

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Evergreen Elementary

49-73882-6097059
CDS Code

Schoolsite Council (SSC) Approval Date

November 27, 2023

Local Board Approval Date

March 5, 2024

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

Our Mission- The WHY

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.

Our Vision- The WHAT

We believe that the most promising strategies for achieving our mission include the following:

- Unite to achieve a common purpose and goals
- Work together- interdependently- in collaborative teams
- Monitor each student's progress frequently with common formative assessments
- Collaborate to implement the best strategies for improving student learning continuously
- Demonstrate a personal commitment to the academic success and general well-being of each student.
- Communicate regularly with students to provide feedback and families to get input.

School Description:

Bordered by a large neighborhood park, Evergreen Elementary School is one of seven elementary schools in the Cotati-Rohnert Park Unified School District. Our current K-5 enrollment is 580 students. Our enrollment has steadily increased over the last few years. About 14% of our population is considered Multi-Lingual Learners and 14% are students with disabilities. Our school population is growing in its cultural diversity providing enrichment through involvement with families from many cultures.

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. Students are encouraged to do their best and teachers are committed to ensuring that learning has occurred. Our three Evergreen Expectations (Make Good Decisions, Show Respect, Solve Problems) are promoted, taught, and reinforced. We are in our fifth year of implementing Restorative Practices. Staff members frequently facilitate restorative circles and use affective language in their daily interactions. We are utilizing the Zones of Regulation and Toolbox social-emotional curriculum to meet the needs of our students. Additionally, we continue to participate in District-wide training for Positive Behavioral Interventions and Supports (PBIS). The school climate is secure, calm, and caring. Expectations are clear and attainable. Rewards and recognitions are plentiful. Evergreen students feel safe, happy, and ready to learn. With the assistance of our many intervention programs, all children are supported academically, physically, socially, and emotionally. Evergreen currently houses four Special Education Special Day Classes for CRPUSD, which contribute to our inclusive school environment for students of all abilities. Evergreen Elementary School is proud of our traditions, our reputation, and our partnerships with parents, the community, and businesses.

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. This year we are excited to welcome parents back onto campus. Parents are providing support through volunteering in classrooms, prep support, 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. Safety in our community is key and as a school, we participate in the Safe Routes to Schools program.

School effectiveness is monitored using a variety of informational sources. Evergreen staff focuses on continuous improvement in student achievement, using multiple indicators to monitor progress toward meeting specific targeted objectives and addressing student needs at all grade levels and in all subject areas. The cornerstone of our accountability plan asks the question, “How are students performing on the multiple measures and how do we meet the challenge of improving student performance on those specific measures?”

Indicative of our highly professional district, teacher representatives from all schools have attended workshops and training on assessment and accountability. The Evergreen staff and principal have participated in numerous professional workshops to identify Common Core standards and implement best teaching practices that support the curriculum using data to guide instruction. Teachers use Common Core standards-aligned assessments to match the curriculum being used in instruction. The direct correlation between standards and state-approved curriculum materials has contributed to the increase in our SBAC scores. Since the beginning of the state accountability reporting, Evergreen School has worked to raise student achievement. We use Eureka Math Curriculum and Benchmark Advanced for English Language Arts.

Evergreen school is where children and learning come first. We are quite proud of our beautiful campus where high expectations for learning are maintained. We are working together to build a strong community of learners with a shared vision of empowering our students with the skills and abilities necessary for success in the 21st century. Students are given many support systems to assist them in achieving the rigorous state and district standards.

COVID-19 Impact:

Students returned from hybrid and distance learning in the 2021-22 school year. Students and families struggled with attendance and re-learning behavior expectations upon the transition back to in-person learning. Throughout the 2021-22 school year, we experienced high levels of absences due to COVID-19 and quarantine recommendations. Another major focus was on positive behavioral supports and social-emotional learning as students re-learned how to be back socially around other students and learning full time in person. As a result, we are seeing a decrease in test scores and academic achievement at each grade level.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan

Not Title I

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

Resource Inequities

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

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

Involvement Process for the 2023-24 SPSA and Update

Teacher input is gathered through staff meeting activities. Parent/guardian input is gathered through google forms, PTA meetings, Site Council meetings, and ELAC meetings. Teachers worked on updating the vision and Mission during the Summer guiding coalition meeting and August staff meeting. Parents provided input during the October PTA, and ELAC meeting.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

A variety of strategies planned were implemented and showed effectiveness. Walk to read, a reading intervention time was planned for K-3rd grade. We were able to implement two rounds of this intervention for 2nd and 3rd grade and one round of intervention for kindergarten. Teachers received one full day of training on the new Benchmark Advanced ELA curriculum. Professional development occurred related to Professional learning communities however, the focus was on the background and need for PLCs. topics such as mission and vision were covered and discussed. One professional development hour was dedicated to ELD and the difference between integrated and designated. Teachers provided feedback that that particular PD was meaningful and requested more PD in this area.

