

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### AT Evergreen Elementary School

**49-73882-6097059**  
**CDS Code**

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

December 6th 2021

12-14-2021

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:**

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.

### **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 530 students. Due to new housing developments near by, Evergreen grew by approximately 70 students from the 2020-21 school year. About 13% of our population is considered Multi-Lingual Learners and 15% 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. 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 trainings for Positive Behavioral Interventions and Supports (PBIS) and Safe School Ambassadors. 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, 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 not able to have parents on campus. Parents are providing support through take home prep, 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 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 curriculum being used in instruction. The direct correlation between standards and state approved curriculum materials have 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 we are piloting new ELA curriculum this year.

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:**

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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.

### Resource Inequities

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

### Section 3 Educational Partners Involvement

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

#### **Involvement Process for the 2020-21 SPSA Annual Review and Update**

Initial Year of Implementation is the 2021-2022 SPSA

#### **Involvement Process for the 2021-22 SPSA and Update**

School Site Council Meeting- December 2021 - Evaluated SPSA  
ELPAC meetings- December 2021 Recommendations  
Staff Meeting November 2021 Recommendations  
PTA meeting October 2021 Recommendations

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

A SPSA was not evaluated and updated in the 2020-21 school year. EasyCBM data was used to compare growth from the Spring of 2021 to the Fall of 2021. Teachers met with students virtually via Google meet in whole class meets and individually for students that struggled. Students were assigned work through google classroom or Seesaw. Packets of work were picked up regularly. Teachers monitored progress through EasyCBM.

Students made the following change in ELA scores from the end of year assessment in the grade prior:  
Current 1st graders: The percent of students considered at risk decreased from 27% to 23.6%; The percent of students considered high risk decreased from 24.2% to 22.2%

Current 2nd graders: The percent of students considered at risk increased from 20% to 33%; The percent of students considered high risk decreased from 18% to 3%

Current 3rd graders: The percent of students considered at risk decreased from 10% to 6%; The percent of students considered high risk increased from 4% to 5%

Current 4th graders: The percent of students considered at risk or high risk stayed the same.

Current 5th graders: The percent of students considered at risk decreased from 20% to 12%; The percent of students considered high risk decreased from 2.9% to 1%

Factors that may skew the above data include the number of students present for the assessment in the spring. Also each grade level increase by approximately 10 students in the current year.

SBAC data was not available for use in the analysis due to the cancellation of the assessment in both the 19-20 and 20-21 school year.

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

Walk to Read and data meetings were not used in the 2020-21 school year. Intended implementation of core instruction and interventions were affected by attendance in virtual meets, and upon the return to school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will adjust to measure a percent increase in students meeting or exceeding standard rather than a point increase. We will focus on EASYCBM data and the core phonics screeners for progress monitoring (ESGI in Kindergarten). Strategies and activities such as training for targeted instruction, intervention groups, increased time for data meetings, increased time for grade-level collaboration meetings, and updated curriculum will be added. These changes can be found in the description of specific actions.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
SBAC for ELA	In the 2018-19 school year 50.22% of students met or exceeded the standard. 20.78% of all students fell in the 'nearly met' range and 29% fell in the 'standard not met' range.	We need to adopt an updated curriculum for ELA and supplement outdated curriculum. We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction and interventions and increase equitable access to appropriately leveled books and materials.
EasyCBM	Fall 2021 EASYCBM assessment data indicates the following % of students considered at Risk (some or high) per grade level 1st Grade: 23.6% Some Risk, 22.2% High Risk 2nd Grade: 33% Some Risk, 3% High Risk 3rd Grade: 6% Some Risk, 5% High Risk 4th Grade: 17% Some Risk, 4% High Risk 5th Grade: 12% Some Risk, 1% High Risk	Focused Interventions for reading fluency needs to occur in the 1st and 2nd grade. We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction and interventions, and increase equitable access to appropriately leveled books and materials.
ELA SBAC Scores for English Language Learners	In 2018-19, only 17.24% of all students considered English Language Learners met or exceeded the standard indicating a need to focus on high leverage practices and interventions for ELL's.	Increased training on Strategies for EL learners during first instruction as well as targeted intervention groups for EL's struggling to meet benchmark scores on EasyCBM. We need to provide curriculum resources and training for integrated and designated ELD instruction.



