

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Evergreen Elementary

49-73882-6097059
CDS Code

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

November 4th, 2024

February 11, 2025

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
- Schoolwide Program

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.

Evergreen strives to meet ESSA requirements that align with our LCAP. We are working to increase our resources through MTSS resource mapping. We gather information and input from all our educational partners, including staff and families, through staff meetings, the school site council, ELAC, and PTA. Our resource mapping also helps us identify any holes in support within the tiers for academics and social-emotional learning. Under the social-emotional/behavioral domain, we are a PBIS school, and we have a team for Tier 1 and Tier 2/3 who meet monthly to address Tier 1, 2, and 3 strategies and resources for social-emotional learning and behavior. We have a Coordination of Services team comprising our school psychologist, part-time counselor, part-time behaviorist, assistant principal, and principal to review student referrals for support and assign the case to the appropriate resource. In the academic domain, we monitor student progress through our Star Renaissance program and Educlimber. Staff meet in PLCs weekly to review student data and answer one of the four questions: 1. What do we want students to know? 2. how do we know they will have learned it? 3. what will we do if they have not, 4. what will we do when they have. Teacher teams create common formative assessments and monitor data weekly to adjust their strategies to ensure all students learn the identified essential standards.

Resource Inequities

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

We are working to provide more academic supports for tier 2 and 3. Students have access to small group instruction in their classrooms and are re-taught the essential standards. Where we struggle is intervention outside of the classroom for Tier 3.

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 2023-24 SPSA Annual Review 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.

Involvement Process for the 2024-25 SPSA and Update

Teacher input was gathered at staff meetings, committee meetings, and through google forms. Parent/guardians provided input through ELAC, PTA and Site Council meetings

Section 4 Student Achievement

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: Student Achievement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
SBAC for ELA and Math	SBAC Reading: 46.06% met or exceeded the standard	Although we made progress and met our goal, over 50% of our students still do not meet the standard. We need to dive deeper into the data earlier on to intervene with students promptly. We need regular data meetings to discuss student data and weekly PLC meetings at each grade level to monitor progress every week. 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.
STAR Early Literacy STAR reading STAR Math	<p>Early Literacy:</p> <p>The percentage of students at grade level (green) increased by 9%</p> <p>The percentage of students 'on watch' (blue) decreased by 4.6%</p> <p>The percentage of students in 'intervention' (yellow) decreased by 3%</p> <p>The percentage of students below the 10th percentile (red) decreased by 1.6%</p> <p>Star Reading:</p> <p>The percentage of students at grade level (green) increased by 3.5%</p> <p>The percentage of students 'on watch' (blue) decreased by 1%</p>	Students are making growth in both Star Early literacy and Star Reading. Continuing PLTs weekly to make data informed decisions and to provide students with more immediate feedback is the main area of need.

	<p>The percentage of students in 'intervention' (yellow) increased by 5%</p> <p>The percentage of students below the 10th percentile (red) decreased by 8%</p>	
<p>ELA SBAC Scores for English Language Learners</p> <p>Math SBAC scores for English Language Learners</p> <p>STAR Reading or English Language Learners</p> <p>STAR Math or English Language Learners</p>	<p>STAR Reading: 12%</p> <p>STAR Math: 26.5%</p> <p>SBAC Reading: 13.33% met the standard</p> <p>SBAC Math: 21.29% met the standard</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>Math SBAC scores for SWD</p>	<p>SBAC Reading: 12.51% met the standard</p> <p>SBAC Math: 18.76% met the standard</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. 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>

Subject: Student Achievement

LEA/LCAP: LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.

Goal #1 By the end of the 2024-2025 school year, students meeting or exceeding grade level standards in ELA and Math will increase by 3%

Subject Area: ELA

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 46%	Goal 49%
English Learners (EL)	Actual 13%	Goal 16%
Students with Disabilities (SWD)	Actual 12.5%	Goal 16.5%
Other Student Groups	Actual	Goal

Subject Area: Math

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 38%	Goal 41%
English Learners (EL)	Actual 21%	Goal 24%
Students with Disabilities (SWD)	Actual 19%	Goal 22%
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)	Protected Intervention time 4 days a week for 30 minutes. During this time teachers will pull Reading and phonics Intervention groups for Tier 2 and Tier 3. 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 TK-1st grade	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment windows	Heggerty	Other	1,000
	Weekly PLT meetings to review data				

	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>			
	<p>Literacy Professional Development for teachers. Four teachers will be part of a literacy team and will go through Orton Gillingham training. They will then share strategies with other teachers</p>	<p>DIBELS progress monitoring</p>	<p>SCOE Literacy Fellowship</p>		<p>0</p>
<p>English Learners</p>	<p>Training on effective strategies for Multi-</p>	<p>Progress monitoring through the core</p>			