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

The main factor that impeded progress the the number of initiatives that were planned throughout the year. We learned that a too many initiatives inhibited our growth with this goal as there was not enough time to dig deeper into the content. We were not able to get the roving sub that we wanted to support reading intervention. We were only able to do reading intervention for 2nd and 3rd grade. We were unable to purchase Heggerty and will continue that plan into this next plan. We were not able to have data meetings throughout the year due to sub shortages.

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.

As we met this goal we have increased the percentage to 4%. We will also be using STAR data to track progress. We will have a singular focus on improvement next year. Strategies will be focused on PLC growth. Activities such as training for targeted instruction, intervention groups, increased time for data meetings, increased time for grade-level collaboration meetings, and professional development with the curriculum resources will be added. These changes can be found in the description of specific actions. We will prioritize data meetings for all grade levels 3 times a year.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
SBAC for ELA	20.2% of students exceeded the standard, an increase of .3%. 27.2% of students met the standard, an increase of 3.9%.	Although we made growth and met our goal, over 50% of our students are still not meeting the standard. We need to dive deeper into the data earlier on to intervene with

	<p>Overall 47.4% of students met the standard, an increase of 4.2%. 24.1% of students nearly met the standard, a decrease of 2.2%. 28.4% did not meet the standard, a decrease of 2.1%. Overall 52.5% of students did not meet the standard, a decrease of 4.3% from last year. In 3rd grade, 56.1% of students met or exceeded the standard, an increase of 4.8% In 4th grade, 43.5% of students met or exceeded the standard, an increase of 10.6%. In 5th grade, 42% of students met or exceeded the standard, a decrease of 3.1%.</p>	<p>students promptly. We need regular data meetings to discuss student data and weekly PLC meetings at each grade level. Teachers need more training with the adopted ELA curriculum and we need to provide teachers with time for professional development and grade-level planning. We need to increase collaboration through PLCs and make data-informed decisions regarding interventions and small-group instruction. We need to increase teacher capacity with strategies that support all learners including multi-lingual learners and students with disabilities. Although 4th grade made a ton of growth, over 50% are still not meeting the standard. More data discussions need to occur in 4th grade and in classroom interventions. 5th grade demonstrated a decrease in students who met the standard. Collective agreements in 5th grade need to occur around curriculum alignment and pacing.</p>
<p>STAR and EasyCBM</p>	<p>Unable to compare the data due to the adoption of STAR Renaissance.</p>	
<p>ELA SBAC Scores for English Language Learners</p>	<p>11.5% of students in this category met the standard, an increase of .4% from last school year. 88.4 of our students considered EL did not meet the standard. This breaks down into two categories: 26.9% fell in the 'Standard Nearly Met' range, a 12% increase from last school year. 61.5% fell in the 'standard not met' range, a 12.6% decrease.</p>	<p>Although the percentage of students meeting the standard increased by .4%, the minor increase shows a continued need for professional development in this area. There is a need for professional development on embedded strategies for EL learners during whole-group instruction and strategies for designated ELD in the classroom. There is a need for targeted intervention groups for ELs who appear to struggle to meet benchmark scores on the STAR assessment. Currently, we have curriculum resources but need more training for integrated and designated ELD instruction.</p>

<p>ELA SBAC Scores for SWD</p>	<p>27.3 students met the standard, an increase of 9.4% from last school year. 72.7% of students with disabilities did not meet the standard, a decrease of 5.9%. Although this was a decrease, the number of students who nearly met the standard decreased by 21.7% and the number of students who did not meet the standard increased by 15.8%.</p>	<p>There is a need for continued professional development on embedded strategies for SWD during whole-group instruction and strategies for small-group instruction within the classroom. Professional development is needed regarding the tiers of instruction. SWD should not miss core instruction (T1) or Tier 2 instruction because they receive Tier 3 instruction. To make progress, we must ensure that SWD receive all levels of instruction.</p> <p>There is a need for increased collaboration between the case manager and classroom teacher. Data must be reviewed regularly to ensure learning and progress.</p>
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Subject: English Language Arts

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #1 Increase student achievement levels in English Language Arts by raising percentage of students meeting or exceeding standard by 3%.