**Subject: English Language Arts**

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

**Goal #1** Increase student achievement levels in English Language Arts by raising percentage of students meeting or exceeding standard by 10% and/or attaining green/blue status on California dashboard for CASSPP results.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 50.22	Goal 55.02
English Learners (EL)	Actual 17.24	Goal 19.0
Students with Disabilities (SWD)	Actual 25	Goal 27.50
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)	1.0 Walk to read Intervention Program for 1st and 2nd grade: 4 times per week for 25 minutes, students will be put into small intervention groups by level for intensive interventions.	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment				
			Easy CBM			
			Professional Development			
			Materials	ESSER	1000	
				SIPPS coaching	ESSER	975.00
	1.1 Grade level PLC meetings to provide format for grade level collaboration; ex: planning lessons; creating rubrics and assessments	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment				
	1.2 Safety Net meetings: grade levels meet to analyze data with admin and make adjustments to intervention groups	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment				
			Extra Duty	ESSER	3200	
	1.3 Training in use and implementation of effective teaching strategies; for example, PLC's, Houghton Mifflin, Differentiated Instruction using wilson and SIPPS; Vocabulary instruction; Thinking Maps; ELD instruction; Gradual Release of Responsibility; Visual Thinking Strategies; Technology;	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment				
			Extra Duty	ESSER	1600	
			Professional Development	ESSER	840.00	
			Extra Duty	ESSER	400	
	1.4 Targeted interventions by grade level for Kinder-5th grade to include direct instruction based on academic progress and assessment results in order to increase student achievement levels in ELA	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment				
			Intervention Programs (SIPPS, Wilson, etc.)			
			Novels/books	ESSER	8100.00	
			Hegerty Curriculum	ESSER	752.00	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Training on effective strategies for Multi-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	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment			
	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 EasyCBM Winter and Spring assessment	EL Assistant		
			Materials	ESSER	700.00
	Walk to read Intervention Program for 1st and 2nd grade: 4 times per week for 25 minutes, students will be put into small intervention groups by level for intensive interventions.	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment			
	Supplement instruction with Lexia and Rosetta Stone	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment	Software		
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 EasyCBM Winter and Spring assessment	Materials	ESSER	1000.00
	Use of specialists to determine learning	Progress monitoring through the core			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures		Funding Source	Estimated Cost
	difficulties for students; assessments for determining learning problems	phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment				
	Classroom teachers to attend IEP, Safety Net, and SST meetings	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment	Extra Duty (certificated)			
	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 EasyCBM Winter and Spring assessment	Extra Duty Pay (Classified)	ESSER	800.00	
	Professional development in the area of Universal design for Learning.	Progress monitoring through the core phonics screener completed every 6-8 weeks and EasyCBM Winter and Spring assessment				
Other Student Groups						

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

A SPSA was not evaluated and updated in the 2020-21 school year. EasyCBM data was used to compare growth from the Spring of 2021 to the Fall of 2021. Teachers met with students virtually via Google meet in whole class meets and individually for students that struggled. Students were assigned work through google classroom or Seesaw. Packets of work were picked up regularly. Teachers monitored progress through EasyCBM.

Students made the following change in math scores from the end of year assessment in the grade prior:

Current 1st graders: The percent of students considered at risk decreased from 27% to 23.6%; The percent of students considered high risk decreased from 24.2% to 22.2%

Current 2nd graders: The percent of students considered at risk increased from 20% to 33%; The percent of students considered high risk decreased from 18% to 3%

Current 3rd graders: The percent of students considered at risk decreased from 10% to 6%; The percent of students considered high risk increased from 4% to 5%

Current 4th graders: The percent of students considered at risk or high risk stayed the same.

Current 5th graders: The percent of students considered at risk decreased from 20% to 12%; The percent of students considered high risk decreased from 2.9% to 1%

Factors that may skew the above data include the number of students present for the assessment in the spring. Also each grade level increase by approximately 10 students in the current year.

SBAC data was not available for use in the analysis due to the cancellation of the assessment in both the 19-20 and 20-21 school years.

