive Behavioral Interventions and Supports (PBIS) to support our Tier 1, 2, and 3 students. Evergreen currently houses four Special Education Special Day Classes for CRPUSD, which contribute to our inclusive school environment for students of all abilities. Staff members work in partnership with families to successfully meet the needs of all our students. Our teachers frequently review data to make informed decisions to differentiate our curriculum for each student's individual success. Evergreen's active PTA is a key aspect of our school's success. Our PTA works tirelessly to raise funds through our annual Evergreen Walk-a-Thon. These funds are used to provide enrichment opportunities to our students such as assemblies and our afterschool musical theatre program. Proceeds also support our monthly community-building Family Fun Nights. Every morning, our students and staff commit to our three Evergreen Expectations... Make Good Decisions, Show Respect, and Solve Problems. Students feel safe at Evergreen and are proud to be Bobcats!

Mission: At Evergreen, we strive to ensure high levels of learning for all students, to create a safe, secure, and engaging learning environment, and to establish and maintain collaborative partnerships between teachers, students, and community members

Vision: We believe that the most promising strategies for achieving our mission are:

Unite to achieve a common purpose and goals

Work together- interdependently- in collaborative teams

Monitor each students progress on a frequent basis with common formative assessments

Collaborate to implement the best strategies for improving student learning on a continuous basis

Demonstrate a personal commitment to the academic success and general well being of each student.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	108
Grade 2	76
Grade 3	94
Grade 4	86
Grade 5	84
Total Enrollment	558

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
American Indian or Alaska Native	0.5%
Asian	2.7%
Black or African American	1.6%
Filipino	1.3%
Hispanic or Latino	35.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	7.5%
White	45.9%
English Learners	12.9%
Foster Youth	1.4%
Homeless	0.7%
Socioeconomically Disadvantaged	33.5%
Students with Disabilities	13.6%

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	83.70	230.90	80.84	228366.10	83.12
Intern Credential Holders Properly Assigned	2.20	9.34	7.70	2.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.38	15.30	5.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.08	12.30	4.31	12115.80	4.41
Unknown	0.80	3.46	19.30	6.76	18854.30	6.86
<b>Total Teaching Positions</b>	<b>23.90</b>	<b>100.00</b>	<b>285.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	85.75	247.60	83.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	2.04	3.20	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.00	3.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.60	5.60	11953.10	4.28
Unknown	2.90	12.17	19.50	6.58	15831.90	5.67
<b>Total Teaching Positions</b>	<b>24.50</b>	<b>100.00</b>	<b>297.10</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.30	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.30</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.50</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Health standards are addressed through the course curriculum. i.e., Physical education. biology, etc.

<b>Year and month in which the data were collected</b>	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5: Reading Curriculum: Fountas and Pinnell ELA curriculum Kindergarten: Learning Without Tears 1st-5th grade: Benchmark Advanced	Yes	0%
<b>Mathematics</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th Grade: Eureka Math by Great Minds	Yes	0%
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: Delta Education Publishers Foss (full option)	Yes	0%
<b>History-Social Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708. K-5th: Pearson Scott Foresman Social Science texts and Studies Weekly	Yes	0%
<b>Foreign Language</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	Yes	0%
<b>Visual and Performing Arts</b>	Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Evergreen was built in 1978. In the past 19 years, Deferred Maintenance program funds have been used to upgrade and modernize various building systems. Improvement projects have included upgrades to 4 roofs, paving, painting, as well as HVAC and technology systems. Five portable buildings were acquired in 1989-1991 to accommodate the increased student population. These portables, along with the six classroom building pods, the administration office, and the multi-purpose building that principally serves as the cafeteria building, became part of the permanent structures that house students. As with all District facilities, yearly evaluations are conducted to assess and address ongoing Maintenance needs and Deferred Maintenance projects to uphold the preservation of building systems. In the summers of 2005 and 2006, improvements were made to roofing and exterior finish systems. In the summer of 2008, six (6) portable classrooms and one (1) portable toilet room were added to form an additional classroom wing to accommodate an increase in enrollment due to the closure of Gold Ridge Elementary. Handicap accessibility needs and improvements are continually reviewed. The three-year asbestos re-inspection was completed in December 2018. In the Spring of 2018, the school office was extensively remodeled. In the Winter of 2019, an additional play structure was added to the grass area of the school. In the Spring of 2020, construction began on our new Multi Use Room in the existing parking lot area (construction is ongoing and completion is expected in Summer of 2021). A new parking lot was completed in the Summer of 2020 behind our G-Wing. Our blacktop was also resurfaced in the Fall of 2020.

**Year and month of the most recent FIT report**

July 2021

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	At the time of the inspection, it was found that several classrooms had worn carpets. Demolition taking place in old Multi-Use and construction is almost complete on the new Multi-Use Room
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Partitions need to be replaced. Interior finishes are outdated.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Exterior siding in need of replacement in several areas. (Siding replacement in process)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	47	41	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	38	44	24	26	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	268	266	99.25	0.75	46.62
<b>Female</b>	112	111	99.11	0.89	49.55
<b>Male</b>	156	155	99.36	0.64	44.52
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	85	83	97.65	2.35	37.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	38.89
<b>White</b>	137	137	100.00	0.00	53.28
<b>English Learners</b>	29	28	96.55	3.45	10.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	95	93	97.89	2.11	30.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	38	97.44	2.56	28.95