	2022-23 Final Data	2023-24 Data Goal
Schoolwide (SW)	Actual 47.4	Goal 51.4
English Learners (EL)	Actual 11.5%	Goal 15.5
Students with Disabilities (SWD)	Actual 27.3	Goal 31.3
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Walk to read- Reading and phonics Intervention for Tier 2 and Tier 3 for the whole school. the whole school will participate in this intervention time 4 times per week for 25 minutes. Students will be put into small intervention groups by phonics, fluency or comprehension level for intensive interventions.	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows			
	Professional development and collaboration time with new curriculum. Benchmark Advanced for all grade levels Heggerty Phonemic awareness for K-1st grade	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows	Heggerty	Block Grant	1048
	Data meetings: grade levels meet 3 times per year to analyze data with admin and make adjustments to first instruction strategies, tier 2 strategies and intervention groups	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows	Substitutes	Block Grant	5563.90
			Substitutes	Other	2523.10

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Professional development in the area of Professional Learning Communities which will train teachers to collaborate, create common formative assessments and use data to inform instruction. Three teachers will be on a team (CAPS) and will bring back activities for professional development during staff meetings. Grade level PLC meetings to provide format for grade level collaboration (i.e. planning lessons; creating rubrics and common assessments) and to review data to inform instruction; Guiding coalition made up of one teacher per grade level will meet monthly to help support meaningful professional development for teachers and share information with their grade level teams.</p>	<p>Rating from teachers on PLC knowledge at the end of the year.</p>	CAPS PD		0
	<p>Literacy Professional Development for teachers. Three teachers will be part of a literacy team and will go through the two year training. They will then share strategies and train teachers on best practices.</p>	<p>Meetings two times a year to monitor progress on the training and develop a professional learning plan for staff</p>	LETRS Training Teachers		0
			LETRS Training for Admin		0
English Learners	Training on effective strategies for Multi-	Progress monitoring through the core			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	lingual learners during first instruction (EL roadmap) as well as targeted interventions for EL's considered at risk or high risk on the Fall EasyCBM assessment	phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows			
	Training for EL assistant on effective reading strategies. EL assistant to assist teachers by providing push in support and supervision for small group instruction by the credentialed teacher.	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows			
	Walk to read Intervention Program for K-3rd grade, 3 times per week for 25 minutes. Students will be put into small intervention groups by level for intensive interventions.	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows			
	Supplement instruction with Lexia and Rosetta Stone	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows			
	ELPAC training for teachers including understanding listening and speaking standards and administering practice tests for reading and writing	Summative ELPAC scores, STAR progress monitoring			
Students with Disabilities (SWD)	Flexible grouping of students for targeted instruction: Walk to Read and Tier III intervention	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		and Spring assessment windows			
	Use of specialists to determine learning difficulties for students; assessments for determining learning problems	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows			
	Professional development in the area of differentiation and small group instruction	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows			
	Trainings on accommodations to use during first instruction for both teachers and paraprofessionals	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows	Extra Duty Pay (Classified)		0
	Visualizing and verbalizing program will be utilized and implemented with students that have speech and language services to support ELA growth	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows and IEP Goals			
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Overall implementation of strategies towards this goal were minimal. Teachers were able to effectively engage students for a full day of school and increase students' stamina with school work related to math. Some professional development opportunities were successful such as the use of technology in the classroom for Math. An intervention teacher was hired and small group instruction was able to occur. Some grade levels met as a team to review common assessments for math but this was not universal across grade levels. The use of supplemental technology such as Zearn and Prodigy was successful. Math fluency training was unable to occur.

Overall, students considered High Risk on the EasyCBM math assessment decreased by 3.53% and students considered Some Risk decreased by 7.8%.

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

The main contributing factors that impacted the implementation of strategies and activities for this goal were COVID-19 illness among staff and students, COVID-19 exposures among staff and students, the lack of available substitute resources and teachers inability to put in extra paid hours. Due to these factors, planning time was limited and many professional developments were canceled. Tuesday staff meetings were used to update teachers and staff on COVID protocols or for needed prep time. Data meetings were not used in the 2021-22 school year. Intended implementation of core instruction and interventions were affected by COVID-19 illness among staff and students, COVID-19 exposures among staff and students, the lack of available substitute resources.