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

Data meetings were not used in the 2020-21 school year. Intended implementation of core instruction and interventions were affected by attendance in virtual meets, and upon the return to school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
SBAC	2018-19 CAASP data shows that 16.66% of our students considered multi-lingual learners met or exceeded standard compared to all students for which 42.49% met or exceeded the standard.	Math intervention is needed to increase achievement for all student groups, but specifically English Language learners. We need targeted intervention via small RTI groups as well as professional development for teachers.
EasyCBM	Fall EASYCBM assessment data indicates the following % of students considered at Risk (some or high) per grade level 1st Grade: 17.8% Some Risk, 11% High Risk 2nd Grade: 12.5% Some Risk, 9% High Risk 3rd Grade: 9.87% Some Risk, 9.87% High Risk 4th Grade: 13.3% Some Risk, 12% High Risk 5th Grade: 17.3% Some Risk, 20% High Risk	Math intervention is needed to increase achievement for all grade levels. We need targeted intervention via small RTI groups as well as professional development for teachers. Focus on 3rd-5th grade for professional development and small group intervention support with additional adults. Need further assessment in 3rd-5th grade to determine area of weakness related to the grade level standard.

**Subject: Math**

**LEA/LCAP:**

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

**Goal #2** Increase student achievement levels in Math by raising percentage of students meeting or exceeding standard by at least 10% and/or attaining green/blue status on California dashboard for CASSPP results.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 42.49	Goal 46.74
English Learners (EL)	Actual 16.66	Goal 18.33
Students with Disabilities (SWD)	Actual 20.69	Goal 22.76
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)	For 3rd-5th grade, develop year-long, standards-based curricular plans, aligning /curriculum with Common Core essential standards and benchmark assessments.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level	Grade Level Planning Meetings / Extra Duty	ESSER	5,400.00
			Intervention Teacher		
	K-5, use assessment to inform instruction and provide summary data through the PLC process. Monthly, teachers examine student work and assessment results and plan goals for improvement.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level			
	K-5, Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and teachers work together to provide support;	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level, SST meeting data			
Use of technology and manipulatives-- hardware (1:1 devices) and software (Zearn, prodigy) support--to support teaching strategies; data management; communication; student intervention programs in math.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level	Software Platforms (Zearn, Prodigy)			
		1:1 Student Devices			
		Math Manipulatives			
Provide math fluency training using district curriculum specialist to focus on content and UDL strategies.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level				
English Learners	EL Roadmap training to focus on 1st instruction	EasyCBM Benchmark Assessment 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
(EL)	for math for multi lingual learners.	and spring, Safety Net meeting data by grade level			
	Training and implementation on targeted instruction for EL's in academic vocabulary for math with visual supports.	EasyCBM Math scores for MLLs	Materials	ESSER	500.00
	Provide math fluency training using district curriculum specialist to focus on content and UDL strategies.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data by grade level			
Students with Disabilities (SWD)	Use assessment to inform instruction and provide summary data through the PLC process. Monthly, teachers and ed specialist examine student work and assessment results and plan goals for improvement.	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data and IEP goal data	LC assistants and Learning Center teachers (no additional)		
	Use of technology-- hardware (1:1 devices) and software (Zearn, prodigy) support--to support teaching strategies; data management; communication; student intervention programs in math and language arts	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data and IEP goal data	grade level Data Team meetings (see above)		
	Targeted Interventions for students in Tier 3	EasyCBM Benchmark Assessment for winter and spring, Safety Net meeting data and IEP goal data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
			<hr/> <hr/>		
				<hr/> <hr/>	
Other Student Groups			<hr/> <hr/>		
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## Section 4 College & Career Readiness / Equity Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

**Subject: College & Career Readiness / Equity**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

First year of implementation.

