School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Evergreen Elementary School	43-69435-6047138	May 20, 2024	June 20, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Evergreen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Evergreen Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

To effectively meet the planning requirements of our Local Control and Accountability Plan (LCAP) and other relevant federal, state, and local programs, our school has adopted a comprehensive approach focused on the following key strategies:

1. Needs Assessment and Data Analysis: We conduct regular needs assessments and analyze student data to identify areas of improvement and gaps in achievement. This informs our planning process and helps prioritize interventions.

2. Stakeholder Engagement: We engage diverse stakeholders including parents, teachers, administrators, and community members in the planning process. This ensures that our strategies are inclusive and address the needs of all students.

3. Goal Setting and Action Planning: Based on the needs identified, we set clear, measurable goals aligned with ESSA requirements and our LCAP priorities. Goals are specific, achievable, relevant, and time-bound.

4. Evidence-Based Interventions: We prioritize evidence-based practices and interventions proven to be effective in improving student outcomes. This includes professional development or training for teachers on implementing these interventions.

5. Resource Allocation: We align resource allocation with our identified needs and goals, ensuring that funds are strategically used to support effective programs and initiatives.

6. Monitoring and Evaluation: We establish systems for ongoing monitoring and evaluation of our programs and interventions. Progress toward goals is regularly assessed, and adjustments are made as needed based on data and feedback.

7. Integration with Other Programs: We ensure alignment and integration of ESSA planning efforts with other federal, state, and local programs, such as Title programs and special education services. This avoids duplication of efforts and maximizes resources.

8. Equity and Access: Our planning process emphasizes equity and access for all students, particularly those from underserved or disadvantaged backgrounds. We prioritize strategies that reduce achievement gaps and promote educational equity.

We view the planning process as iterative and continuously strive to improve our practices based on lessons learned and feedback received from stakeholders. By following this structured approach, we aim to meet ESSA's planning requirements effectively while aligning with our LCAP and other federal, state, and local programs. This ensures that our efforts are focused, strategic, and impactful in supporting the success of all students in our school community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory Committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

School Site Council (SSC)

September 28, 2023: Roles and Responsibilities of SSC Member. Examine Current SPSA Budget and goals
October 25, 2023: Comprehensive Safe School Plan, iReady Data Review
November 7, 2023: Review of Comprehensive Safe School Data / SARC and Goals from SPSA
November 28, 2023: Updating SPSA Plan Examine Data/Proposed Budget Allocation (General, Supplemental and Title programs)
January 29, 2024: Proposed Goals/Strategies/Activities
February 26, 2024: Continue Proposal of Goals and Activities
May 20, 2024: Final SPSA Approval

English Language Advisory Council (ELAC):

September 28, 2023: EL Master Plan Chapter 1: Initial Identification, Assessment and Program Placement
October 25, 2023: EL Master Plan Chapter 2: Instructional Programs for ELLs
January 29, 2024: EL Master Plan Chapter 3: Student Progress
February 26, 2024: EL Master Plan Chapter 4: Reclassification and ELAC Feedback/Input on SPSA Budget
May 20, 2024: Final SPSA Approval

General Parent Population:

Marquee Announcement Posted 72 Hours Prior to Meeting
Hard copy agenda posted in office 72 hours prior to Meeting
All School Site Council Meetings are open to the general public and advertised as such on the school calendar and newsletters.

Teaching Staff

January 10, 2024: Teaching Staff SPSA Feedback and Goal work
February 28, 2024: Teaching Staff SPSA Feedback and Goal work
May 29, 2024: Present 2024/2025 SPSA at staff meeting

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
 This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

Referring to the California School Dashboard we have state indicators for which overall performance was in the "Red" or "Orange" performance category. Those categories are: Chronic Absenteeism and English Learner Progress.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

Referring to the California School Dashboard, we have no groups for which performance was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for school-wide plan (SWP), the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes. Completing this section fully addresses all relevant federal planning requirements.

We have seen an increase in student performance on our iReady diagnostic from #1 in September to #3 in March. There was a significant positive shift towards grade level competency at all levels schoolwide.

September 2023 Data:

Reading:
50% Mid or Above grade level
20% Early on grade level
21% One grade level below
6% Two grade levels below
3% Three or more grade levels below.

Math:
35% Mid or Above grade level
29% Early on grade level
28% One grade level below
5% Two grade levels below
4% Three or more grade levels below.

March 2024 Data:

Reading:
65% Mid or Above grade level
17% early on grade level
11% One grade level or below
4% Two grade levels below
2% Three or more grade levels below.

Math:
64% Mid or Above grade level
16% Early on grade level
15% One grade level below
3% Two or more grade levels below
3% Three or more grade levels below,

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Evergreen Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.35%	0.34%	1	2	2
African American	0.52%	0.7%	0.51%	3	4	3
Asian	76.64%	75.57%	74.83%	443	433	437
Filipino	5.36%	5.24%	5.31%	31	30	31
Hispanic/Latino	8.48%	11.52%	13.53%	49	66	79
Pacific Islander	%	0%	%		0	
White	3.81%	2.79%	2.40%	22	16	14
Multiple/No Response	4.67%	3.66%	3.08%	27	21	18
			Total Enrollment	578	573	584

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	73	80
Grade 1	64	60	61
Grade 2	87	67	64
Grade3	83	85	69
Grade 4	94	92	87
Grade 5	96	102	99
Grade 6	92	94	104
Total Enrollment	578	573	584

Conclusions based on this data:

1. Our Asian subgroup is declining (from 498 students in the 20/21 school year to 433 students in the 22/23 school year) yet it continues to the be greatest percentage of our overall population (75.57%).

2. Our Hispanic/Latino population has grown over the past 3 years from 8.4% of our population to 11.52% of our population (55 to 66 students). That is the only student subgroup to show population growth over the past three year period.

3. Over the past three years, declining enrollment has affected Evergreen Elementary School seeing our overall population drop from 659 students in 20/21 to 573 students in 22/23. (Total population drop of 86 students)

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	120	109	86	16.70%	20.8%	14.7%
Fluent English Proficient (FEP)	174	172	172	31.70%	30.1%	29.5%
Reclassified Fluent English Proficient (RFEP)	17	44	17	1.8%	14.2%	2.9%

Conclusions based on this data:

1. Our EL population has grown by 2.3% between the 2020/21 school year and the 22/23 school year.

2. The number of FEP students dropped by 1.7% between the 20/21 school year and the 22/23 school year.

3. The number of Reclassified Fluent English Proficient (RFEP) students increased by 38.6% between the 2021/22 school year and the 2022/23 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	97	87	84	0	85	84	0	85	84	0.0	97.7	100.0
Grade 4	102	95	96	0	94	95	0	94	95	0.0	98.9	99.0
Grade 5	103	95	103	0	95	98	0	95	98	0.0	100.0	95.1
Grade 6	121	92	97	0	91	97	0	91	97	0.0	98.9	100.0
All Grades	423	369	380	0	365	374	0	365	374	0.0	98.9	98.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2495.	2517.		52.94	69.05		24.71	14.29		15.29	5.95		7.06	10.71
Grade 4		2555.	2535.		67.02	54.74		19.15	25.26		7.45	7.37		6.38	12.63
Grade 5		2605.	2571.		70.53	53.06		16.84	26.53		7.37	11.22		5.26	9.18
Grade 6		2618.	2608.		53.85	50.52		29.67	32.99		12.09	9.28		4.40	7.22
All Grades	N/A	N/A	N/A		61.37	56.42		22.47	25.13		10.41	8.56		5.75	9.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.35	51.19		54.12	41.67		3.53	7.14
Grade 4		38.30	48.42		57.45	43.16		4.26	8.42
Grade 5		48.42	41.84		49.47	45.92		2.11	12.24
Grade 6		46.15	41.24		48.35	51.55		5.49	7.22
All Grades		43.84	45.45		52.33	45.72		3.84	8.82

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Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.71	59.52		52.94	32.14		2.35	8.33
Grade 4		53.19	40.00		41.49	46.32		5.32	13.68
Grade 5		61.05	47.96		34.74	44.90		4.21	7.14
Grade 6		51.65	51.55		41.76	38.14		6.59	10.31
All Grades		52.88	49.47		42.47	40.64		4.66	9.89

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Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00	27.38		69.41	64.29		10.59	8.33
Grade 4		21.28	24.21		72.34	65.26		6.38	10.53
Grade 5		36.84	20.41		61.05	72.45		2.11	7.14
Grade 6		25.27	32.99		67.03	59.79		7.69	7.22
All Grades		26.03	26.20		67.40	65.51		6.58	8.29

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		32.94	38.10		62.35	55.95		4.71	5.95
Grade 4		45.74	42.11		51.06	48.42		3.19	9.47
Grade 5		51.58	34.69		41.05	58.16		7.37	7.14
Grade 6		49.45	40.21		47.25	54.64		3.30	5.15
All Grades		45.21	38.77		50.14	54.28		4.66	6.95

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Conclusions based on this data:

1. 98.4% of our third through sixth grade students were administered the English Language Arts 22/23 CAASPP assessment.