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 will change to a percent increase in data. Annual outcomes will be broken down by student group. Interventions will focus on the decrease in the percent of students considered at risk and high risk. We will focus on EASYCBM data and grade-level assessments for progress monitoring. Strategies and activities such as training for targeted instruction, intervention groups, increased time for data meetings, increased time for grade-level collaboration meetings, and updated curriculum will be added.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
SBAC	In the 2021-22 school year 39.5% of students met or exceeded the	Math intervention is needed to increase achievement for all

	<p>standard on the SBAC. 60.5% of students did not meet the standard. Out of that group, 26.6% fell in the Standard Nearly Met range and 33.9% fell in the Standard Not Met range.</p> <p>Data for our current 4th graders (3rd grade at the time of testing) shows that 51.9% met or exceeded the standard and 48.2% did not meet the standard. Out of that group, 24.7% nearly met the standard.</p> <p>Data for our current 5th graders (4th grade at the time of testing) shows that 31.5% met or exceeded that standard and 68.5% did not meet the standard. Out of that group, 27.4% nearly met the standard.</p>	<p>student groups. Current 5th graders will need targeted instruction.</p>
EasyCBM	<p>Results from the Fall 2022 EasyCBM math assessment:</p> <p>1st grade: Some Risk=16.5%, High Risk=13.4%</p> <p>2nd grade: Some Risk=11%, High Risk=8%</p> <p>3rd grade: Some Risk=18%, High Risk=6%</p> <p>4th grade Some Risk=19%, High Risk=8%</p> <p>5th grade Some Risk=19%, High Risk=10%</p>	<p>Math intervention is needed to increase achievement for all grade levels. A deeper dive into the students that are scoring in the "Some Risk" range is needed to determine what skills they are struggling with. We need targeted intervention via small groups as well as professional development for teachers.</p> <p>Focus on 3rd-5th grade for professional development and small group intervention support with additional adults.</p> <p>Need further assessment in 3rd-5th grade to determine areas of weakness related to the grade level standard.</p>
SBAC for English Language Learners	<p>7.4% of English Language Learners met or exceeded the standard. 92.6% of English Language Learners did not meet the standard in math. Out of this group 14.8% nearly met the standard.</p>	<p>There is a need for professional development on embedded strategies for EL learners during whole-group instruction specific to math.</p> <p>There is a need for targeted intervention groups for ELs that appear to be struggling to meet benchmark scores on EasyCBM. We need to provide curriculum resources and training for small-group instruction in the area of math.</p>

SBAC for Students with Disabilities	22.2% of students with disabilities met or exceeded the standard in math. 77.8% of students with disabilities did not meet the standard. Out of that group, 25.9% nearly met the standard.	There is a need for professional development on embedded strategies for SWD during whole-group instruction and strategies for small group instruction in the classroom. There is a need for increased collaboration between case manager and classroom teacher.
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Subject: Math

LEA/LCAP:

LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEF students with equitable services.

Goal #2 Increase student achievement levels in Math by raising percentage of students meeting or exceeding standard by at least 3% and/or attaining green/blue status on California dashboard for CASSPP results.

	2022-23 Final Data	2023-24 Data Goal
Schoolwide (SW)	Actual 45.34%	Goal 50.34
English Learners (EL)	Actual 34.62%	Goal 39.62
Students with Disabilities (SWD)	Actual 51.72%	Goal 56.72
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Principal walkthroughs	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level	Grade Level Planning Meetings / Extra Duty		0
	K-5, use assessment to inform instruction and provide summary data through the PLC process. Monthly, teachers examine student work and assessment results and plan goals for improvement.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level			
	K-5, Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and teachers work together to provide support;	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level, SST meeting data			
	Use of technology and manipulatives-- hardware (1:1 devices) and software (Zearn, prodigy) support--to support teaching strategies; data management; communication; student intervention programs in math.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level	Software Platforms (Zearn, Prodigy)		
			1:1 Student Devices		
			Math Manipulatives		
Provide math fluency training using district curriculum specialist to focus on content and UDL strategies.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level				
English Learners (EL)	EL Roadmap training to focus on 1st instruction for math for multi lingual learners.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level			
	Training and implementation on	EasyCBM Math scores for MLLs	Materials		0

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	targeted instruction for EL's in academic vocabulary for math with visual supports.				
	Provide math fluency training using district curriculum specialist to focus on content and UDL strategies.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level			
Students with Disabilities (SWD)	Use assessment to inform instruction and provide summary data through the PLC process. Monthly, teachers and ed specialist examine student work and assessment results and plan goals for improvement.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data and IEP goal data	LC assistants and Learning Center teachers (no additional)		
			grade level Data Team meetings (see above)		
	Use of technology-- hardware (1:1 devices) and software (Zearn, prodigy) support--to support teaching strategies; data management; communication; student intervention programs in math and language arts	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data and IEP goal data			
	Targeted Interventions for students in Tier 3	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data and IEP goal data			
Other Student Groups					