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

First year of implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

First year of implementation.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP Data for ELA	<p>In the 2018-19 school year 50.22% of students met or exceeded the standard. 20.78% of all students fell in the 'nearly met' range and 29% fell in the 'standard not met' range.</p> <p>In 2018-19, only 17.24% of all students considered English Language Learners met or exceeded the standard indicating a need to focus on high leverage practices and interventions for ELL's.</p>	<p>Increased training on Strategies for EL learners during first instruction as well as targeted intervention groups for EL's struggling to meet benchmark scores on EasyCBM. We need to provide curriculum resources and training for integrated and designated ELD instruction.</p>



**Subject: College & Career Readiness / Equity**

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

**Goal #3** Increase student achievement levels in English Language Arts by raising percentage of students meeting or exceeding standard by 10% and/or attaining green/blue status on California dashboard for CASSPP results.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual	Goal
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	Actual	Goal
Graduation Rate (GR)	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)	Teachers will imbed 21st century Learning and Innovation Skills-4C's: Critical thinking, communication, collaboration, and creativity into daily and weekly lessons in order to increase college and career readiness.	EasyCBM Data for ELA	no additional cost		
	We will teach information, media and technology skills both in and out of the classroom by incorporating 1:1 technology during instruction, accessing the computer lab, creating weekly student run news casts and learning about tech accommodations.	EasyCBM Data for ELA	1:1 technology		
			Training on tech programs		
			Salary for Computer Lab teacher (certificated)		
	Life skills will be taught through the PBIS and restorative practices at Evergreen both in and out of the classroom. PBIS Tier 1 team will meet monthly to review and maintain Tier 1 activities whole school and plan trainings for teachers. On going trainings and coaching on restorative practices will occur for new and existing staff and to include all staff (certificated, classified, yard duties, office staff and SOS)	Progress will be monitored by the SEL screener data and SWISS data.	Satchel Pulse		
			PBIS Tier 1 team Classified Pay		
			PBIS Tier 1 team Certificated Pay		
			Restorative Practices Training		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Career skills will be introduced through Field Trips, Assemblies and guest speakers: (i.e. 4th and 5th grade field trip to Rancho-Cotate High School to view elective programs/college to career opportunities, Kindergarten Career Day, etc).	Progress will be monitored through number of assemblies and field trips per year.	Field trips, Guest Speakers		
English Learners (EL)	PD on Culturally responsive teaching	EasyCBM Data for EL students in ELA			
	Increased access to divers books in the library	EasyCBM Data for EL students in ELA	Books	ESSER	1,500
	Life skills will be taught through the PBIS and restorative practices at Evergreen both in and out of the classroom. PBIS Tier 1 team will meet monthly to review and maintain Tier 1 activities whole school and plan trainings for teachers with specifics on how to reach our multi-lingual learners. On going trainings and coaching on restorative practices will occur for new and existing staff and to include all staff	Progress will be monitored by the SEL screener data and SWISS data.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	(certificated, classified, yard duties, office staff and SOS)				
	Career skills will be introduced through Field Trips, Assemblies and guest speakers with a focus on diversity	Progress will be monitored through number of assemblies and field trips per year.			
Students with Disabilities (SWD)	Access to all playground equipment	SEL screener	Equipment	ESSER	1,000.00
	Teachers will use differentiated and adaptive materials when providing instruction to include manipulatives and visuals (i.e. adaptive scissors)	EasyCBM Data for students with disabilities in ELA, IEP goal progress	Materials	ESSER	2,000.00
	Relate service providers will provide direct instruction in Social Emotional Learning and promote equity through direct services in speech and counseling	EasyCBM Data for students with disabilities in ELA, IEP goal progress	Materials	ESSER	1,450
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 Climate & Culture

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 4

**Subject: Climate & Culture**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

First year of implementation.

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

First year of implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

First year of implementation.

## IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs

**Subject:** Attendance/PBIS

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

**Goal #4** School will decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard

	Increase student attendance rate by 0.5% or to 98%.	Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard		
	2018-19 Final Data	2021-22 Data Goal	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 95.6%	Goal 96%	Actual 10.7%	Goal 9.7%
English Learners (EL)	Actual N/A%	Goal 96%	Actual 9.3%	Goal 9.0%
Students with Disabilities (SWD)	Actual N/A%	Goal 96%	Actual 22%	Goal 21%
Other Student Groups	Actual N/A%	Goal %	Actual %	Goal %