2. In "Overall Achievement" 81.55% of our students exceeded or met standard for the 22/23 school year for ELA.

3. We experienced an overall 2% decrease of student performance in exceeded or met standard for reading, writing, listening and research/inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	97	87	84	0	85	84	0	85	84	0.0	97.7	100.0
Grade 4	102	95	96	0	94	96	0	94	96	0.0	98.9	100.0
Grade 5	103	95	103	0	95	100	0	95	100	0.0	100.0	97.1
Grade 6	121	92	97	0	91	97	0	91	97	0.0	98.9	100.0
All Grades	423	369	380	0	365	377	0	365	377	0.0	98.9	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2517.	2535.		60.00	71.43		29.41	16.67		7.06	7.14		3.53	4.76
Grade 4		2552.	2542.		55.32	52.08		29.79	26.04		6.38	12.50		8.51	9.38
Grade 5		2604.	2574.		70.53	54.00		16.84	24.00		4.21	7.00		8.42	15.00
Grade 6		2632.	2648.		62.64	76.29		15.38	11.34		16.48	1.03		5.49	11.34
All Grades	N/A	N/A	N/A		62.19	63.13		22.74	19.63		8.49	6.90		6.58	10.34

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		67.06	73.81		27.06	20.24		5.88	5.95
Grade 4		58.51	61.46		31.91	26.04		9.57	12.50
Grade 5		65.26	53.00		24.21	31.00		10.53	16.00
Grade 6		59.34	70.10		30.77	18.56		9.89	11.34
All Grades		62.47	64.19		28.49	24.14		9.04	11.67

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		57.65	65.48		38.82	29.76		3.53	4.76
Grade 4		59.57	44.79		31.91	42.71		8.51	12.50
Grade 5		55.79	43.00		37.89	43.00		6.32	14.00
Grade 6		49.45	64.95		42.86	24.74		7.69	10.31
All Grades		55.62	54.11		37.81	35.28		6.58	10.61

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		56.47	69.05		40.00	26.19		3.53	4.76
Grade 4		50.00	46.88		39.36	43.75		10.64	9.38
Grade 5		55.79	41.00		38.95	50.00		5.26	9.00
Grade 6		59.34	67.01		37.36	25.77		3.30	7.22
All Grades		55.34	55.44		38.90	36.87		5.75	7.69

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Conclusions based on this data:

1. 99.2% of our third through sixth grade students were administered the Mathematics 22/23 CAASPP assessment.

2. In "Overall Achievement" 82.76% of our students exceeded or met standard for the 22/23 school year for Mathematics.

3. Our students demonstrated a 1.72% increase in Concepts and Procedures, 1% decrease in Problem Solving & Modeling/Data Analysis and maintained current levels in above standard and at or near standard for Mathematics

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1464.6	1461.1	1468.3	1464.9	1470.9	1478.3	1463.2	1437.9	1445.0	14	17	16
1	1494.1	1525.8	*	1480.4	1503.8	*	1507.4	1547.3	*	21	12	10
2	1554.5	1537.6	*	1534.6	1524.9	*	1573.7	1549.7	*	23	16	6
3	1518.8	1543.6	*	1506.0	1554.6	*	1530.9	1531.9	*	21	14	7
4	1573.1	1544.7	1532.4	1559.5	1539.9	1537.9	1586.1	1549.0	1526.5	20	18	11
5	*	1580.2	1503.2	*	1567.9	1489.6	*	1591.9	1516.4	10	14	12
6	*	1588.0	*	*	1594.0	*	*	1581.5	*	11	11	7
All Grades										120	102	69

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	42.86	17.65	37.50	35.71	58.82	37.50	14.29	17.65	25.00	7.14	5.88	0.00	14	17	16
1	33.33	58.33	*	38.10	33.33	*	19.05	8.33	*	9.52	0.00	*	21	12	*
2	65.22	56.25	*	30.43	37.50	*	4.35	6.25	*	0.00	0.00	*	23	16	*
3	42.86	57.14	*	38.10	35.71	*	9.52	7.14	*	9.52	0.00	*	21	14	*
4	75.00	61.11	45.45	20.00	27.78	27.27	0.00	0.00	9.09	5.00	11.11	18.18	20	18	11
5	*	71.43	33.33	*	21.43	16.67	*	0.00	16.67	*	7.14	33.33	*	14	12
6	*	54.55	*	*	27.27	*	*	18.18	*	*	0.00	*	*	11	*
All Grades	49.58	52.94	33.33	33.61	35.29	34.78	11.76	7.84	15.94	5.04	3.92	15.94	119	102	69

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Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	41.18	37.50	50.00	35.29	43.75	14.29	17.65	6.25	7.14	5.88	12.50	14	17	16
1	57.14	58.33	*	14.29	16.67	*	19.05	25.00	*	9.52	0.00	*	21	12	*
2	60.87	68.75	*	30.43	25.00	*	8.70	6.25	*	0.00	0.00	*	23	16	*
3	47.62	64.29	*	38.10	35.71	*	4.76	0.00	*	9.52	0.00	*	21	14	*
4	75.00	66.67	72.73	20.00	22.22	0.00	0.00	0.00	9.09	5.00	11.11	18.18	20	18	11
5	*	64.29	33.33	*	28.57	16.67	*	0.00	25.00	*	7.14	25.00	*	14	12
6	*	54.55	*	*	36.36	*	*	9.09	*	*	0.00	*	*	11	*
All Grades	54.62	59.80	46.38	28.57	28.43	21.74	10.92	7.84	14.49	5.88	3.92	17.39	119	102	69

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	11.76	12.50	35.71	41.18	43.75	21.43	41.18	31.25	7.14	5.88	12.50	14	17	16
1	23.81	50.00	*	57.14	33.33	*	9.52	16.67	*	9.52	0.00	*	21	12	*
2	56.52	37.50	*	39.13	56.25	*	4.35	6.25	*	0.00	0.00	*	23	16	*
3	42.86	21.43	*	23.81	64.29	*	23.81	14.29	*	9.52	0.00	*	21	14	*
4	50.00	27.78	27.27	40.00	50.00	36.36	5.00	11.11	18.18	5.00	11.11	18.18	20	18	11
5	*	57.14	25.00	*	28.57	25.00	*	7.14	8.33	*	7.14	41.67	*	14	12
6	*	54.55	*	*	0.00	*	*	36.36	*	*	9.09	*	*	11	*
All Grades	41.18	35.29	17.39	36.13	41.18	42.03	15.97	18.63	18.84	6.72	4.90	21.74	119	102	69

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Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	64.71	56.25	42.86	35.29	37.50	7.14	0.00	6.25	14	17	16
1	71.43	66.67	*	19.05	33.33	*	9.52	0.00	*	21	12	*
2	60.87	43.75	*	34.78	56.25	*	4.35	0.00	*	23	16	*
3	52.38	78.57	*	38.10	21.43	*	9.52	0.00	*	21	14	*
4	75.00	66.67	63.64	20.00	27.78	18.18	5.00	5.56	18.18	20	18	11
5	*	42.86	33.33	*	57.14	33.33	*	0.00	33.33	*	14	12
6	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
All Grades	57.14	57.84	44.93	35.29	41.18	40.58	7.56	0.98	14.49	119	102	69