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Overall implementation of strategies towards this goal were minimal. Teachers were able to effectively engage students for a full day of school and increase students' stamina with school work. Some professional development opportunities were successful such as strategies for multi-lingual learners. Evergreen was able to implement Walk to Read in the second half of the school year for grades K-2nd. By Spring of 2022, on EasyCBM we saw a 2.5% increase in students considered 'high risk' in ELA and a 7.8% decrease in students considered 'some risk'. 1st, 3rd and 5th grade saw a reduction in students considered High Risk on EasyCBM. 2nd-5th grade saw a decrease in the number of students considered 'Some Risk' on EasyCBM. This data shows that multiple factors contributed to students making gains in the area of ELA with in-person learning for a full day of school being the primary factor.

Data at Evergreen shows ~60% of EL students who are predominately Hispanic or Latino, did not make growth (move up one proficiency level) on the ELPAC assessment. Research shows that significant growth on the ELPAC by the end of elementary school reduces the probability of becoming a Long term ELL (LTEL), which can impact student dropout rates and access to advanced-level courses in high school.

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

The main contributing factors that impacted the implementation of strategies and activities for this goal were COVID-19 illness among staff and students, COVID-19 exposures among staff and students, and lack of available substitute resources. Due to these factors, planning time was limited, professional developments were canceled or teachers were unwilling to put in extra hours in order to attend, and overall student performance was impacted. Strategies such as data meetings and professional development in the area of ELA, PLC's and social-emotional learning were unable to occur due to a lack of available substitutes and the inability of staff to put in extra (paid) hours. For example, three teachers were to attend the CAPS training with school admin and no teachers volunteered to be part of the team. Returning from distance learning came with an increased amount of social-emotional stress on students and staff. There was an increase in behavioral referrals as students struggled to re-adjust to the social environment and rigor of a full day of school. The adjustment of transitioning from distance learning to in-person learning added the need to focus on behavioral growth in students so that they would be ready to learn. Academic interventions were limited outside of the classroom due to continually changing protocols related to COVID-19. In-classroom interventions were limited due to student attendance and illness. Intended implementation of core instruction and interventions was affected by COVID-19 illness among staff and students, COVID-19 exposures among staff and students, and the lack of available substitute resources.

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.

This goal will be rewritten this year based on data from the 2022 SBAC and summative ELPAC data. From the data on the 2022 SBAC in both ELA and Math, it is apparent that academic achievement for our English Language Learners and Students with Disabilities is an area of need. Measuring equity using school-wide ELA data is too broad. Instead, for 2022-23, this goal will be measured by data specific to English Language Learners. The goal will reference data from the results of the 2023 SBAC and summative ELPAC. The long-term goal at Evergreen is as follows: At Evergreen Elementary, 80% of Hispanic/Latino language learners will move up one proficiency level each year with the goal of exiting by the end of their 5th-grade year. We will achieve this by offering PD to increase the capacity for teachers to implement targeted strategies, based on best practices for ALL students, including ELs at all levels (beginning, intermediate and advanced). Strategies can be found in the description of activities School-wide and for English Language Learners and goal metrics can be found in the measurable goal.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP Data for ELA School Wide	In the 2021-22 school year 43.4% of students met or exceeded the standard. 56.6% of 3rd-5th graders did not meet the standard (26.4% of students fell in the nearly met range and 30.2% fell in the 'standard not met' range.	We need to adopt an updated curriculum for ELA and provide teachers with time for professional development and grade-level planning. We need to increase collaboration and make data-informed decisions regarding interventions and small-group instruction. We need to increase teacher capacity with strategies that support all learners including multi-lingual learners and students with disabilities.
CAASPP Data for ELA- results for English Language Learners	88.9% of our students considered EL did not meet the standard. This breaks down into two categories: 14.8% fell in the 'Standard Nearly Met' range, 74.1% fell in the 'standard not met' range)	There is a need for professional development on embedded strategies for EL learners during whole-group instruction and strategies for designated ELD in the classroom. There is a need for targeted intervention groups for ELs that appear to be struggling to meet benchmark scores on EasyCBM. We need to provide curriculum resources and training for integrated and designated ELD instruction.
Summative ELPAC Scores from 2021-22	Students scoring in the minimally developed range decreased from 18% in 2021 to 16.9% in 2022. Students scoring in the Somewhat Developed range increased from 26% in 2021 to 40.8% in 2022. Students scoring in the Moderately Developed range did not change	Time is needed to review the new ELA and ELD curriculum in order to allow teachers to gain a deeper understanding and management of the curriculum as it applies to the ELA and ELD standards. Criteria for the reading, writing, listening and speaking portions of

	from 38% between the school years. Students scoring in the Well Developed range decreased from 16.3% in 2021 to 4.2% in 2022.	the ELPAC will need to be introduced to teachers.
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Subject: College & Career Readiness / Equity

