

# Evergreen Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **Internet Access**

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

## About This School

#### **School Contact Information (School Year 2019-20)**

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

Entity	Contact Information
<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	(707) 792-4722
<b>Superintendent</b>	Dr. Michael Watenpaugh
<b>Email Address</b>	michael_watenpaugh@crpusd.org
<b>Website</b>	www.crpUSD.org

### School Description and Mission Statement (School Year 2019-20)

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

Vision: Evergreen Elementary ~ Where every student, family member, and staff member is known, safe, inspired, challenged, and empowered to achieve their personal best.

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	92
<b>Grade 1</b>	64
<b>Grade 2</b>	72
<b>Grade 3</b>	90
<b>Grade 4</b>	77
<b>Grade 5</b>	89
<b>Total Enrollment</b>	484

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.6
Asian	2.3
Filipino	0.2
Hispanic or Latino	31.2
Native Hawaiian or Pacific Islander	0.2
White	43.2
Two or More Races	6
Socioeconomically Disadvantaged	40.7
English Learners	15.3
Students with Disabilities	14.9
Foster Youth	0.8
Homeless	0.6

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	23	326
Without Full Credential	2	1	2	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	22

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2018

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Health standards are addressed through the course curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials.	Yes	0%
<b>Mathematics</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials.	Yes	0%
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials.	Yes	0%
<b>History-Social Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials.	Yes	0%
<b>Foreign Language</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials.	Yes	0%
<b>Health</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials.	Yes	0%
<b>Visual and Performing Arts</b>	Contact Educational Services Department (707) 792-4708.		

## School Facility Conditions and Planned Improvements (Most Recent Year)

Evergreen was built in 1978. In the past 19 years, Deferred Maintenance program funds have been used to upgrade and modernize various building systems. Improvement projects have included upgrades to 4 roofs, paving, painting, as well as HVAC and technology systems. Five portable buildings were acquired in 1989-1991 to accommodate the increased student population. These portables, along with the six classroom building pods, the administration office, and the multi-purpose building that principally serves as the cafeteria building, became part of the permanent structures that house students. As with all District facilities, yearly evaluations are conducted to assess and address ongoing Maintenance needs and Deferred Maintenance projects to uphold the preservation of building systems. In the summers of 2005 and 2006, improvements were made to roofing and exterior finish systems. In the summer of 2008, six (6) portable classrooms and one (1) portable toilet room were added to form an additional classroom wing to accommodate an increase in enrollment due to the closure of Gold Ridge Elementary. In the Spring of 2018, the school office was extensively remodeled. In the Winter of 2019, an additional play structure was added to the grass area of the school.

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

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	At the time of the inspection, it was found that several classrooms had worn carpets.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Partitions need to be replaced. Interior finishes are outdated.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	50	49	46	50	50
Mathematics (grades 3-8 and 11)	43	42	32	31	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	243	231	95.06	4.94	50.22
Male	119	113	94.96	5.04	44.25
Female	124	118	95.16	4.84	55.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	73	97.33	2.67	46.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	131	123	93.89	6.11	52.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	43.75
Socioeconomically Disadvantaged	103	95	92.23	7.77	36.84
English Learners	50	47	94.00	6.00	38.30
Students with Disabilities	34	30	88.24	11.76	23.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	233	95.49	4.51	42.49
Male	119	113	94.96	5.04	43.36
Female	125	120	96.00	4.00	41.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	74	97.37	2.63	31.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	131	123	93.89	6.11	47.15
Two or More Races	16	16	100.00	0.00	56.25
Socioeconomically Disadvantaged	103	95	92.23	7.77	31.58
English Learners	50	48	96.00	4.00	35.42
Students with Disabilities	34	30	88.24	11.76	23.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.1	16.1	34.5

Note: 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.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Evergreen is known for its strong community support. As a school and a family we continually strive to improve our relationships, recognizing that the effort of the whole team is needed to help every child be successful. Parents are viewed as partners and encouraged to take active roles in our school program. Every school day, parents are on campus participating in our morning walk, creating bulletin boards, hanging posters, tutoring children, attending field trips, organizing fundraisers, participating in committees, and meeting formally and informally with the Principal and Assistant Principal. Our close proximity to Sonoma State University offers an opportunity to benefit from a university supported after school homework program called Study Buddies.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.9	2.4	2.8	5.5	5.9	5.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.3	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Evergreen Comprehensive School Safety Plan is reviewed, evaluated and amended each year. The plan covers such topics as: assessment of the current status of school crime, child abuse reporting procedures, disaster procedures, suspension policies, school-wide discipline plan, and other topics required by education code. The school staff and parent group work together to implement and practice our disaster plan, and provide supplies for emergency kits. All staff members have a Walkie-Talkie that can be utilized during the school day for routine procedures, as well as in the event of an emergency. Additionally, we are in our second year of Positive Behavioral Interventions and Supports (PBIS) and our first year of Safe School Ambassadors to ensure that students feel like school is a safe and welcoming place. We post Seth's Law for Non-Discrimination and Harassment (Board Policy 5145.3), Bullying (Board Policy 5131.2) and offer a Uniform Complaint Procedure process (Board Policy 1312.3). The Evergreen School Site Council met on September 30, 2019 to review and approve the 2019-2020 Comprehensive School Safety Plan.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	4	3		18	2	3		22	1	3	
1	18	1	4		18	1	3		20	2	1	
2	14	3	2		14	3	3		23		3	
3	19	2	3		17	2	2		22	1	3	
4	24	1	3		22	1	3		23		3	
5	22	1	3		21	1	3		20	2	3	
Other**									8	1		

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.7
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,122	\$718	\$5,404	\$60,811
District	N/A	N/A	\$5,766	\$62,696.00
Percent Difference - School Site and District	N/A	N/A	-6.5	2.5
State	N/A	N/A	\$7,506.64	\$78,059.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and State</b>	N/A	N/A	-4.9	-16.2

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

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

### Types of Services Funded (Fiscal Year 2018-19)

All students are given needed academic and social emotional support as part of our RTI program, which includes a Walk to Read Program and a Learning CenterTwo full time Educational Specialists in addition to instructional aides support students with 504's, IEP's and other interventions needed. An ELL assistant supports teachers in working with students in the EL program. Evergreen has a full time Elementary School Counselor, full time Speech Language Pathologist, and full time School Psychologist to meet the needs of our general education students, as well as the students in our four Special Day Classes. Sonoma State University provides an after-school homework assistance program called Study Buddies. Our PTA provides financial support for many items such as field trip expenses, instructional supplies, paper supplies, materials, and library expenses.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,542	\$49,084
<b>Mid-Range Teacher Salary</b>	\$62,212	\$76,091
<b>Highest Teacher Salary</b>	\$81,294	\$95,728
<b>Average Principal Salary (Elementary)</b>	\$109,306	\$118,990
<b>Average Principal Salary (Middle)</b>	\$108,271	\$125,674
<b>Average Principal Salary (High)</b>	\$122,939	\$137,589
<b>Superintendent Salary</b>	\$199,822	\$230,096
<b>Percent of Budget for Teacher Salaries</b>	30%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to two days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have four afternoons per month for professional development. Trainings have focused on enrichment and building capacity. Evergreen is the Pilot Program for Restorative Practices for CRPUSD. Professional coaching in implementation of effective reading instruction is provided to every elementary and middle school English language arts teacher on at least a quarterly basis. One of our district mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.