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Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	29.41	37.50	50.00	58.82	43.75	14.29	11.76	18.75	14	17	16
1	23.81	50.00	*	57.14	50.00	*	19.05	0.00	*	21	12	*
2	52.17	68.75	*	47.83	31.25	*	0.00	0.00	*	23	16	*
3	47.62	71.43	*	42.86	28.57	*	9.52	0.00	*	21	14	*
4	75.00	55.56	63.64	20.00	33.33	18.18	5.00	11.11	18.18	20	18	11
5	*	85.71	41.67	*	7.14	33.33	*	7.14	25.00	*	14	12
6	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
All Grades	52.10	59.80	44.93	40.34	35.29	36.23	7.56	4.90	18.84	119	102	69

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Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	11.76	18.75	71.43	82.35	81.25	7.14	5.88	0.00	14	17	16
1	66.67	66.67	*	23.81	33.33	*	9.52	0.00	*	21	12	*
2	60.87	31.25	*	39.13	68.75	*	0.00	0.00	*	23	16	*
3	28.57	21.43	*	52.38	64.29	*	19.05	14.29	*	21	14	*
4	40.00	27.78	9.09	55.00	61.11	72.73	5.00	11.11	18.18	20	18	11
5	*	50.00	33.33	*	42.86	25.00	*	7.14	41.67	*	14	12
6	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*
All Grades	43.70	34.31	23.19	45.38	56.86	57.97	10.92	8.82	18.84	119	102	69

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	57.14	47.06	62.50	35.71	41.18	25.00	7.14	11.76	12.50	14	17	16
1	23.81	33.33	*	66.67	66.67	*	9.52	0.00	*	21	12	*
2	56.52	81.25	*	43.48	18.75	*	0.00	0.00	*	23	16	*
3	47.62	21.43	*	42.86	78.57	*	9.52	0.00	*	21	14	*
4	55.00	50.00	54.55	40.00	38.89	27.27	5.00	11.11	18.18	20	18	11
5	*	64.29	25.00	*	28.57	33.33	*	7.14	41.67	*	14	12
6	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
All Grades	43.70	51.96	40.58	51.26	43.14	39.13	5.04	4.90	20.29	119	102	69

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. We administered the ELPAC assessment to 69 ELL's in the 22/23 school year. This number is down from 120 ELL's in 20/21 school year

2. In addition to administering the ELPAC assessment to the fewest students since 20/21 school year, there has been an increase in the number of students scoring at the 1 and 2 levels.

3. During the 22/23 school year, our students struggled the most in the writing and reading domain of the ELPAC with 20.9% of students at the beginning level.

School and Student Performance Data

California School Dashboard
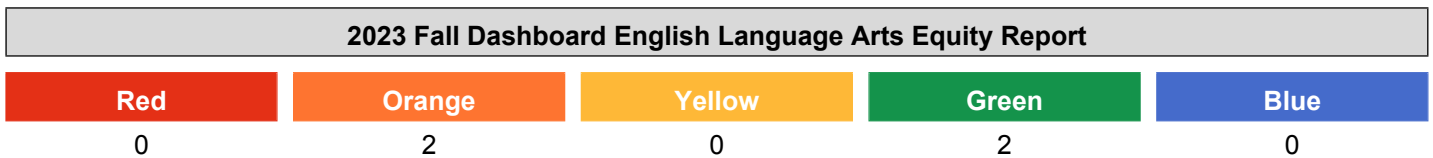## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
573	**13.3**	**19**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Evergreen Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	109	19
Foster Youth		
Homeless	2	0.3
Socioeconomically Disadvantaged	76	13.3
Students with Disabilities	48	8.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.7
American Indian	2	0.3
Asian	433	75.6
Filipino	30	5.2
Hispanic	66	11.5
Two or More Races	21	3.7
White	16	2.8

Conclusions based on this data:

1. The largest ethnic group of our school is Asian and the smallest ethnic group is African American.

2. 19 percent of our school's population are identified as EL Learners.

3. 13.3 percent of our school's population are identified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Blue		
English Learner Progress Orange		

Conclusions based on this data:

1. Our ELA and Mathematic CAASPP scores are in the "high" category on the California School Dashboard.

2. Our EL Learners have CAASPP scores in the "low" category on the California School Dashboard.

3. Our suspension and chronic absenteeism scores are in the "low to average" category on the California School Dashboard.

School and Student Performance Data

Academic Performance
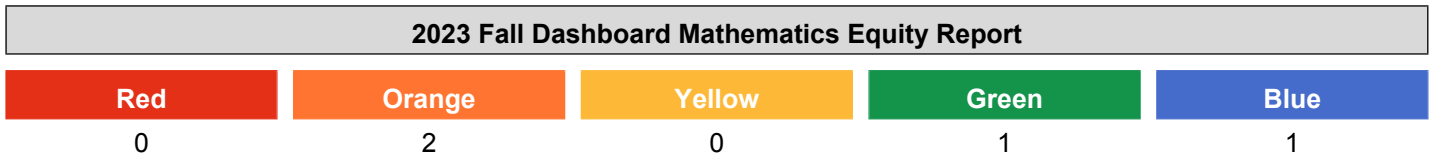### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
76.6 points above standard	36.9 points above standard	0 Students
Decreased -10.4 points	Decreased Significantly -20.1 points	
362 Students	79 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	69.5 points below standard
	13.9 points below standard	Decreased Significantly -60 points
2 Students	Decreased Significantly -19 points	35 Students
	44 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Green	63 points above standard
2 Students	1 Student	90.9 points above standard	Increased Significantly +30.9 points
		Decreased -11.3 points	18 Students
		275 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	89.6 points above standard	No Performance Color	69.8 points above standard
22.2 points below standard	Increased Significantly +40.4 points	0 Students	Decreased Significantly -43.2 points
Decreased Significantly -34.1 points	16 Students		11 Students
39 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**
46.6 points below standard	96.8 points above standard	73 points above standard
Decreased Significantly -69.5 points	Decreased Significantly -26.1 points	Decreased -8.1 points
33 Students	46 Students	174 Students

Conclusions based on this data:

1. The following groups performed at the "very high" performance level on the California School Dashboard: All Students (76.6 points. above standard), EL Learners (36.6 points above standard), and Asian (90.9 points above standard).

2. Although many groups performed above standard there were 3 groups that performed below standard. Those groups were: Hispanic (22.2 points below standard), Current English Learners (46.6 point below standard) and Socioeconomically Disadvantaged (13.9 points below standard).

3. Our Reclassified EL Learners scored 96.8 points above standard, which was the highest deviation from standard by any group on our campus.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
79.6 points above standard	42.5 points above standard	0 Students
Maintained +1.2 points	Decreased -12.2 points	
362 Students	79 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	78.1 points below standard
2 Students	35.3 points below standard	Decreased Significantly -62.5 points
	Decreased Significantly -32.1 points	35 Students
	44 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Less than 11 Students

2 Students

American Indian

Less than 11 Students

1 Student

Asian

Blue

102.7 points above standard

Increased +6.3 points

275 Students

Filipino

32.8 points above standard

Decreased -6.8 points

18 Students

Hispanic

Orange

49.3 points below standard

Decreased Significantly -25.4 points

39 Students

Two or More Races

71.3 points above standard

Increased Significantly +33.5 points

16 Students

Pacific Islander

No Performance Color

0 Students

White

58.6 points above standard

Decreased Significantly -30.6 points

11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

24.1 points below standard

Decreased Significantly -55.1 points

33 Students

Reclassified English Learners

90.3 points above standard

Decreased -10 points

46 Students

English Only

68.2 points above standard

Maintained -2.2 points

174 Students

Conclusions based on this data:

1. The following groups performed at the "very high" performance level on the California School Dashboard: All Students (79.6 points. above standard), EL Learners (42.5 points above standard), and Asian (102.7 points above standard).

2. Although many groups performed above standard there were 2 groups that performed below standard. Those groups were Hispanic (49.3 points below standard) and Socioeconomically Disadvantaged (35.3 points below standard)

3. Our Reclassified EL Learners scored 90.3 points above standard, which was the highest deviation from standard by any group on our campus.