LEA/LCAP: Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Goal #3 By June of 2024, given professional development to increase the capacity for teachers to implement targeted strategies based on best practices for ALL students, including ELs at all levels (beginning, intermediate and advanced), 80% of English Language Learners will move up one level on the Summative ELPAC and SBAC scores will increase by 3% for EL's on the English Language Arts portion of the SBAC.

	2022-23 Final Data	2023-24 Data Goal
Schoolwide (SW)	Actual N/A	Goal N/A
English Learners (EL)	Actual 34.09	Goal 80
Students with Disabilities (SWD)	Actual N/A	Goal N/A
Other Student Groups	Actual N/A	Goal N/A
Graduation Rate (GR)	Actual N/A	Goal N/A

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	PLC work-Teachers will meet regularly to collaborate and review data to inform their instruction.	EasyCBM Data for ELA			
	School wide and in grade level teams, intervention strategies will be identified and used to support student achievement.	EasyCBM Data for ELA			
	PLT's will Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and grade level teams will work together to provide support	EasyCBM Data for ELA			
	Teacher participation in professional development on best practices for all students.	PD attendance			
	Teachers will be introduced to the interim assessments for the SBAC and reading and writing assessments for the summative ELPAC	PD attendance			
	English Learners (EL)	PD on culturally responsive teaching and best practices for English Language Learners, specifically strategies for integrated and designated ELD	Participation and attendance at PD's		
	Teachers will provide designated EL time a minimum of 30 minutes per day.	EasyCBM Data for EL students in ELA			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	PLC work: Teachers will meet regularly to collaborate and review data on English Language Learners to inform their instruction.	EasyCBM Data for EL students in ELA			
	PLT's will identify any EL students who are not yet proficient and develop a plan for meeting their needs. Principal and grade level teams will work together to provide support	EasyCBM Data for EL students in ELA			
	EL assistant will monitor the progress of the current 88 students considered EL. EL assistant will push into the classroom to support students, prioritizing those new to the country and/or considered minimally developed.	ELPAC Summative assessment			
Students with Disabilities (SWD)	PLC work: Teachers will meet regularly and in collaboration with education specialists to review data on SWD to inform their instruction. For SWDs that are not yet proficient, a plan will be developed for meeting their needs.	EasyCBM Data for students with disabilities in ELA, IEP goal progress			
	Teachers will use differentiated and adaptive materials when providing instruction to include	EasyCBM Data for students with disabilities in ELA, IEP goal progress			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	manipulatives and visuals (i.e. adaptive scissors)				
	Relate service providers will provide direct instruction in Social Emotional Learning and promote equity through direct services in speech and counseling	EasyCBM Data for students with disabilities in ELA, IEP goal progress			
Other Student Groups					
Graduation Rate (GR)					

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

This was a constant area of focus last school year upon coming back to full in-person learning. Students struggled with the social aspects of school and had to be retaught behavior expectations. Our staff was able to focus heavily on social-emotional learning and building community. We saw an increase in behavior referrals during unstructured times such as morning and lunch recess. We were able to complete a whole staff restorative practices training prior to school starting and multiple PDs on communication strategies and de-escalation strategies. We constantly reviewed the behavior expectations at staff meetings. Restorative circles were used as "other means of correction" for when ed code violations occurred or when the expectations were not followed by students.

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

Funding that was budgeted for professional development for teachers in the area of ELA (which was unable to occur) was used to pay for field trips at the end of the school year when COVID regulations were relaxed. This helped to increase school climate and culture as it helped to motivate students to come to school. Construction and COVID-19 regulations were a hurdle when implementing strategies for this goal. We started off the year without a multi-use room and with multiple COVID regulations such as play zones and eating zones. Construction on our Multi-Use room did not finish until February of 2022 which made it difficult to hold whole school assemblies consistently. Outer building painting and siding occurred throughout the year which often caused disruptions to the learning environment. Illnesses and lack of substitutes affected admin consistency in the office as admin was often used to cover classes. Teacher prep time was limited due to prep teachers being utilized as substitutes or absent due to illness or exposure. In March 2022, negotiations between the teachers Union and District became contentious and the teachers went on strike for six days which affected staff morale and school culture. There was minimal teacher participation in the PBIS team which affected the implementation of the PBIS program school-wide.