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 2.6%	Goal 2.3%
English Learners (EL)	Actual 2.6%	Goal 2.3%
Students with Disabilities (SWD)	Actual 4.7%	Goal 4.4%
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)	<p>3.1 Teaching and Learning</p> <p>a) Use varied and effective teaching strategies which include Visual, Performing Arts and Music (multiple intelligence, movement, learning styles, use of technology)</p> <p>b) Provide incentives to students for making positive behavior choices through our Tier 1 PBIS Program (ex. Bobcat Citizen Awards, Evergreen Expectation Reward tickets, weekly recognition of students on announcements and on office learning screen).</p> <p>d) Evergreen Expectations (Make Good Decisions, Show Respect, Solve Problems) are explicitly taught and modeled. Students commit to the Evergreen Expectations during morning announcements each day</p> <p>e) Student Leadership creates videos, skits, and posters reminding students of the Lifeskills and how to apply them at school.</p> <p>f) Sensory tools provided for individual student benefit</p> <p>g) Check In-Check Out system with School staff for student exhibiting Tier 2 and Tier 3 behaviors through our</p>	SEL screener data			
			Toolbox Curriculum		
			Youth truth		
			Zones of regulation		
			Satchel Pulse		
			Materials	ESSER	700

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost																														
	PBIS Program h) Teachers utilize classroom circles on a daily/weekly basis i) Toolbox and Zones of Regulation Social Emotional Curriculum j) StopIt app																																		
	3.2 Staff development and professional collaboration a) Continued trainings for all teachers and staff on MTSS, PBIS, ProAct, Zones of regulation, toolbox, and restorative practices. b) Inservice in instructional strategies that motivate and support learning: differentiating curriculum, understanding learning modalities, integrating Zones of Regulation and Toolbox into weekly lessons c) Mentoring of new teachers d) Review meeting norms and express appreciations at staff meetings e) All staff members trained in Restorative Practices f) Part time Assistant Principal and School Counselor g) Full time School Psych and Speech and Language Pathologist h) Train Yard duties on affective language, solution wheel, and conflict resolution.	SEL Screener	<table border="1"> <tr> <td data-bbox="857 646 1084 720">Assistant Principal</td> <td data-bbox="1084 646 1300 720"></td> <td data-bbox="1300 646 1528 720"></td> </tr> <tr> <td data-bbox="857 720 1084 873">Ongoing restorative Practices Training</td> <td data-bbox="1084 720 1300 873"></td> <td data-bbox="1300 720 1528 873"></td> </tr> <tr> <td data-bbox="857 873 1084 926">ProAct Training</td> <td data-bbox="1084 873 1300 926"></td> <td data-bbox="1300 873 1528 926"></td> </tr> <tr> <td data-bbox="857 926 1084 978">Counselor</td> <td data-bbox="1084 926 1300 978"></td> <td data-bbox="1300 926 1528 978"></td> </tr> <tr> <td data-bbox="857 978 1084 1052">School Psychologist</td> <td data-bbox="1084 978 1300 1052"></td> <td data-bbox="1300 978 1528 1052"></td> </tr> <tr> <td data-bbox="857 1052 1084 1104">Yard Duties</td> <td data-bbox="1084 1052 1300 1104"></td> <td data-bbox="1300 1052 1528 1104"></td> </tr> <tr> <td data-bbox="857 1104 1084 1157">SOS personnel</td> <td data-bbox="1084 1104 1300 1157"></td> <td data-bbox="1300 1104 1528 1157"></td> </tr> <tr> <td data-bbox="857 1157 1084 1272">Extra Duty Pay (Certificated for PBIS)</td> <td data-bbox="1084 1157 1300 1272"></td> <td data-bbox="1300 1157 1528 1272"></td> </tr> <tr> <td data-bbox="857 1272 1084 1346">Extra Duty Pay (Classified) PBIS</td> <td data-bbox="1084 1272 1300 1346"></td> <td data-bbox="1300 1272 1528 1346"></td> </tr> <tr> <td data-bbox="857 1346 1084 1398">Band Teacher</td> <td data-bbox="1084 1346 1300 1398"></td> <td data-bbox="1300 1346 1528 1398"></td> </tr> </table>	Assistant Principal			Ongoing restorative Practices Training			ProAct Training			Counselor			School Psychologist			Yard Duties			SOS personnel			Extra Duty Pay (Certificated for PBIS)			Extra Duty Pay (Classified) PBIS			Band Teacher				
Assistant Principal																																			
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Extra Duty Pay (Classified) PBIS																																			
Band Teacher																																			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>3.3 Opportunity and Equal Educational Access</p> <p>a) SST meetings  b) Assemblies focused on learning appropriate behaviors  c) Band for 3rd-5th grade classes  d) Counseling support for students  h) Ensure the nutritional needs of all students are met  e) Ensure that all elementary school students in grades 1-5 are receiving 200 minutes of PE instruction every 10 days</p>	SEL Screener			
	<p>English Learners (EL)</p> <p>Targeted Vocabulary instruction and modeling of expectations with role playing and videos.</p>	SEL Screener			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	ERMHS and Counseling supports given to students that qualify.	SEL Screener			
	Training for teachers and support staff to assist students with behavioral needs: autism spectrum, learning disabilities, emotional/behavioral needs, etc.	SEL Screener			
	ProAct training to paraprofessionals and special education teachers.	SEL Screener			
Other Student Groups					