School and Student Performance Data

Academic Performance
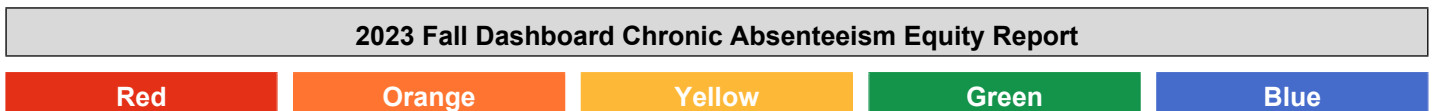**English Learner Progress**

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
53.2% making progress towards English language proficiency
Number of EL Students: 47 Students
Performance Level: 3
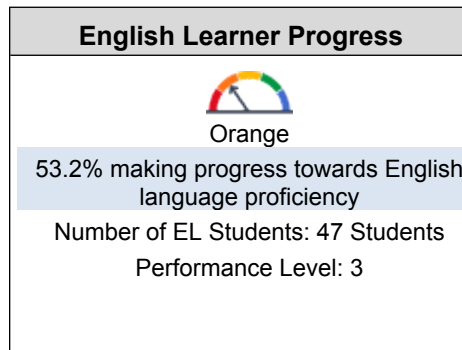
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	13	3	22

Conclusions based on this data:

1. Our EL Learners are making progress towards English language proficiency as indicated with being 53.2 points above standard in their performance level on the California School Dashboard.

2. We have a total of 47 students that were scored for our EL data and 22 of those EL students progressed at least one ELPI level.

3. We do have students that are maintaining and/or decreasing at the lower ELPI levels. 9 decreased one level and 13 maintained ELPI Level 1, 2L, 2H, 3L, or 3H and 3 maintained an ELPI level of 4.

School and Student Performance Data
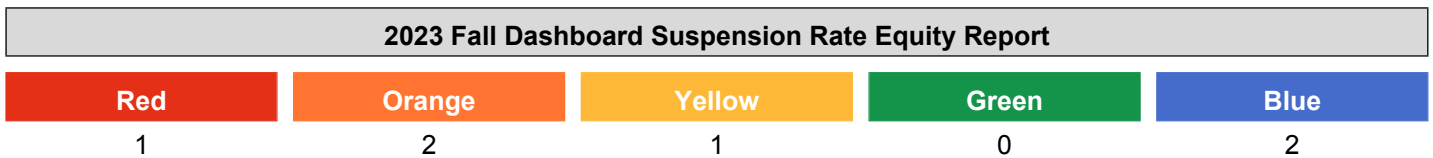
Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
9.1% Chronically Absent	9.6% Chronically Absent	0 Students
Increased Significantly 5.6	Increased 7.1	
592 Students	115 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
3 Students	26.6% Chronically Absent	23.2% Chronically Absent
	Increased 9.4	Increased 9.6
	79 Students	56 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Orange	Blue
4 Students	2 Students	6.6% Chronically Absent	0% Chronically Absent
		Increased Significantly 5.1	Maintained 0
		441 Students	33 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	8.3% Chronically Absent	No Performance Color	5.9% Chronically Absent
28.2% Chronically Absent	Declined -5.5	0 Students	Increased 5.9
Increased 14.7	24 Students		17 Students
71 Students			

Conclusions based on this data:

1. The following groups are in the "very low" performance level regarding chronic absenteeism on the California School Dashboard: all students, Asian students and Filipino students.

2. The following groups are in the "high" performance level regarding chronic absenteeism on the California School Dashboard: socioeconomically disadvantaged students, Hispanic students and students with disabilities.

3. Our students with 2 or more Races declined -5.5 in chronic absenteeism (that group has a total of 24 reports student).

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
0.7% suspended at least one day	0.8% suspended at least one day	0 Students
Increased 0.5	Increased 0.8	
610 Students	120 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
3 Students	4.9% suspended at least one day	6.3% suspended at least one day
	Increased 4.9	Increased 6.3
	82 Students	63 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 2 Students	Blue 0% suspended at least one day Maintained -0.2 455 Students	Blue 0% suspended at least one day Maintained 0 33 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 4.1% suspended at least one day Increased 4.1 74 Students	0% suspended at least one day Maintained 0 25 Students	No Performance Color 0 Students	5.9% suspended at least one day Increased 5.9 17 Students

Conclusions based on this data:

1. 0.7% of all students were suspended at least one day in the school year.

2. 4.9% of our socioeconomically disadvantaged students were suspended at least one day in the school year and 4.1% of our Hispanic students were suspended at least one day in the school year. Their suspension rate was lower then our White student group that saw a 5.9% suspension rate for the school year.

3. Our Asian, Filipino and two or more races student groups saw a 0% suspension rate for the school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Conditions of Learning**
> Evergreen Elementary School will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Evergreen Elementary School is rated in the Orange. While suspensions at Evergreen Elementary School are very low, the dashboard indicates a need to focus on students that are Hispanic, Socioeconomically Disadvantaged, and Chronically Absent.
>
> Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Evergreen Elementary School, all students scored 82.76% proficient in Math, and 81.55% proficient in Language Arts. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged and English Learners in Math. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged and English Learners in Language Arts.
>
> Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 53.2% of ELs at Evergreen Elementary School are making progress towards English language proficiency, putting Evergreen Elementary School in Orange. At Evergreen Elementary School, 8.2% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).
>
> The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Evergreen Elementary School, all students scored 62% proficient. Proficiency gaps existed for English Learners and Socioeconomically Disadvantaged..
>
> Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 82% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for supports for Hispanic and English Learners. In March of 2024, 80% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for supports for Hispanic and English Learners.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is Yellow with 0.7% suspended at least one day. 6.3% of Students with Disabilities were suspended, putting them in red. 4.9 % of Hispanic and Socioeconomically Disadvantaged students were suspended, putting them in Orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 0.4%.
CAASPP ELA	Students in the following sub groups achieved proficiency at lower rates than all students.

43.18% of Socioeconomically disadvantaged, a gap of 38.37%.
43.9% of Hispanic, a gap of 37.65%. | The proficiency gap of all subgroups will decrease by 3%. |
| CAASPP Math | Students in the following sub groups achieved proficiency at lower rates than all students.

43.18% of Socioeconomically disadvantaged, a gap of 39.58%.
33.34% of Hispanic, a gap of 49.72%. | Students in the following sub groups achieved proficiency at lower rates than all students.

43.18% of Socioeconomically disadvantaged, a gap of 39.58%.
33.34% of Hispanic, a gap of 49.72%.
The proficiency gap of all subgroups will decrease by 3%. |
| CAST | Students in the following sub groups achieved proficiency at lower rates than all students.

7.14% of Socioeconomically disadvantaged, a gap of 54.86%.
8.33% of Hispanic, a gap of 53.67%. | The proficiency gap of all subgroups will decrease by 3%. |
| CA Dashboard English Learner Progress | 53.2% of English Learners making progress towards English language proficiency. | 56.2% of English Learners will make progress towards proficiency. |
| iReady Reading T3 Diagnostic | Students in the following sub groups achieved proficiency at lower rates than all students.

32% of Hispanic, a gap of 50%.
22% of English Learners, a gap of 60% | The proficiency gap of all subgroups will decrease by 3%. |
| iReady Math T3 Diagnostic | Students in the following sub groups achieved proficiency at lower rates than all students.