	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			
	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 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			

	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			
	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 Social Emotional

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Social Emotional

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Youth Truth Data	<p>Respect for Students: Students: Does your teacher treat you with respect? 83% of students had a positive response. Down 2% from the previous year Staff: "Staff treat students with respect." 87% of staff had positive responses, down 6% from the previous year.</p> <p>Respect for Staff Students: Do students in your class treat the teacher with respect? 45% had a positive response increase of 12% from the previous year Staff: Students treat staff with respect. 48% of staff had a positive response, a decrease of 12% from last year</p> <p>Teachers Care Students: Do you think your teacher cares about you? 78% of students with a positive response, a decrease of 1% from last year Staff: Staff and students care about each other. 84% of staff with a positive response, a decrease of 9% from last year Family: Teachers and Students care about each other. 90% of families with a positive response, a decrease of 1% from last year.</p>	<p>Relationship building is key and students need to feel connected at school to at least one adult. Increased training with restorative practices and PBIS Increased training around biased based bullying Consistency of practices with staff using positive language and positive behavior supports Yard duty trainings are needed.</p>
Attendance	Attendance drastically decreased in December, January, February and March	Attendance awareness in these lower-performing months. Increased communication in newsletters and teacher communications around attendance.

Subject: Social Emotional

LEA/LCAP: LCAP Goal 2: CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.

Goal #2 By the end of the 2024-2025 school year, average daily attendance will increase to 95% attendance.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 93.27%	Goal 95%
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
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)	PBIS/Restorative Leadership training	PBIS agendas and action items			
	PBIS monthly meetings	PBIS agendas			
	ELAC monthly meetings	ELAC agendas			
	Site Council Meetings	Site Council agendas			
	Collective agreements on SEL implementation Training on the Zones of regulation	Master Calendar, staff meeting agendas			
English Learners (EL)	Community Liason to help communicate with families about attendance and other SEL topics	Family survey			
	Increased visual supports and videos included in the SEL curriculum	Everyday speech teacher use			
Students with Disabilities (SWD)					
Other Student Groups					

Section 4 Educational Partner Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Educational Partner Involvement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Youth Truth Survey	Engagement- 49th percentile; average rating 3.73 Relationships- 56th percentile; average rating 4.27 Culture- 33rd percentile; average rating 3.92 Communication and Feedback- 60th percentile; average rating 4.02	The lowest-rated question was: I feel informed about important decisions regarding my school. The school needs to increase parent involvement in school decisions by increasing participation and attendance at site council meetings and public knowledge of the meetings and the actions the council takes.

Subject: Educational Partner Involvement

LEA/LCAP: LCAP Goal 3: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

Goal #3 Evergreen SPSA Goal 3: By the end of the 2024-2025 school year, Evergreen will increase engagement with families to the 61st percentile as measured by the family survey on the Youth Truth Survey.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 49th percentile	Goal 61st percentile
English Learners (EL)	Actual NA	Goal NA
Students with Disabilities (SWD)	Actual NA	Goal NA
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)	School-home communications: Parent Square training videos, tips and tricks for parents/guardians, Monthly newsletters and weekly updates,	Parent Square data			
	Family Fun Nights	Family survey			
	PTA meetings	Sign ins and meeting notes			
	Site Council Meetings	Sign in and meeting minutes			
	Volunteer Handbook	Family survey			
English Learners (EL)	ELAC Meetings	Agendas and sign ins			
	School- home communications in home language through Parent Square	Parent Square data			
Students with Disabilities (SWD)	Communication with families about IEP progress	Progress reports at each trimester			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Graduation Rate (GR)					

Section 4 Multilingual Learner

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Multilingual Learner

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
ELPAC Summative Data	<p>The percent of students who scored a level 4 on the summative ELPAC increased from 9.8% to 16.47%</p> <p>The percent of students who scored a level 3 on the summative ELPAC increased from 27% to 28%</p> <p>The percent of students who scored a level 2 decreased from 44% to 32%</p> <p>The percent of students who scored a level 1 increased from 18.5% to 23.5%</p>	<p>We had an increase in newcomers and student quaifyng for the initial ELPAC in the 2023-2024 school year.</p> <p>We must continue supporting our English Language Learners through designated and integrated ELD.</p> <p>We need to continue to provide teachers with training and support with strategies to support our ELLs best.</p>

Subject: Multilingual Learner

LEA/LCAP: LCAP Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners.

