

Evergreen Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Evergreen Elementary School
Street	1125 Emily Avenue
City, State, Zip	Rohnert Park, CA 94928
Phone Number	(707) 588-5715
Principal	Jennifer Hansen
E-mail Address	jennifer_hansen@crpusd.org
Web Site	evs.crpused.org
CDS Code	49-73882-6097059

District Contact Information	
District Name	Cotati-Rohnert Park Unified School District
Phone Number	(707) 792-4722
Superintendent	Dr. Tony Roehrick
E-mail Address	tony_roehrick@crpusd.org
Web Site	www.crpusd.org

School Description and Mission Statement (School Year 2018-19)

School Description: Evergreen is a welcoming, neighborhood 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 supports for students. We are utilizing the Zones of Regulation and Toolbox social-emotional curriculum to meet the needs of our students. Additionally, we are beginning year one of Positive Behavioral Interventions and Supports (PBIS). 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, purchase additional technology for our classrooms, as well as 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!

Vision: Our vision at Evergreen School is to create a safe, respectful and responsible learning community where every child has an opportunity to reach his/her potential to be a successful member of society.

Mission: At Evergreen, we strive to ensure the continuous growth of academic achievement for all students, to ensure a safe, secure and disciplined teaching and learning environment, and to ensure that parents, businesses, and community members are actively engaged in the educational process. To ensure that Evergreen students develop and maintain their enthusiasm for learning and curiosity for life, we nurture opportunities for students to actively incorporate what they are studying into their own experiences, concepts and understandings of how the world works.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	92
Grade 1	72
Grade 2	84
Grade 3	67
Grade 4	87
Grade 5	84
Total Enrollment	486

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	1.0
Hispanic or Latino	29.6
Native Hawaiian or Pacific Islander	0.6
White	53.9
Socioeconomically Disadvantaged	38.7
English Learners	16.7
Students with Disabilities	10.3
Foster Youth	0.4

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential		23	23	297
Without Full Credential	0	2	1	47
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Instructional Services Department.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc	Yes	0%
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708.		
Science Laboratory Equipment (grades 9-12)	Contact Instructional Services Department (707) 792-4708.		

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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.

Handicap accessibility needs and improvements are continually reviewed. The three-year asbestos re-inspection was completed in December 2018.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	At the time of the inspection, it was found that several classrooms had worn carpets. The carpets were replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofing needed replacement. All repair work has been completed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2018	
Overall Rating	Good

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	51.0	52.0	45.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	43.0	31.0	32.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	227	99.13	51.98
Male	106	105	99.06	45.71
Female	123	122	99.19	57.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	74	98.67	35.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	115	114	99.13	62.28
Two or More Races	19	19	100.00	47.37
Socioeconomically Disadvantaged	102	101	99.02	38.61
English Learners	59	58	98.31	37.93
Students with Disabilities	23	22	95.65	13.64
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	226	98.69	43.36
Male	106	104	98.11	42.31
Female	123	122	99.19	44.26
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	74	98.67	33.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	115	113	98.26	48.67
Two or More Races	19	19	100	47.37
Socioeconomically Disadvantaged	102	101	99.02	34.65
English Learners	59	58	98.31	32.76
Students with Disabilities	23	21	91.3	14.29
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.5	28.6	38.1

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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. Every school day, parents are on campus participating in our morning walk, creating bulletin boards, hanging posters, tutoring children, organizing fundraisers, participating in committees, and meeting formally and informally with the principal. Our close proximity to Sonoma State University offers an opportunity to benefit from a university supported after school homework program.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.6	1.9	2.4	5.2	5.5	5.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 education code. The school staff and parent group work together to implement and practice our disaster plan, and provide supplies for emergency kits. The Evergreen School Site Council met on October 22, 2018 to review and approve the 2018-2019 Comprehensive School Safety Plan.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	5	3		15	4	3		18	2	3	
1	15	3	2		18	1	4		18	1	3	
2	15	3	3		14	3	2		14	3	3	
3	19	2	3		19	2	3		17	2	2	
4	21	1	3		24	1	3		22	1	3	
5	23	1	3		22	1	3		21	1	3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,122	\$718	\$5,404	\$60,811
District	N/A	N/A	\$5,766	\$61,145
Percent Difference: School Site and District	N/A	N/A	-6.5	2.5
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-4.9	-16.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Two full time Educational Specialists in addition to instructional aides support students with 504's, IEP's and other interventions needed. An ELL assistant supports teachers in working with students in the EL program. Evergreen has a full time Elementary School Counselor and full time School Psychologist to meet the needs of our general education students, as well as the students in our four Special Day Classes. Sonoma State University provides an after-school homework assistance program.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,747	\$47,547
Mid-Range Teacher Salary	\$60,992	\$74,775
Highest Teacher Salary	\$79,700	\$93,651
Average Principal Salary (Elementary)	\$109,366	\$116,377
Average Principal Salary (Middle)	\$105,290	\$122,978
Average Principal Salary (High)	\$117,652	\$135,565
Superintendent Salary	\$191,702	\$222,853
Percent of Budget for Teacher Salaries	31.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to two 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 four afternoons per month for professional development. Evergreen is the Pilot Program for Restorative Practices for CRPUSD. Professional coaching in implementation of effective reading instruction is provided to every elementary and middle school English language arts teacher on at least a quarterly basis. One of our district mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.