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	268	266	99.25	0.75	43.98
<b>Female</b>	112	111	99.11	0.89	34.23
<b>Male</b>	156	155	99.36	0.64	50.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	85	83	97.65	2.35	44.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100.00	0.00	22.22
<b>White</b>	137	137	100.00	0.00	45.26
<b>English Learners</b>	29	28	96.55	3.45	32.14
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	95	93	97.89	2.11	32.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	38	97.44	2.56	39.47

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	26.58	30.49	23.09	26.54	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	86	85	98.84	1.16	29.41
<b>Female</b>	39	39	100.00	0.00	28.21
<b>Male</b>	47	46	97.87	2.13	30.43
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	31	96.88	3.12	29.03
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	40	40	100.00	0.00	30.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	37	36	97.30	2.70	22.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	15	93.75	6.25	13.33

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Evergreen is known for its strong community support. As a school and a family, we continually strive to improve our relationships, recognizing that the effort of the whole team is needed to help every child be successful. Parents are viewed as partners and encouraged to take active roles in our school program. Parents are on campus participating in our morning walk, creating bulletin boards, hanging posters, tutoring children, attending field trips, organizing fundraisers, participating in committees, and meeting formally and informally with the Principal and Assistant Principal. We have an active and welcoming PTA that organizes regular Family Fun Nights to build community. Our ELAC committee is robust and different events are planned specifically to include our families of multi-lingual learners including Las Posadas and Dia De Los Muertos Celebration. We have regular school Site Council and ELAC meetings. Parents who are not able to attend meetings are sent different surveys throughout the year including the Youth Truth Survey, to give input on the climate and culture of the school.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	575	147	25.6
Female	268	265	64	24.2
Male	317	310	83	26.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	17	17	4	23.5
Black or African American	12	10	1	10.0
Filipino	8	7	0	0.0
Hispanic or Latino	224	217	77	35.5
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	43	43	8	18.6
White	263	263	54	20.5
English Learners	89	85	33	38.8
Foster Youth	11	9	5	55.6
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	213	206	80	38.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	90	33	36.7

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.36	0.68	0.25	4.19	5.06	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.17	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0
Female	0	0
Male	1.26	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.33	0
White	0.76	0
English Learners	0	0
Foster Youth	9.09	0
Homeless	0	0
Socioeconomically Disadvantaged	0.94	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.11	0

## 2023-24 School Safety Plan

The Evergreen Comprehensive School Safety Plan is reviewed, evaluated, and amended each year. The plan covers such topics as assessment of the current status of school crime, child abuse reporting procedures, disaster procedures, suspension policies, school-wide discipline plan, and other topics required by the education code. The school staff and parent group work together to implement and practice our disaster plan and provide supplies for emergency kits. All staff members have a Walkie-Talkie that can be utilized during the school day for routine procedures, as well as in the event of an emergency. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year and implementing Positive Behavioral Interventions and Supports (PBIS). Finally, staff and students participate in regular practice of safety drills to better prepare themselves to handle emergencies. We post Seth's Law for Non-Discrimination and Harassment (Board Policy 5145.3), Bullying (Board Policy 5131.2), and offer a Uniform Complaint Procedure process (Board Policy 1312.3). The Evergreen staff reviewed the school Safety procedures in September of 2023 and the School Site Council meets in December 2023 to approve the 2023-2024 Comprehensive School Safety Plan.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	3	
1	15	3	3	
2	15	2	3	
3	14	3	2	
4	15	3	2	
5	18	2	3	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	4	
1	15	2	3	
2	13	4	3	
3	14	3	3	
4	13	3	3	
5	14	3	3	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	6	1	0
1	18	2	4	0
2	15	3	2	0
3	19	2	3	0
4	17	2	3	0
5	17	2	3	0
6	0	0	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	0.8
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	12380	5147	7233	61645
<b>District</b>	N/A	N/A	7186	\$71,452
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.7	-10.4
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	9.2	-29.6



## Fiscal Year 2022-23 Types of Services Funded

All students are given needed academic and social-emotional support as part of our MTSS program, which includes a Walk to Read Program. One full-time Educational Specialist, in addition to instructional aides, supports students with IEP's. An ELL assistant supports teachers in working with students identified as multi-lingual learners. Evergreen has an Elementary School Counselor 3 days weekly, a full time Speech Language Pathologist, and a full-time School Psychologist to meet the needs of our general education students, as well as students with special education services. Sonoma State University provides an after-school homework assistance program called Study Buddies. Our PTA provides financial support for many items such as field trip expenses, instructional supplies, paper supplies, materials, and library expenses.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$46,309	\$54,190
<b>Mid-Range Teacher Salary</b>	\$71,061	\$85,111
<b>Highest Teacher Salary</b>	\$92,857	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$119,503	\$132,492
<b>Average Principal Salary (Middle)</b>	\$126,748	\$140,987
<b>Average Principal Salary (High)</b>	\$129,525	\$153,884
<b>Superintendent Salary</b>	\$234,600	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	26.96%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	6.64%	5.25%

## Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The site is implementing Professional Learning Communities, or teams, that review student progress data weekly. The Professional Learning Team time supports teacher and student growth and allow teachers time to discuss differentiating their lessons and how to provide multiple opportunities for students to demonstrate their learning and growth.

The site has focused on improving instructional practices and student relationships. This school year professional development has focused ELA curriculum, diving deeper into the standards, and best practices for our multi-lingual learners. One of our district mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3