Goal #4 By June of 2025, 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.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual NA	Goal NA
English Learners (EL)	Actual 13%	Goal 16%
Students with Disabilities (SWD)	Actual NA	Goal NA
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)					
English Learners (EL)	Training for teachers on the ELPAC and how to read ELPAC reports	Training agenda			
	Designated ELD	Master Schedule			
	EL Assistant to support ELD	ELD schedule			
	ELAC meetings to support parent/guardians with increasing their knowledge of the assessment and how to support their student at home	ELAC meeting agendas			
Students with Disabilities (SWD)					
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

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	0	0.00
Title I: Parent Involvement	0	0.00
Title I: FTE	0	0.00

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	\$1,000.00

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: \$

Section 8 School Site Council Membership

2024 - 2025
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: 2023-2025 XParent Community Member	1. Name: Maya Nava Principal
2. Name: Amanda Bouchard Term: 2024-2026 XParent Community Member	2. Name: Ramona Kelsey Term: 2024-2025 Teacher
3. Name: John West Term: 2024-2026 XParent Community Member	3. Name: Michelle Bretag Term: 2024-2025 Teacher
4. Name: Bailey Nelson Term: 2024-2026 Student	4. Name: Katie Burt Term: 2024-2025 Teacher
5. Name: Jaime Lynn Gatton Term: Student	5. Name: Term: Teacher
6. Name: Term: Student	6. Name: Rebecca Aliotti Term: 2024-2025 Other School Staff

Section 8 School Site Council Membership

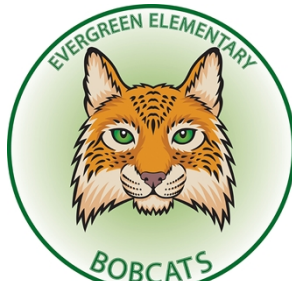
2024 - 2025
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Evergreen Elementary

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: 2023-2025 XParent Community Member	1. Name: Maya Nava Principal
2. Name: Amanda Bouchard Term: 2024-2026 XParent Community Member	2. Name: Ramona Kelsey Term: 2024-2025 Teacher
3. Name: John West Term: 2024-2026 XParent Community Member	3. Name: Michelle Bretag Term: 2024-2025 Teacher
4. Name: Bailey Nelson Term: 2024-2026 XParent Community Member	4. Name: Katie Burt Term: 2024-2025 Teacher
5. Name: Jaime Lynn Gatton Term: XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Rebecca Aliotti Term: 2024-2025 Other School Staff

Evergreen Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information

School Name	Evergreen Elementary
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.crpused.org/
Grade Span	K-5
County-District-School (CDS) Code	49-73882-6097059

2024-25 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.crpused.org

2024-25 School Description and Mission Statement

School Description: Evergreen is a welcoming, neighborhood Transitional Kindergarten to fifth-grade school where students, families, and staff members feel like family. Evergreen teachers are highly respected as outstanding educators who believe in our students' unique talents and abilities. Our focus is learning and preparing our students for the 21st Century, both academically and emotionally. Staff members work in partnership with families to successfully meet the needs of all our students. Evergreen currently houses four Special Education Special Day Classes for CRPUSD, which contribute to our inclusive school environment for students of all abilities. Our teachers frequently review data to make informed decisions to differentiate our curriculum for each student's success.

2024-25 School Description and Mission Statement

Evergreen's active PTA is a key aspect of our school's success. Our PTA works tirelessly to raise funds through our annual Evergreen Walk-a-Thon. These funds provide enrichment opportunities to our students, such as assemblies and our afterschool musical theatre program. Proceeds also support our monthly community-building Family Fun Nights. Restorative Practices are an integral aspect of our school-wide behavior systems and support for students. We are utilizing the Zones of Regulation and Everyday Speech social-emotional curriculum to meet the needs of our students. Additionally, we implement our Evergreen Expectations using Positive Behavioral Interventions and Supports (PBIS) to support our students with Tier 1, 2, and 3 instruction and interventions. Every morning, our students and staff commit to our three Evergreen Expectations... Make Good Decisions, Show Respect, and Solve Problems. Students feel safe at Evergreen and are proud to be Bobcats!

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	91
Grade 2	112
Grade 3	76
Grade 4	98
Grade 5	92
Total Enrollment	578

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.2
American Indian or Alaska Native	0.9
Asian	3.8
Black or African American	2.4
Filipino	1
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	1.2
Two or More Races	6.6
White	46.7
English Learners	14.9
Foster Youth	0.5
Homeless	3.1
Socioeconomically Disadvantaged	40
Students with Disabilities	13.5

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

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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)	21.40	87.75	240.60	80.05	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.10	2.38	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	4.04	21.80	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	13.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	1.90	8.13	17.10	5.71	14303.80	5.15
Total Teaching Positions	24.40	100.00	300.50	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.30	0.00	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.30	0.00	0.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.50	0.00	0
Total Out-of-Field Teachers	0.50	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	0	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.40	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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-5: Reading Curriculum: Kindergarten: Benchmark Advanced and Learning Without Tears 1st-5th grade: Benchmark Advanced	Yes	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	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: McGraw Hill	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708. K-5th: Pearson Scott Foresman Social Science texts and Studies Weekly	Yes	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%

Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	Yes	0%
Visual and Performing Arts	Contact Educational Services Department (707) 792-4708.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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 December 2018. In the Spring of 2018, the school office was extensively remodeled. In the Winter of 2019, an additional play structure was added to the grass area of the school. In the Spring of 2020, construction began on our new Multi Use Room in the existing parking lot area (construction is ongoing and completion is expected in Summer of 2021). A new parking lot was completed in the Summer of 2020 behind our G-Wing. Our blacktop was also resurfaced in the Fall of 2020.

