

# Evergreen Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Evergreen Elementary School
<b>Street</b>	1125 Emily Avenue
<b>City, State, Zip</b>	Rohnert Park, CA 94928
<b>Phone Number</b>	(707) 588-5715
<b>Principal</b>	Maya Russell-Nava
<b>Email Address</b>	maya_russellnava@crpusd.org
<b>School Website</b>	<a href="https://evs.crpused.org/">https://evs.crpused.org/</a>
<b>County-District-School (CDS) Code</b>	49-73882-6097059

## 2021-22 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	(707) 792-4722
<b>Superintendent</b>	Dr. Mayra Perez
<b>Email Address</b>	mayra_perez@crpusd.org
<b>District Website Address</b>	www.crpused.org

## 2021-22 School Overview

School Description: Evergreen is a welcoming, neighborhood Transitional 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 support for students. We are utilizing the Zones of Regulation and Toolbox 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 Tier 1, 2, and 3 students. Evergreen currently houses five 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	87
Grade 2	75
Grade 3	72
Grade 4	73
Grade 5	88
Total Enrollment	492

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.55
Male	53.44
American Indian or Alaska Native	0.8
Asian	2.6
Black or African American	2.2
Filipino	1.8
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.7
White	53.5
English Learners	9.1
Migrant	0
Socioeconomically Disadvantaged	35.6
Students with Disabilities	13.4

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.0	83.7	230.9	80.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	2.2	9.3	7.7	2.7	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.3	1.4	15.3	5.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	2.1	12.3	4.3	12115.8	4.4
<b>Unknown</b>	0.8	3.5	19.3	6.8	18854.3	6.9
<b>Total Teaching Positions</b>	23.9	100.0	285.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.3
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.3

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.5
<b>Total Out-of-Field Teachers</b>	0.5

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.4

## 2021-22 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 2021

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 in all core subject areas including foreign language. K-5: Reading Curriculum: Heinemann Publishing/Fountas and Pinnell ELA curriculum Kindergarten: Learning Without Tears 1st-5th grade: California Medallions (consumables) by Houghton Mifflin 1st-5th: Scholastic News and Junior Scholastic	Yes	0%
<b>Mathematics</b>	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%
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: Delta Education Publishers Foss (full option)	Yes	0%
<b>History-Social Science</b>	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	Yes	0%
<b>Foreign Language</b>	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%
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	Yes	0%
<b>Visual and Performing Arts</b>	Contact Educational Services Department (707) 792-4708.		0%

## 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 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	At the time of the inspection, it was found that several classrooms had worn carpets. Demolition taking place in old Multi-Use and construction is almost complete on the new Multi-Use Room
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Partitions need to be replaced. Interior finishes are outdated.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Exterior siding in need of replacement in several areas. (Siding replacement in process)
<b>External:</b> 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	236	9	3.81	96.19	--
<b>Female</b>	100	2	2	98	--
<b>Male</b>	136	7	5.15	94.85	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	71	2	2.82	97.18	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	1	4.35	95.65	--
<b>White</b>	126	6	4.76	95.24	--
<b>English Learners</b>	20	1	5	95	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	88	4	4.55	95.45	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	9	21.43	78.57	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	9	3.81	96.19	--
Female	100	2	2.00	98.00	--
Male	136	7	5.15	94.85	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	2	2.82	97.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	1	4.35	95.65	--
White	126	6	4.76	95.24	--
English Learners	20	1	5.00	95.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	4	4.55	95.45	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	9	21.43	78.57	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	239	210	87.87	12.13	83.33
Female	103	91	88.35	11.65	82.42
Male	136	119	87.5	12.5	84.03
American Indian or Alaska Native	2	2	100	0	100
Asian	5	5	100	0	100
Black or African American	3	3	100	0	100
Filipino	6	6	100	0	100
Hispanic or Latino	73	66	90.41	9.59	71.21

<b>Native Hawaiian or Pacific Islander</b>	0	0	-	-	-
<b>Two or More Races</b>	22	19	86.36	13.64	94.74
<b>White</b>	128	109	85.16	14.84	86.24
<b>English Learners</b>	19	15	78.95	12.05	60
<b>Foster Youth</b>	1	1	100	0	100
<b>Homeless</b>	0	0	-	-	-
<b>Military</b>	0	0	-	-	-
<b>Socioeconomically Disadvantaged</b>	93	80	86.02	13.98	78.75
<b>Students Receiving Migrant Education Services</b>	0	0	-	-	-
<b>Students with Disabilities</b>	1	1	100	0	100

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	239	202	84.52	15.48	81.19
<b>Female</b>	103	89	86.41	13.59	76.4
<b>Male</b>	136	113	83.09	16.91	84.96
<b>American Indian or Alaska Native</b>	2	2	100	0	100
<b>Asian</b>	5	5	100	0	100
<b>Black or African American</b>	3	3	100	0	33.33
<b>Filipino</b>	6	6	100	0	100
<b>Hispanic or Latino</b>	73	62	84.93	15.07	77.42
<b>Native Hawaiian or Pacific Islander</b>	0	0	-	-	-
<b>Two or More Races</b>	22	19	86.36	13.64	89.47
<b>White</b>	128	105	82.03	17.97	80.95
<b>English Learners</b>	19	12	63.16	36.84	58.33
<b>Foster Youth</b>	1	1	100	0	100
<b>Homeless</b>	0	0	-	-	-
<b>Military</b>	0	0	-	-	-
<b>Socioeconomically Disadvantaged</b>	93	76	81.72	18.28	72.37
<b>Students Receiving Migrant Education Services</b>	0	0	-	-	-
<b>Students with Disabilities</b>	1	1	100	0	100