40% of Hispanic, a gap of 40%.
48% of English Learners, a gap of 32% | The proficiency gap of all subgroups will decrease by 3%. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.	All students	5,000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Obj. 5815
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. Fund a technology support liaison to keep systems for intervention and support updated	EL Students Students below grade level Students with behavior that impedes learning.	20,000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Obj. 1120 4,343 Supplemental Fund 3000-3999: Employee Benefits 3499.61 Title III 1000-1999: Certificated Personnel Salaries Obj. 1120 515 Title III 4000-4999: Books And Supplies Obj. 4310 760 Title III 3000-3999: Employee Benefits
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, SEL and Science.	EL Students Students below grade level Students with behavior that impedes learning.	4,500 General Fund 5000-5999: Services And Other Operating Expenditures Obj. 5826
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	7,998.54 General Fund 4000-4999: Books And Supplies Obj. 4365

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Engagement**
> Evergreen Elementary School will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Evergreen Elementary School is rated in the Orange with 9.1% of students chronically absent. The dashboard indicates a need to focus on students that are Hispanic, Socioeconomically disadvantaged and students with disabilities.
>
> Suspension rate indicates the amount of engagement that students have at school. Evergreen Elementary School is rated Yellow on the California School Dashboard. While suspensions at Evergreen Elementary School are very low, the dashboard indicates a need to focus on students with disabilities and Hispanic.
>
> According to the PowerSchool Chronic Absenteeism report 4.2% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students that are Hispanic.
>
> According to the PowerSchool Incident Management Report, there were 42 referrals to the office. Other means of correction (OMC) were used as a consequence in 90% of those incidents. The report indicated a need to focus on students that are Hispanic and students with disabilities.
>
> In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6. Results of that survey indicate that 91.3% of staff, 69.6% of students, and 67.16% of the community are familiar or very familiar with school-wide rules.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is Orange with 9.1% chronically absent. 28.2% of Hispanic students were chronically absent, putting them in Red.	The overall rate of students that are chronically absent will decrease by 2%, with rates for identified groups decreasing by 2%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is Yellow with 0.7% suspended at least one day. 6.3% of Students with disabilities were suspended, putting them in Red. 4.1% of Hispanic	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 2%.

	students were suspended, putting them in Orange.	
PowerSchool Chronic Absenteeism Report	4.2% of all students were identified as Chronically absent from August 2023 to April 2024 in PowerSchool. Student groups of Concern: 6.3% of Hispanic students.	2.2% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups of concern will be chronically absent at the levels as follows: 4.3% of Hispanic students
PowerSchool Incident Management	90% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool. Student groups that were referred disproportionately included: 21% of Hispanic students	Student groups that were referred disproportionately will decrease in office referrals as follows: 15% of Hispanic students
EESD Safety Survey	In fall 2023, 91.3% of staff are familiar or very familiar with the school wide rules. 69.6% of students are familiar or very familiar with the school wide rules. 67.16% of community are familiar or very familiar with the school wide rules.	In fall 2024, 96.3% of staff will be familiar or very familiar with the school wide rules. 74.6% of students will be familiar or very familiar with the school wide rules. 72.16% of community will be familiar or very familiar with the school wide rules.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, sensory room, rewards system, and assemblies.	All Students	5,500 Supplemental Fund 4000-4999: Books And Supplies Obj. 4310
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, student social	All Students	570.59 Supplemental Fund 4000-4999: Books And Supplies Obj. 4351 , Obj. 4310

	events, volunteer opportunities, attendance workshops, and parent nights.		
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.	All Students	4,000 General Fund 4000-4999: Books And Supplies Obj. 4310
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors/tutoring, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, sports, collaborations with local high school groups, and teacher led clubs.	All Students	2,500 General Fund 1000-1999: Certificated Personnel Salaries Obj. 1120 501.23 General Fund 4000-4999: Books And Supplies Obj. 4310 543 General Fund 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Outcomes
Students at Evergreen Elementary School will progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard utilizes students cores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP.

Evergreen Elementary School scored Blue in Math because students maintained their proficiency levels. Evergreen elementary School scored Green in Language Arts because students decrease their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Evergreen, all students scored 62% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 82% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 80% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	81.55% of all students are proficient.	84% of all students will be proficient.
CAASPP Math Results	82.76% of all students are proficient.	85% of all students will be proficient.
CAST Results	62% of all students are proficient.	65% of all students will be proficient.
iReady Reading T3 Diagnostic	82% of all students are proficient.	85% of all students will be proficient.
iReady Math T3 Diagnostic	80% of all students are proficient.	83% of all students will be proficient.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments In order for students tha access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours (SEAT).	All Students	14,500 General Fund 4000-4999: Books And Supplies Obj. 4310 5,300 General Fund 1000-1999: Certificated Personnel Salaries Obj. 1120 7,731 General Fund 4000-4999: Books And Supplies Obj. 4351 1,151 General Fund 3000-3999: Employee Benefits
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: Professional Learning Communities, Data Walks, Equity Walks, Instructional Rounds, and ILT team.	All Students	1,000 General Fund 4000-4999: Books And Supplies Obj. 4310

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$89,912.97
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title III	$4,774.61

Subtotal of additional federal funds included for this school: $4,774.61

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
General Fund	$54,724.77
Supplemental Fund	$30,413.59

Subtotal of state or local funds included for this school: $85,138.36

Total of federal, state, and/or local funds for this school: $89,912.97

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	54,724.77	0.00
Supplemental Fund	30,413.59	0.00
Title III	4,774.61	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	54,724.77
Supplemental Fund	30,413.59
Title III	4,774.61

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	31,299.61
3000-3999: Employee Benefits	6,797.00
4000-4999: Books And Supplies	42,316.36
5000-5999: Services And Other Operating Expenditures	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	7,800.00
3000-3999: Employee Benefits	General Fund	1,694.00
4000-4999: Books And Supplies	General Fund	35,730.77
5000-5999: Services And Other Operating Expenditures	General Fund	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	20,000.00

3000-3999: Employee Benefits	Supplemental Fund	4,343.00
4000-4999: Books And Supplies	Supplemental Fund	6,070.59
1000-1999: Certificated Personnel Salaries	Title III	3,499.61
3000-3999: Employee Benefits	Title III	760.00
4000-4999: Books And Supplies	Title III	515.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,616.15
Goal 2	13,614.82
Goal 3	29,682.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
James L. Grassi	Principal
Jill Tanner	Classroom Teacher
Kate Murphy	Other School Staff
Phil Noteware	Classroom Teacher
Francie Arboleda	Other School Staff
Arul Sundarram	Parent or Community Member
Kim Shehee	Parent or Community Member
Sukwinder Kaur	Parent or Community Member
Naveen Tamilmani	Parent or Community Member
Rachael Fickes	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
[signature: S. Arulkumar]	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/20/2024.

Attested:

[signature: James Grassi]	Principal, James L. Grassi on 5/20/2024
[signature: Jill Tanner]	SSC Chairperson, Jill Tanner on 5/20/2024

Diagnostic Results

i-Ready

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **468/586**

35%	28%	28%	5%	4%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
165 Students	**133 Students**	**129 Students**	**22 Students**	**19 Students**

Placement by Domain

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*

Switch Table View	Choose to Show Results By						
Placement Summary	**Grade**						*Showing 7 of 7*
Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K	–	–	–	–	–	–	0/102
Grade 1		33%	13%	46%	7%	0%	54/59
Grade 2		19%	24%	46%	11%	0%	63/66
Grade 3		15%	38%	42%	2%	3%	65/69
Grade 4		42%	33%	22%	1%	2%	86/87
Grade 5		44%	23%	18%	5%	9%	99/99

Diagnostic Results

i-Ready

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⊘	Students Assessed/Total
Grade 6		45%	35%	11%	4%	6%	101/104

Diagnostic Results

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **548/586**
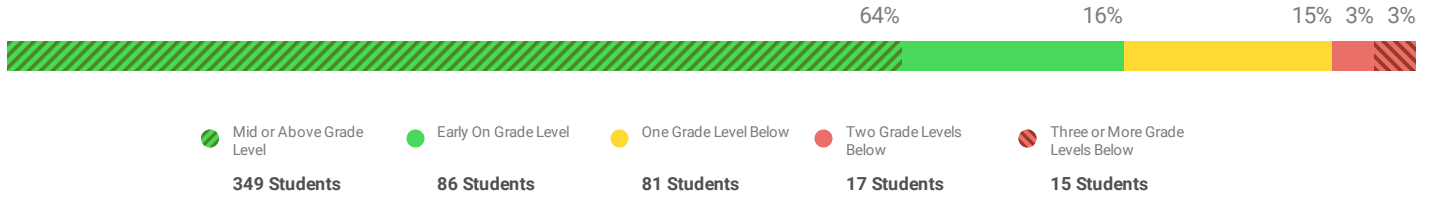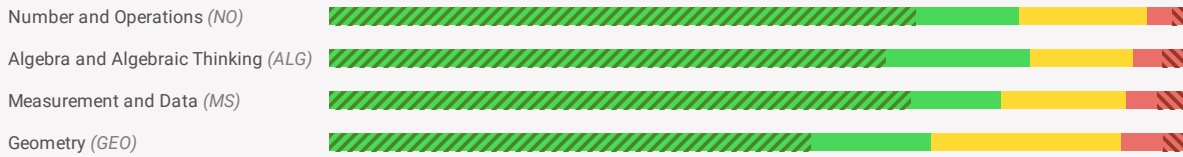
64%	16%	15%	3%	3%