Year and month of the most recent FIT report

July 2024

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	45	41	41	46	47
Mathematics (grades 3-8 and 11)	44	37	26	25	34	35

2023-24 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	266	262	98.50	1.50	45.04
Female	118	117	99.15	0.85	47.01
Male	148	145	97.97	2.03	43.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	84	100.00	0.00	29.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	58.82
White	139	135	97.12	2.88	51.11
English Learners	37	37	100.00	0.00	18.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	106	98.15	1.85	36.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	40	93.02	6.98	12.50

2023-24 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	266	261	98.12	1.88	36.78
Female	118	117	99.15	0.85	31.62
Male	148	144	97.30	2.70	40.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	84	100.00	0.00	29.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	29.41
White	139	134	96.40	3.60	43.28
English Learners	37	37	100.00	0.00	18.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	106	98.15	1.85	25.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	39	90.70	9.30	15.38

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.49	32.22	26.54	26.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	91	98.91	1.09	31.87
Female	37	37	100.00	0.00	32.43
Male	55	54	98.18	1.82	31.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	31.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	47	97.92	2.08	38.30
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	24.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	6.25

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT 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	95.56	95.56	100	100	96.67

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.

2024-25 Opportunities for Parental Involvement

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	597	592	125	21.1
Female	269	267	56	21.0
Male	328	325	69	21.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	1	4.5
Black or African American	14	14	2	14.3
Filipino	--	--	--	--
Hispanic or Latino	218	217	53	24.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	38	4	10.5
White	275	273	57	20.9
English Learners	94	94	21	22.3
Foster Youth	--	--	--	--
Homeless	19	19	1	5.3
Socioeconomically Disadvantaged	252	250	73	29.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	94	35	37.2

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.36	0.68	0.84	4.19	5.06	4.91	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.17	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0.00
Female	0.00	0.00
Male	1.52	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	0.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.63	0.00
White	0.73	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	1.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.04	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.

2024-25 School Safety Plan

The Evergreen Comprehensive School Safety Plan is reviewed, evaluated, and amended annually. The plan covers such topics as assessment of the current status of school crime, child abuse reporting procedures, disaster procedures, suspension policies, school-wide discipline plan, and other topics required by the education code. The school staff and parent group work

2024-25 School Safety Plan

together to implement and practice our disaster plan and provide supplies for emergency kits. Staff members have access to Walkie-Talkies that can be utilized during the school day for routine procedures and in the event of an emergency. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year and implementing Positive Behavioral Interventions and Supports (PBIS). Finally, staff and students regularly practice safety drills to prepare themselves for emergencies better. We post Seth's Law for Non-Discrimination and Harassment (Board Policy 5145.3), and Bullying (Board Policy 5131.2), and offer a Uniform Complaint Procedure process (Board Policy 1312.3). The Evergreen staff reviews the school safety procedures, and the School Site Council approves the 2024-2025 Comprehensive School Safety Plan, which the school approves annually.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

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	
1	15	3	3	
2	14	4	4	
3	15	3	2	
4	16	3	3	
5	18	2	3	

2023-24 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

2023-24 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	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9484	2869	6615	74021
District	N/A	N/A	7683	\$74,708
Percent Difference - School Site and District	N/A	N/A	-14.9	-0.9
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-47.8	-24.5

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$48,653	\$58,855
Mid-Range Teacher Salary	\$74,657	\$92,519
Highest Teacher Salary	\$97,556	\$114,665
Average Principal Salary (Elementary)	\$123,726	\$142,791
Average Principal Salary (Middle)	\$141,271	\$151,078
Average Principal Salary (High)	\$145,119	\$167,094
Superintendent Salary	\$241,638	\$281,086
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to

Professional Development

develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The site is implementing Professional Learning Communities, or teams, that review student progress data weekly. The Professional Learning Team time supports teacher and student growth and allow teachers time to discuss differentiating their lessons and how to provide multiple opportunities for students to demonstrate their learning and growth. The site has focused on improving instructional practices and student relationships. This school year professional development has focused ELA curriculum, diving deeper into the standards, and best practices for our multilingual learners. One of our district mottos is “learning for a lifetime” and we promote adult learning as prerequisite to continuous school and district improvement.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3