Evergreen Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Evergreen Elementary School
Street	1125 Emily Ave
City, State, Zip	Rohnert Park, CA 94928
Phone Number	7075885715
Principal	Maya Russell-Nava
Email Address	maya_russellnava@crpusd.org
School Website	https://evs.crpusd.org/
Grade Span	K-5
County-District-School (CDS) Code	49-73882-6097059

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Evergreen Elementary is a welcoming neighborhood school serving Transitional Kindergarten through fifth grade, where students, families, and staff feel like one community. Our highly respected teachers are dedicated professionals who believe deeply in every child's unique talents and abilities. Together, we focus on preparing students for success in the 21st century—academically, socially, and emotionally. Teachers regularly review student data to inform instruction and differentiate learning, ensuring that every student can thrive. Evergreen also serves as the home for four Special Education Special Day Classes within CRPUSD, enriching our inclusive culture and fostering empathy, collaboration, and belonging among students of all abilities.

2025-26 School Description and Mission Statement

Evergreen's active PTA is an essential part of our school's success, providing meaningful enrichment opportunities that extend learning beyond the classroom. Through our annual Walk-a-Thon and other community events, the PTA funds assemblies, after-school musical theatre, and monthly Family Fun Nights that bring our community together and celebrate our Bobcat pride. In addition, PTA funds go directly back into classrooms to enhance instruction, provide supplemental learning materials, and support students' social-emotional growth—ensuring that every child benefits from engaging and well-rounded educational experiences.

Restorative Practices are central to Evergreen's approach to building a positive school culture. We implement the Zones of Regulation and Everyday Speech social-emotional learning programs, alongside our Evergreen Expectations—Make Good Decisions, Show Respect, and Solve Problems. Through Positive Behavioral Interventions and Supports (PBIS), we provide Tier 1, 2, and 3 supports that help students grow as responsible, compassionate, and confident learners. Our students feel safe, supported, and proud to be part of the Evergreen Bobcat family.

Mission:
At Evergreen, we strive to ensure high levels of learning for all students by creating a safe, inclusive, and engaging environment and fostering strong partnerships between teachers, students, families, and the community.

Vision:
We believe that the most effective way to achieve our mission is to:
*Unite around a shared purpose and goals
*Collaborate interdependently in professional learning teams
*Monitor each student's progress through common formative assessments
*Continuously improve instruction through shared best practices
*Demonstrate a personal commitment to every student's academic success and well-being

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	150
Grade 1	92
Grade 2	89
Grade 3	114
Grade 4	84
Grade 5	101
Total Enrollment	630

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.3
Asian	4.4
Black or African American	2.9
Filipino	0.8
Hispanic or Latino	39.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.6
White	42.1
English Learners	14.1
Foster Youth	0.5
Homeless	2.9
Migrant	0.2
Socioeconomically Disadvantaged	36.7
Students with Disabilities	14.4

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.

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	85.75	247.6	83.35	234405.2	84
Intern Credential Holders Properly Assigned	0.5	2.04	3.2	1.1	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	10	3.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	16.6	5.6	11953.1	4.28
Unknown/Incomplete/NA	2.9	12.17	19.5	6.58	15831.9	5.67
Total Teaching Positions	24.5	100	297.1	100	279044.8	100

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.

2022-23 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)	21.4	87.75	240.6	80.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.1	2.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	4.04	21.8	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	13.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	1.9	8.13	17.1	5.71	14303.8	5.15
Total Teaching Positions	24.4	100	300.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.5	75.03	252.9	81.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.44	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.2	4.81	19.8	6.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	7.7	11.7	3.78	12112.8	4.34
Unknown/Incomplete/NA	3.2	12.47	25.6	8.22	13705.8	4.91
Total Teaching Positions	25.9	100	311.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0.9	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.9	1.2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	2
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent 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.K: Benchmark Advanced and Learning Without Tears Kt-5th grade: Benchmark Advanced	0%
Mathematics	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	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: Inspire Science by McGraw Hill	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 Educational Services Department (707) 792-4708. K-5th: Pearson Scott Foresman Social Science texts and Studies Weekly	0%
Foreign Language	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.	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	0%
Visual and Performing Arts	Contact Educational Services Department (707) 792-4708.	0%
Science Laboratory Equipment	N/A	0%

| (grades 9-12) | | | |

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

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 March 2022. 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 and was completed in the Spring of 2022. 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 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Several classrooms: Casework needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	46	41	42	47	48
Mathematics (grades 3-8 and 11)	37	45	25	29	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	291	97.32	2.68	46.05
Female	145	140	96.55	3.45	52.14
Male	154	151	98.05	1.95	40.40
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	41.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	109	98.20	1.80	33.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	50.00
White	136	131	96.32	3.68	53.44
English Learners	31	30	96.77	3.23	13.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	107	97.27	2.73	35.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	21.95