- ● Mid or Above Grade Level — **349 Students**
- ● Early On Grade Level — **86 Students**
- ● One Grade Level Below — **81 Students**
- ● Two Grade Levels Below — **17 Students**
- ◉ Three or More Grade Levels Below — **15 Students**

Placement by Domain

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*

Switch Table View	Choose to Show Results By						
Placement Summary	**Grade**						*Showing 7 of 7*
Grade	Overall Grade-Level Placement	◉	●	●	●	◉	Students Assessed/Total
Grade K		47%	17%	36%	0%	0%	66/102
Grade 1		58%	14%	19%	10%	0%	59/59
Grade 2		57%	20%	15%	8%	0%	65/66
Grade 3		71%	13%	12%	1%	3%	68/69
Grade 4		72%	13%	13%	0%	2%	87/87
Grade 5		63%	20%	10%	2%	5%	99/99

Diagnostic Results

School   EVERGREEN ELEMENTARY SCHOOL
Subject   Math
Academic Year   2023 - 2024
Diagnostic   Diagnostic 3
Prior Diagnostic   None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 6		71%	13%	7%	3%	6%	104/104

Family Engagement Plan
2024 - 2025

Evergreen Elementary School believes family engagement is the participation of parents and family members in authentic, two-way, and meaningful communication involving student learning and related school activities.

Evergreen Elementary School has jointly developed with parents and family members and mutually agreed upon, this parent and family engagement policy that establishes the school's objectives for meaningful family engagement. Evergreen Elementary School commits to the following to strengthen student achievement, learning, and success:

- Parents play an integral role in supporting their child's learning.
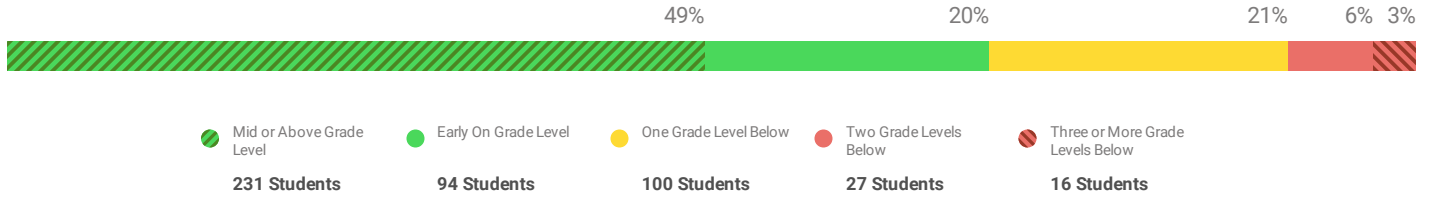- Parents are encouraged to be actively involved in their child's education. This involvement can include regularly communicating with classroom teachers, attending conferences and school events, participating in School Site Council (SSC), English Learner AdvisoryCommittee (ELAC), District Advisory Committee (DAC), Parent Teacher Association (PTA), and attending district/school parent workshops.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making on advisory committees to assist in the education of their child.

This policy guides the strategies the school implements to strengthen school and parent partnerships in all programs. When schools, families, and communities work together to support learning, children do better in school, stay in school longer, and better engage in their learning.

Communication and Collaboration:

- Distribute yearly parent surveys to all parents of students enrolled in our school to involve parents in the development of this plan and provide input on the use of parent and family engagement funds. ·
- Provide parents access to the information in the district's parent and family engagement plan, the district's Local Control Accountability Plan (LCAP), and the School Accountability Report Cards (SARCs), through the school/district website. Copies of these documents are available for parents upon request at the individual school sites.

Engage parents in dialogue about parent engagement during the following meetings:
- District Parent Advisory Committee Meetings
- Open Houses
- SSC (open to the public)

- Parent Workshops
- Coffee Chat with Principal
- Back to School Night
- School Hosted Events
- PTA Events
- SEL program / Partnerships

Evergreen Elementary School commits to building the schools' staff and parent capacity for cultivating strong family engagement. Through planned collaboration and training, we will ensure there is authentic engagement of parents and family members. This authentic engagement will cultivate the necessary partnerships among the school, families, and their communities needed to improve student engagement and academic achievement.

Evergreen Elementary School will help parents understand:
- California and District academic standards and metrics connected to student learning and progress.
- Programs for parents to gain knowledge about the challenging State academic standards and local academic assessments, including alternative forms of assessment that might be provided.
- Opportunities to participate in activities and workshops supporting social-emotional learning, mental health, wellness, and other topics related to student success.

Evergreen Elementary School will provide support to staff in developing and maintaining family engagement in the schools. Information and resources on strengthening family engagement and improving school-family communication strategies will be regularly disseminated to increase:
- Family participation
- Improve school-family connections
- Strengthen ties within the school community

To ensure that information related to district, school, parent programs, and activities are available to all families, our school will regularly communicate through multiple platforms:
- Written notices
- Phone calls
- Emails
- Posted information on digital platforms in a comprehensible language and easy-to-read format.

Each year, Evergreen Elementary will include an evaluation of the content and effectiveness of the parent and family engagement plan and family engagement activities to improve the academic quality through parent surveys. This survey link is distributed to parents through the schools' digital platforms and posted on the schools website for parents to complete

Diagnostic Results

i-Ready

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **550/586**

65% 17% 11% 4% 2%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
358 Students	**93 Students**	**63 Students**	**24 Students**	**12 Students**

Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*
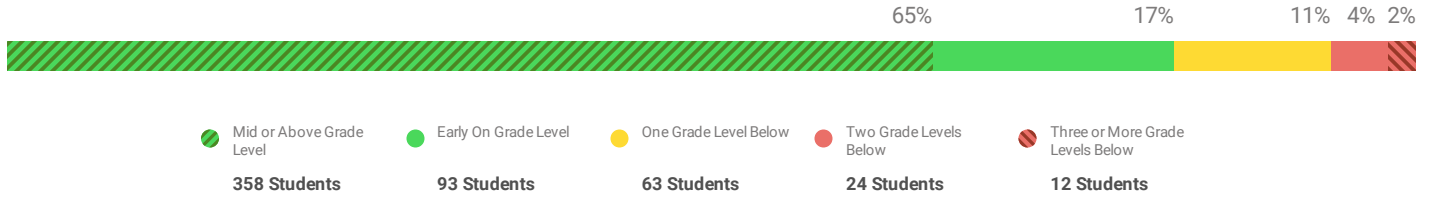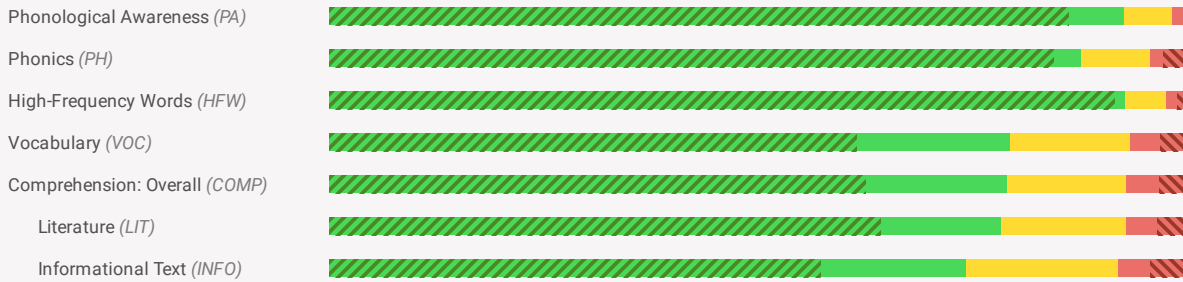
Switch Table View	Choose to Show Results By
Placement Summary	**Grade**

Showing 7 of 7

Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K		43%	35%	22%	0%	0%	68/102
Grade 1		75%	7%	12%	7%	0%	59/59
Grade 2		75%	9%	8%	8%	0%	65/66
Grade 3		78%	10%	6%	3%	3%	68/69
Grade 4		72%	15%	9%	3%	0%	87/87