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.

Strategies and activities outlined to achieve this goal will be implemented during contractual hours as much as possible. All attempts to compensate teachers will be made outside of adjunct duties. This will be reflected in proposed expenditures.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Student Youth Truth Data	<p>The degree to which students reported having a strong relationship with their teacher was rated 2.75 out of 3.</p> <p>The degree to which students felt welcome at school was rated 2.49 out of 2.87</p> <p>Evergreen's Highest rated themes were culture and relationships</p> <p>Evergreen's lowest rated themes were Engagement and academic challenge.</p>	<p>Based on the data teachers will target the following:</p> <ul style="list-style-type: none"> • Put objectives on the board for each lesson • PBL style school-wide projects at start of each trimester <p>The communication of objectives will guide students to the purpose of their learning, guide the teacher in backwards planning, and create a way to assess progress for students and teachers</p> <p>School-wide PBL projects will engage students in their learning in a hands-on way and provide connections with all subject areas. This is also a community building event, thereby creating more connection and engagement.</p>
Attendance data	<p>Evergreens current attendance rate is 91.32%</p> <p>Currently 195 students are considered chronically absent</p>	<p>Parent education on chronic absenteeism</p> <p>Continued communication with parents when students are absent</p> <p>Continue to complete SART meetings.</p> <p>Positive reinforcement to classrooms with high attendance rates.</p>
SWISS Data	Unavailable due to technical issues with the system	

Subject: Attendance/PBIS

LEA/LCAP: LCAP Goal 3: Create and maintain optimum learning environments for students and staff

Goal #4 By June 2024, Evergreen will decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2024 CA Dashboard and increase student attendance rate by .5% as measured by attendance data.

	Increase student attendance rate by 0.5% or to 98%.	Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard
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	2022-23 Final Data	2023-24 Data Goal	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal
Schoolwide (SW)	Actual 92.07%	Goal 92.57%	Actual 25.6%	Goal 24.6%
English Learners (EL)	Actual 91.37%	Goal 91.87%	Actual 38.8%	Goal 37.8%
Students with Disabilities (SWD)	Actual 90.12%	Goal 90.62%	Actual 36.7%	Goal 35.7%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal
Schoolwide (SW)	Actual .7%	Goal .4%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 1.1%	Goal .98%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Tier 1 PBIS: whole school expectations are reinforced and taught. Expectations are taught explicitly in each area of the campus through videos and whole school activities. Expectations are reviewed daily as a whole school via morning announcements. Expectations are reinforced through the use of expectation tickets and students are recognized weekly and at assemblies monthly.	Behavior referral data	PBIS incentives	Block Grant	500
	Tier 2 PBIS: Check In-Check Out system is implemented for students exhibiting Tier 2 and Tier 3 behaviors.	Behavior referral data	PBIS Incentives (amount included above)	Block Grant	
	Restorative Practices Training: Circles are modeled in staff meetings and 3 staff members are trained as teacher coaches for the school site.	Behavior referral data	Extra Duty for Teachers	Block Grant	450
	Social Emotional Screener for youth training and reflection with select teachers and admin	Satchel Pulse data	Satchel Pulse		
	Teachers integrate SEL curriculum and strategies into daily instruction. These include daily/weekly community circles, Zones of Regulation and Toolbox.	Behavior referral data	Zones of Regulation Books	Block Grant	60
Toolbox (District provided)					
Circles reference book					
English Learners (EL)	Targeted Vocabulary instruction and modeling of				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	expectations with role playing and videos.				
Students with Disabilities (SWD)	ERMHS and Counseling supports given to students that qualify.	Paradigm data			
	Training for teachers and support staff to assist students with behavioral needs: autism spectrum, learning disabilities, emotional/behavioral needs, etc.	Behavior referral data in IEP's			
	ProAct training to paraprofessionals and special education teachers.	Behavior referral data and IEP data			
Other Student Groups 4th and 5th graders	Student Leadership with 4th and 5th graders meet weekly and make decisions about spirit days and recess equipment.	Weekly meeting attendance			
	Stop It App: 4th and 5th graders are taught to use the anonymous reporting app to report bullying or other behaviors anonymously.	Stop it app referrals			

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Due to COVID regulations it was difficult to implement this goal as parents were not able to be in campus and large group activities were discouraged or prohibited. Communication with parents occurred virtually and during pick up and drop off. Phone calls and emails were the primary mode of communication with families. We were able to send out monthly newsletters and many teachers sent our weekly updates. We were able to have some in person activities for parents such as the kindergarten gingerbread man play and 5th grade promotion ceremony. Site council and ELAC meetings occurred virtually. We were able to have a walk-a-thon towards the end of the school year.