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	294	98.33	1.67	44.56
Female	145	142	97.93	2.07	40.14
Male	154	152	98.70	1.30	48.68
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	109	98.20	1.80	33.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	53.57
White	136	133	97.79	2.21	51.13
English Learners	31	31	100.00	0.00	16.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	108	98.18	1.82	29.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	19.51

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.22	30.85	26.78	28.8	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	96	96.97	3.03	30.21
Female	37	35	94.59	5.41	22.86
Male	62	61	98.39	1.61	34.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	18.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	52	49	94.23	5.77	34.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	32	94.12	5.88	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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
Grade 5	97.98%	98.99%	98.99%	98.99%	98.99%

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.

2025-26 Opportunities for Parental Involvement

Evergreen is known for its strong sense of community and deep family engagement. We recognize that student success depends on the collective efforts of staff, families, and community members working together toward a shared goal—helping every child thrive. Parents are viewed as essential partners in their children's education and are encouraged to participate actively in all aspects of school life. Families volunteer in classrooms, support small-group instruction, prepare materials, chaperone field trips, and help organize schoolwide events and fundraisers. Many parents also join us each morning for our community walk, a tradition that fosters connection and sets a positive tone for the day.

Our vibrant PTA is the heart of parent involvement at Evergreen. The PTA organizes beloved community events such as Family Fun Nights and the annual Walk-a-Thon, coordinates fundraisers, and provides resources that directly benefit classrooms and students. In addition, Evergreen's English Learner Advisory Committee (ELAC) plays a vital role in supporting our families of multilingual learners. The primary purpose of ELAC is to ensure that the voices and needs of these families are represented and supported through ongoing communication, advocacy, and collaboration. ELAC also plans culturally rich activities and events—such as Día de los Muertos and Las Posadas—that celebrate our diverse community and strengthen connections among families. Parents further contribute through participation in the School Site Council (SSC) and ongoing ELAC meetings, helping to shape school goals and programs.

To ensure that every family's voice is heard, Evergreen offers multiple ways to share input and feedback, including regular surveys such as the YouthTruth Survey and school-developed feedback forms. We value all contributions—whether in person, online, or behind the scenes—and strive to make every parent feel welcomed, valued, and connected to our Evergreen Bobcat family.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	664	652	144	22.1
Female	327	326	71	21.8
Male	337	326	73	22.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	28	5	17.9
Black or African American	20	19	3	15.8
Filipino	--	--	--	--
Hispanic or Latino	265	260	65	25.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	48	12	25.0
White	277	274	53	19.3
English Learners	96	91	26	28.6
Foster Youth	--	--	--	--
Homeless	21	20	7	35.0
Socioeconomically Disadvantaged	289	280	97	34.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	121	116	43	37.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.68	0.84	1.36	5.06	4.91	3.82	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.36	0.00
Female	0.31	0.00
Male	2.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.72	0.00
English Learners	1.04	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.31	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Evergreen Elementary Comprehensive School Safety Plan (CSSP) is reviewed, evaluated, and updated annually to ensure it reflects current practices and state requirements. The plan includes key components such as an assessment of school safety conditions, child abuse reporting procedures, disaster and emergency response protocols, suspension and expulsion policies, and our schoolwide discipline plan. It also outlines strategies for maintaining a safe, inclusive, and supportive environment for all students and staff. The 2025–2026 Comprehensive School Safety Plan was reviewed with staff and a student representative, discussed with the school community, and approved by the School Site Council on October 6, 2025.

Evergreen's safety procedures are practiced and refined throughout the year. Staff members and parent partners collaborate to maintain and restock emergency supplies, while students and staff regularly participate in safety drills for fire, earthquake, lockdown, and other emergency scenarios. All staff members have access to walkie-talkies for daily operations and emergency communication, ensuring coordinated and efficient response during drills or actual events.