Diagnostic Results

i-Ready

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 5		54%	23%	13%	6%	4%	99/99
Grade 6		64%	15%	11%	4%	6%	104/104

Diagnostic Results

i-Ready

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **468/586**

49%   20%   21%   6% 3%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
231 Students	**94 Students**	**100 Students**	**27 Students**	**16 Students**

Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*

Switch Table View	Choose to Show Results By						
Placement Summary	**Grade**						*Showing 7 of 7*
Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K	–	–	–	–	–	–	0/102
Grade 1		39%	9%	46%	6%	0%	54/59
Grade 2		40%	25%	24%	11%	0%	63/66
Grade 3		57%	29%	11%	2%	2%	65/69
Grade 4		55%	16%	23%	5%	1%	86/87

Diagnostic Results

i-Ready

School	EVERGREEN ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 5		45%	24%	18%	7%	5%	99/99
Grade 6		55%	16%	15%	5%	9%	101/104

EVERGREEN SCHOOL DISTRICT
Business Services

General Fund Budget

2024-25

SCHOOL:	*EVERGREEN*	**SITE #**	**001**	**ALLOCATION:**	**$ 54,724.77**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	001	2,500
SEAT School Enrichment(required $53 x 100 hours)	010-0000-0	1120	00-1170	1000	001	**5,300**
Substitute Teachers (*paid by site*)	010-0000-0	1150	00-1170	1000	001	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	■■■■
*Other**	010-0000-0		00-1170		001	
21.78% Benefits	010-0000-0	3xx1	00-1170		001	1,699

Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	001	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	001	
Hourly Clerical	010-0000-0	2460	00-1170	2700	001	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	001	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	001	
*Other**	010-0000-0		00-1170		001	
36.62% Benefits	010-0000-0	3xx2	00-1170		001	-

Supplies (for POs & reimbursements)						
Books	**010-0000-0**	**4200**	**00-1170**	**1000**	**001**	
Classroom Supplies	**010-0000-0**	**4310**	**00-1170**	**1000**	**001**	20,000
Office Supplies	**010-0000-0**	**4351**	**00-1170**	**2700**	**001**	4,000
Parts/Supplies M.O.T.	**010-0000-0**	**4365**	**00-1170**	**8100**	**001**	8,000
Equipment $500 -4,999 (*function depends on use**)	010-0000-0	4400	00-1170		001	
*Other**	010-0000-0		00-1170		001	

Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0000-0	5210	00-1170	1000	001	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	001	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	001	
Maintenance Repair	010-0000-0	5610	00-1170	8100	001	
Computer Repair	010-0000-0	5611	00-1170	1000	001	
Copier Maintenance (*required = Purchasing PO*)	010-0000-0	5615	00-1170	1000	**001**	3,726
Consultant/Contractors	**010-0000-0**	**5815**	**00-1170**	**1000**	**001**	5,000
Software, Subscriptions & Licenses	**010-0000-0**	**5826**	**00-1170**	**1000**	**001**	4,500
Field Trip	010-0000-0	5840	00-1170	1000	001	
*Other**	010-0000-0		00-1170		001	

*Other**	010-0000-0		00-1170			

*Fill out with Business Office - we're happy to help

TOTAL BUDGET	**54,725**
Statutory Benefits Calculation	*should match Allocation*

				variance:	0
19.10%	STRS (Certificated only)	3101			
27.68%	PERS (Classfied only)	3202			
6.26%	OASDI (CL)	331X			
1.45%	Medicare (CE & CL)	332X			
0.05%	State Unemployment (CE & CL)	350X			
1.18%	Workers Comp (CE & CL)	360X			

EVERGREEN SCHOOL DISTRICT
Business Services

Title III Budget

2024-25

| SCHOOL: | *EVERGREEN* | SITE # | **001** | ALLOCATION: | **$** | **4,774.61** |

3 digits - 0##

Certificated Salaries *(for timesheets)*	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	001	3,500
Hourly Teacher	060-4203-0-	1120	00-1551	1000	001	
Substitute Teachers *(paid by site)*	060-4203-0-	1150	00-1551	1000	001	
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
Other*	060-4203-0-		00-1551		001	
21.78% *Benefits*	060-4203-0-	3xx1	00-1551			762

Classified Salaries *(for timesheets)*						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	001	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	001	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	001	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	001	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	001	
Other*	060-4203-0-		00-1551		001	
36.62% *Benefits*	060-4203-0-	3xx2	00-1551			-

Supplies *(for POs & reimbursements)*						
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**001**	
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**001**	513
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**001**	
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**001**	
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		001	
Other*	060-4203-0-		00-1551		001	

Other Services & Operating Costs *(for POs & reimbursements)*						
Travel/Conference	060-4203-0-	5210	00-1551	1000	001	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	001	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	001	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	001	
Computer Repair	060-4203-0-	5611	00-1551	1000	001	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**001**	
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**001**	
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**001**	
Field Trip	060-4203-0-	5840	00-1551	1000	001	
Other*	060-4203-0-		00-1551		001	
Other*	060-4203-0-		00-1551			

*Fill out with Business Office - we're happy to help

	TOTAL BUDGET	**4,775**

should match Allocation

Statutory Benefits Calculation

19.10%	STRS (Certificated only)	3101	859	*variance:* (0)
27.68%	PERS (Classfied only)	3202		
6.26%	OASDI (CL)	331X		
1.45%	Medicare (CE & CL)	332X	65	
0.05%	State Unemployment (CE & CL)	350X	3	
1.18%	Workers Comp (CE & CL)	360X	54	
			981	

EVERGREEN SCHOOL DISTRICT
Business Services

Supplemental Site Budget

2024-25

SCHOOL:	*EVERGREEN*	**SITE #**	**001**	**ALLOCATION:**	**$ 30,413.59**

3 digits - 0##

Certificated Salaries *(for timesheets)*

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	001	20,000
Hourly Teacher	010-0159-0	1120	00-1590	1000	001	
Substitute Teachers (*paid by site*)	010-0159-0	1150	00-1590	1000	001	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	■■■■
*Other**	010-0159-0		00-1590		001	
21.78% *Benefits*	010-0159-0	3xx1	00-1590		001	4,356

Classified Salaries *(for timesheets)*

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	001	
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	001	
Hourly Clerical	010-0159-0	2460	00-1590	2700	001	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	001	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	001	
*Other**	010-0159-0		00-1590		001	
36.62% *Benefits*	010-0159-0	3xx2	00-1590			-

Supplies *(for POs & reimbursements)*

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Books	010-0159-0	4200	00-1590	1000	001	
Classroom Supplies /Instructional Supplies Classroom	010-0159-0	4310	00-1590	1000	001	5,500
Office Supplies	010-0159-0	4351	00-1590	2700	001	558
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	001	
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		001	
*Other**	010-0159-0		00-1590		001	

Other Services & Operating Costs *(for POs & reimbursements)*

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Travel/Conference	010-0159-0	5210	00-1590	1000	001	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	001	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	001	
Maintenance Repair	010-0159-0	5610	00-1590	8100	001	
Computer Repair	010-0159-0	5611	00-1590	1000	001	
Copier Maintenance	010-0159-0	5615	00-1590	1000	**001**	
Consultant/Contractors	010-0159-0	5815	00-1590	1000	001	
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	001	
Field Trip	010-0159-0	5840	00-1590	1000	001	
*Other**	010-0159-0		00-1590		001	

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
*Other**	010-0159-0		00-1590			

Fill out with Business Office - we're happy to help

	TOTAL BUDGET	**30,414**

Statutory Benefits Calculation

should match Allocation

19.10%	STRS (Certificated only)	3101	*variance:* (0)
27.68%	PERS (Classfied only)	3202	
6.26%	OASDI (CL)	331X	
1.45%	Medicare (CE & CL)	332X	
0.05%	State Unemployment (CE & CL)	350X	
1.18%	Workers Comp (CE & CL)	360X	

Q1 What is your current grade?