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	82	NT	NT	NT	NT
<b>Female</b>	36	NT	NT	NT	NT
<b>Male</b>	46	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	21	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	48	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	29	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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 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. Prior to the pandemic, parents were 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. Now we meet virtually and parents support teachers and students remotely. We have an active and welcoming PTA that organizes regular Family Fun Nights to build community. Our close proximity to Sonoma State University offers an opportunity to benefit from a university supported after school homework program called Study Buddies. We have regular school Site Council and ELAC meetings.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	509	502	38	7.6
Female	227	223	15	6.7
Male	282	279	23	8.2
American Indian or Alaska Native	4	4	0	0.0
Asian	13	13	0	0.0
Black or African American	11	11	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	149	146	14	9.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	42	42	4	9.5
White	268	264	18	6.8
English Learners	52	50	4	8.0
Foster Youth	2	2	1	50.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	184	183	26	14.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	74	15	20.3

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.82	0.00	5.00	0.25	3.47	0.20
Expulsions	0.00	0.00	0.22	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.25	4.31	2.45
Expulsions	0.00	0.11	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2021-22 School Safety Plan

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 the 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. 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 participate in regular practice of safety drills to better prepare themselves to handle emergencies.

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 staff reviewed the school Safety procedures in October of 2021 and the School Site Council met in November 2021 to approve the 2021-2022 Comprehensive School Safety Plan.

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	1	3	
1	20	2	1	
2	23		3	
3	22	1	3	
4	23		3	
5	20	2	3	
6				
Other	8	1		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	3	3	
1	14	3	2	
2	12	3	2	
3	14	3	2	
4	17	2	3	
5	15	2	3	
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	3	3	
1	15	3	3	
2	15	2	3	
3	14	3	2	
4	15	3	2	
5	18	2	3	
6				

## 2020-21 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	

## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	12380	5147	7233	61645
District	N/A	N/A	7186	\$63,878
Percent Difference - School Site and District	N/A	N/A	0.7	-3.6
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-15.4	-27.2

## 2020-21 Types of Services Funded

All students are given needed academic and social-emotional support as part of our MTSS program, which includes a Walk to Read Program. One full-time Educational Specialist, in addition to instructional aides, supports students with 504's and IEP's. An ELL assistant supports teachers in working with students identified as multi-lingual 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 the students in our five 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,021	\$51,029
<b>Mid-Range Teacher Salary</b>	\$64,482	\$78,583
<b>Highest Teacher Salary</b>	\$84,260	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$117,868	\$124,576
<b>Average Principal Salary (Middle)</b>	\$112,812	\$131,395
<b>Average Principal Salary (High)</b>	\$120,275	\$144,697
<b>Superintendent Salary</b>	\$234,999	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	28%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## 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 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 "One Step Forward", that review student progress data. The Professional Learning Communities support 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 upon building capacity in Restorative Practices and best practices for our multi-lingual 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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# Cotati-Rohnert Park Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	(707) 792-4722
<b>Superintendent</b>	Dr. Mayra Perez
<b>Email Address</b>	mayra_perez@crpusd.org
<b>District Website Address</b>	www.crpused.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3011	315	10.46	89.54	60.63
<b>Female</b>	1432	156	10.89	89.11	64.74
<b>Male</b>	1579	159	10.07	89.93	56.60
<b>American Indian or Alaska Native</b>	20	4	--	80.00	--
<b>Asian</b>	77	12	15.58	84.42	58.33
<b>Black or African American</b>	59	6	10.17	89.83	--
<b>Filipino</b>	31	4	12.90	87.10	--
<b>Hispanic or Latino</b>	1377	131	9.51	90.49	49.62
<b>Native Hawaiian or Pacific Islander</b>	12	2	16.67	83.33	--
<b>Two or More Races</b>	313	48	15.34	84.66	77.08
<b>White</b>	1122	108	9.63	90.37	65.74
<b>English Learners</b>	533	20	3.75	96.25	15.00
<b>Foster Youth</b>	25	0	0.00	100.00	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1475	122	8.27	91.73	53.28
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	400	51	12.75	87.25	19.61

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3011	306	10.16	89.84	23.61
Female	1432	151	10.54	89.46	16.67
Male	1579	155	9.82	90.18	30.32
American Indian or Alaska Native	20	4	--	80.00	--
Asian	77	12	15.58	84.42	41.67
Black or African American	59	6	10.17	89.83	--
Filipino	31	4	12.90	87.10	--
Hispanic or Latino	1377	125	9.08	90.92	16.80
Native Hawaiian or Pacific Islander	12	2	16.67	83.33	--
Two or More Races	313	47	15.02	84.98	42.55
White	1122	106	9.45		23.81
English Learners	533	20	3.75	96.25	15.00
Foster Youth	25	0	0.00	100.00	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1475	115	7.80	92.20	20.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	400	54	13.50	86.50	11.11

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.