Our commitment to school safety extends beyond physical preparedness. Evergreen implements Positive Behavioral Interventions and Supports (PBIS) to promote positive school culture and prevent behavioral incidents. We uphold policies outlined in Seth's Law for Non-Discrimination and Harassment (Board Policy 5145.3), Bullying Prevention (Board Policy 5131.2), and the Uniform Complaint Procedure (Board Policy 1312.3) to ensure all students feel safe, respected, and valued. Safety is a shared responsibility at Evergreen, and we continuously work to strengthen our systems and maintain a secure learning environment for every Bobcat.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	4	1	0
1	15	3	3	0
2	14	4	4	0
3	15	3	2	0
4	16	3	3	0
5	18	2	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	1	3	
1	18	1	4	
2	18	2	3	
3	14	5	3	
4	14	4	2	
5	15	4	3	

2024-25 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
Pupils to Academic Counselor	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	9,964	2,830	7,134	78,184
District	N/A	N/A	8,174	$79,755
Percent Difference - School Site and District	N/A	N/A	-13.6	-2.0
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-43.9	-24.6

Fiscal Year 2024-25 Types of Services Funded

Evergreen Elementary provides a wide range of academic and social-emotional supports designed to meet the diverse needs of all students. Through a Multi-Tiered System of Supports (MTSS), students receive targeted instruction and interventions at varying levels of intensity based on their individual needs. This includes differentiated small-group instruction, social-emotional learning lessons, and behavioral supports aligned with our schoolwide Positive Behavioral Interventions and Supports (PBIS) framework.

Our staff includes two full-time Education Specialists and several Instructional Aides who provide services for students with Individualized Education Programs (IEPs). An English Language Learner (ELL) Assistant supports teachers and multilingual students through small-group instruction and language development activities. In addition, Evergreen benefits from an Elementary School Counselor (on campus two days a week), a full-time Speech-Language Pathologist, and a full-time School Psychologist who together address students' academic, behavioral, and emotional needs.

Beyond the school day, Evergreen partners with our ELOP program to offer homework clubs, after-school homework assistance, providing additional academic support and mentorship. Our active PTA plays an integral role in enriching student

Fiscal Year 2024-25 Types of Services Funded

experiences by funding classroom instructional supplies, field trips, library materials, and other resources that directly enhance learning and support students' social-emotional growth.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	$51,271	$62,145
Mid-Range Teacher Salary	$78,674	$97,088
Highest Teacher Salary	$102,805	$120,436
Average Principal Salary (Elementary)	$142,545	$151,343
Average Principal Salary (Middle)	$124,811	$159,514
Average Principal Salary (High)	$154,513	$177,261
Superintendent Salary	$230,000	$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	5.4%

Professional Development

Professional development in the Cotati-Rohnert Park Unified School District (CRPUSD) focuses on research-based best practices designed to strengthen teaching and learning across all grade levels. In addition to three professional learning days provided outside the student instructional year, teachers participate in ongoing district-sponsored trainings through release time and regularly scheduled professional development sessions. At Evergreen Elementary, the site leadership team reviews student data and schoolwide needs to determine annual professional development goals aligned with our Multi-Tiered System of Supports (MTSS) plan. The leadership team designates time each month for targeted professional learning based on these goals. In addition, teachers meet weekly on short Wednesdays to collaborate in Professional Learning Communities (PLCs), where they review student data, identify learning trends, and develop strategies to support continuous academic growth for all students.

At Evergreen, professional development is intentionally aligned with both district and site priorities. The districtwide focus this year is on literacy, and Evergreen is deepening this work through a targeted emphasis on writing instruction—enhancing teacher capacity to deliver standards-based, engaging, and equitable writing lessons across all grade levels. Our professional learning also includes refining instructional strategies to support multilingual learners, ensuring access and success for every student. Additionally, staff are engaged in professional development with Welcoming Schools, a program that strengthens school culture and equips educators with tools to address bias-based bullying and promote inclusivity.

Evergreen and CRPUSD share the belief that "learning for a lifetime" applies to both students and educators. By promoting continuous adult learning, reflection, and collaboration, we ensure that our teachers are equipped with the knowledge, skills, and support needed to provide high-quality instruction and foster a thriving, inclusive school community.

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

Subject	2023-24	2024-25	2025-26

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3