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 5

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

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

First year of implementation.

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

First year of implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

First year of implementation.

#### **IDENTIFIED NEED (Data Analysis)**

<b>Data Analyzed</b>	<b>Data Conclusion</b>	<b>Assessed Needs</b>



**Subject: Parent Engagement**

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

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

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Family outreach and communication including individual phone calls, daily greeting of families in the drop-off/pick-up line, morning Walk with entire Evergreen community where students and staff can build community, communication with parent community through flyers, online newsletter The Evergreen Express, email/phone calls/text messages through Powerschool, annual calendar/handbook, Evergreen website, CRPUSD website, and Facebook pages	Parent Engagement Survey at end of the year	Smore Newsletter		
	Variety of Parent meetings to include Site Council, PTA, ELAC. Annual Site Council and ELAC consisting of parents, staff and administration analysis of student data— participation in site plan	Feedback from each committee through a survey at end of year			
	Parent information nights on Restorative Practices and PBIS	Attendance at information nights			
	Transition activities (Incoming Kindergarten, Fifth to 6th grade:	Attendance at events			

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

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(SWD)	Family outreach and communication including individual phone calls about events and ways to include all students	Parent Survey			
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)
ESSER	31,917	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	\$31,917.00

### 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: \$31,917

Total of State and local programs that the school is including in the schoolwide program: \$31,917

## Section 8 School Site Council Membership

**2021 - 2022**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Jr High and High School**  
**SCHOOL: Evergreen Elementary School**

**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).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Trish Collins Term: 2020-2022 XParent Community Member	1. Name: Maya Nava <b>Principal</b>
2. Name: Jason Carter Term: 2020-2022 XParent Community Member	2. Name: Gabriella George Term: 2021-2023 <b>Teacher</b>
3. Name: Dave Johnson Term: 2020-2022 XParent Community Member	3. Name: Joshua Cutler Term: 2021-2023 <b>Teacher</b>
4. Name: Lynette Amador Term: 2021-2023 <b>Student</b>	4. Name: Erin Scull Term: 2021-2023 <b>Teacher</b>
5. Name: Diana Loeza Term: 2021-2023 <b>Student</b>	5. Name: Term: <b>Teacher</b>
6. Name: Term: <b>Student</b>	6. Name: Christine Tournahu Term: 2021-2023 <b>Other School Staff</b>

## Section 8 School Site Council Membership

**2021 - 2022**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (TK-5th)**  
**SCHOOL: Evergreen Elementary School**

**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).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Trish Collins Term: 2020-2022 XParent Community Member	1. Name: Maya Nava <b>Principal</b>
2. Name: Jason Carter Term: 2020-2022 XParent Community Member	2. Name: Gabriella George Term: 2021-2023 <b>Teacher</b>
3. Name: Dave Johnson Term: 2020-2022 XParent Community Member	3. Name: Joshua Cutler Term: 2021-2023 <b>Teacher</b>
4. Name: Lynette Amador Term: 2021-2023 XParent Community Member	4. Name: Erin Scull Term: 2021-2023 <b>Teacher</b>
5. Name: Diana Loeza Term: 2021-2023 Parent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Christine Tournahu Term: 2021-2023 <b>Other School Staff</b>