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

Due to COVID regulations it was difficult to implement this goal as parents were not able to be in campus and large group activities were discouraged or prohibited. We had limited participation at PTA meetings and ELAC meetings. We were not able to have family fun nights until later in the school year.

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.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Attendance at Events	Family Fun nights- strong attendance Site council meetings- required attendance met ELAC Meetings- minimal to no attendance from families	Families need to be invited on campus more to feel more a part of the school community. More outreach towards our EL families needs to occur.
Family youth truth data	Areas of Strengths reported by families include Relationships, Communication & feedback, School culture	Families need to be invited on campus more to feel more a part of the school community. They also need to be informed of our behavior practices so that when concerns and issues arise, they

	Areas of growth by families included Engagement and School safety	have an understanding of our process.
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Subject: Parent Engagement

LEA/LCAP: Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Goal #5 Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	A consistent whole school form of communication will be agreed upon and established by staff. Family outreach and communication including individual phone calls, daily greeting of families in the drop-off/pick-up line, morning Walk with entire Evergreen community where students and staff can build community, communication with parent community through flyers, online newsletter (The Evergreen Express), email/phone calls/text messages through Powerschool, annual calendar/handbook, Evergreen website, CRPUSD website, and Facebook page and private group.	Parent Engagement Survey at end of the year	Parent Square Class Dojo		
	Variety of Parent meetings to include Site Council, PTA, ELAC. Site Council and ELAC will meet not less than 4 times per year. PTA board and association meeting to occur monthly	Feedback from each committee through a survey at end of year			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Transition activities (Incoming Kindergarten, Fifth to 6th grade:</p> <p>a) Fifth grade teachers send student reports to middle school</p> <p>b) Fifth grade visits to middle school; middle school band concert; teacher and student visits; parent orientation</p> <p>c) Kindergarten Orientation</p> <p>d) Open House Showcase/Back to School Night</p> <p>e) School Tours for incoming families</p>	Attendance at events			
	Provide families improved access to school and district information through PTA partnerships. Pair new parents with experienced parents to help navigate Powerschools, school and district information	Family Survey and PTA meeting attendance			
English Learners (EL)	ELAC meetings: ELAC meetings for parents of English learners	percent attendance			
	Translation provided for parent teacher conferences.	Parent Survey			
	All communications will be sent in both English and Spanish	Parent Survey			
	Family outreach and communication including individual phone calls	Qualitative feedback on calls			
Students with Disabilities	Parents will attend annual/plan reviews and Eligibility reviews	% of parental attendance at IEP meetings			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(SWD)	Family outreach and communication including individual phone calls about events and ways to include all students	Parent Survey			
	Inclusion and Mainstreaming opportunities will be highlighted by use of pictures posted in private FB group, in newsletter and Class Dojo				
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
N/A				

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I: Parent Involvement		
Title I: FTE		
Block Grant	13900.00	6,278.10

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$10,145.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$13,900.00

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Evergreen Elementary

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Heather Kirkac Term: 2023-2024 XParent Community Member	1. Name: Maya Nava Principal
2. Name: Joshua Cutler Term: 2023-2024 XParent Community Member	2. Name: Ramona Kelsey Term: 2023-2024 Teacher
3. Name: Term: Parent Community Member	3. Name: Michelle Bretag Term: 2022-2024 Teacher
4. Name: Term: Student	4. Name: Deborah Imhoff Term: 2022-2024 Teacher
5. Name: Term: Student	5. Name: Term: Teacher
6. Name: Term: Student	6. Name: Rebecca Aliotti Term: 2022-2024 Other School Staff

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Evergreen Elementary

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Heather Kirkac Term: 2023-2024 XParent Community Member	1. Name: Maya Nava Principal
2. Name: Joshua Cutler Term: 2023-2024 XParent Community Member	2. Name: Ramona Kelsey Term: 2023-2024 Teacher
3. Name: Term: Parent Community Member	3. Name: Michelle Bretag Term: 2022-2024 Teacher
4. Name: Term: Parent Community Member	4. Name: Deborah Imhoff Term: 2022-2024 Teacher
5. Name: Term: Parent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Rebecca Aliotti Term: 2022-2024 Other School Staff