Answered: 335   Skipped: 0
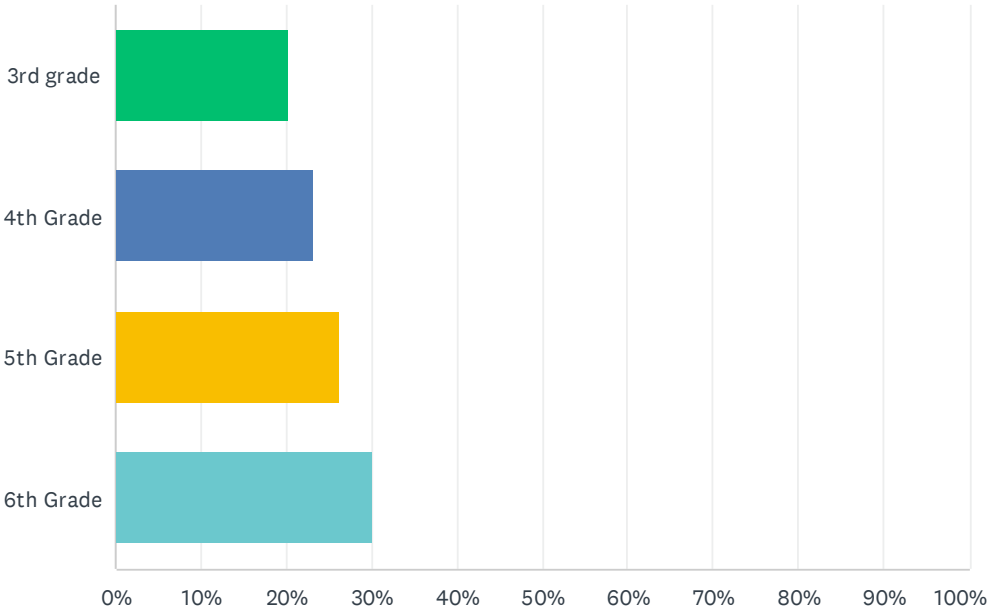
ANSWER CHOICES	RESPONSES	
3rd grade	20.30%	68
4th Grade	23.28%	78
5th Grade	26.27%	88
6th Grade	30.15%	101
TOTAL		335

Q2 How safe do you feel at school?

Answered: 331   Skipped: 4
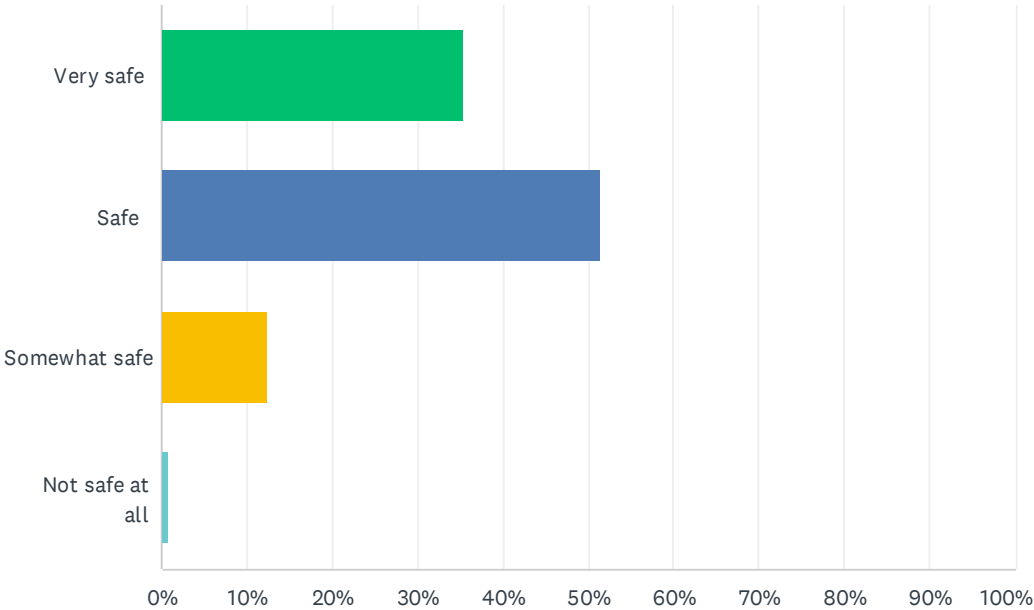
ANSWER CHOICES	RESPONSES	
Very safe	35.35%	117
Safe	51.36%	170
Somewhat safe	12.39%	41
Not safe at all	0.91%	3
TOTAL		331

Q3 How much do you find the following to be a problem at your school?

Answered: 333   Skipped: 2

Evergreen Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use
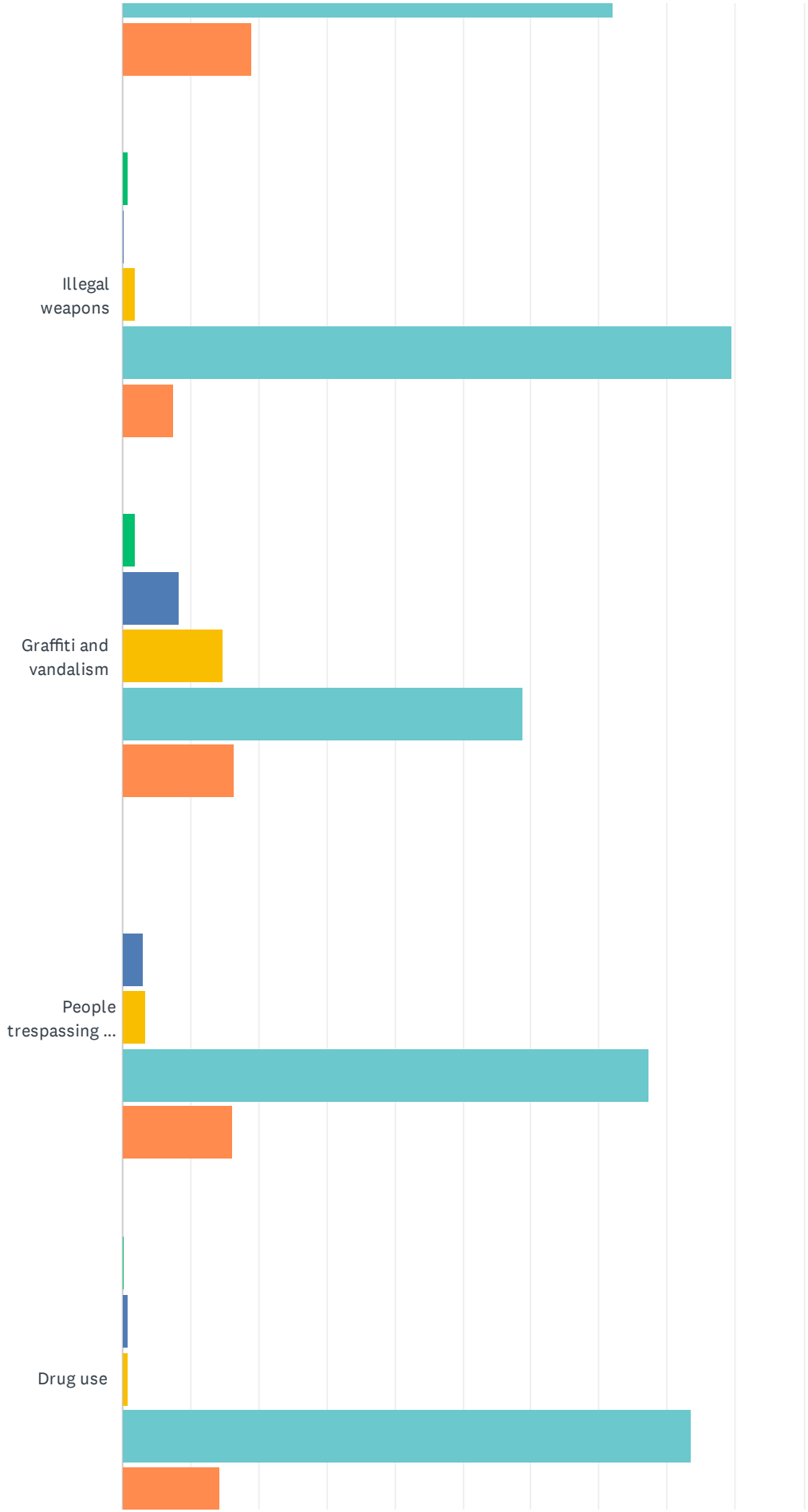
Evergreen Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
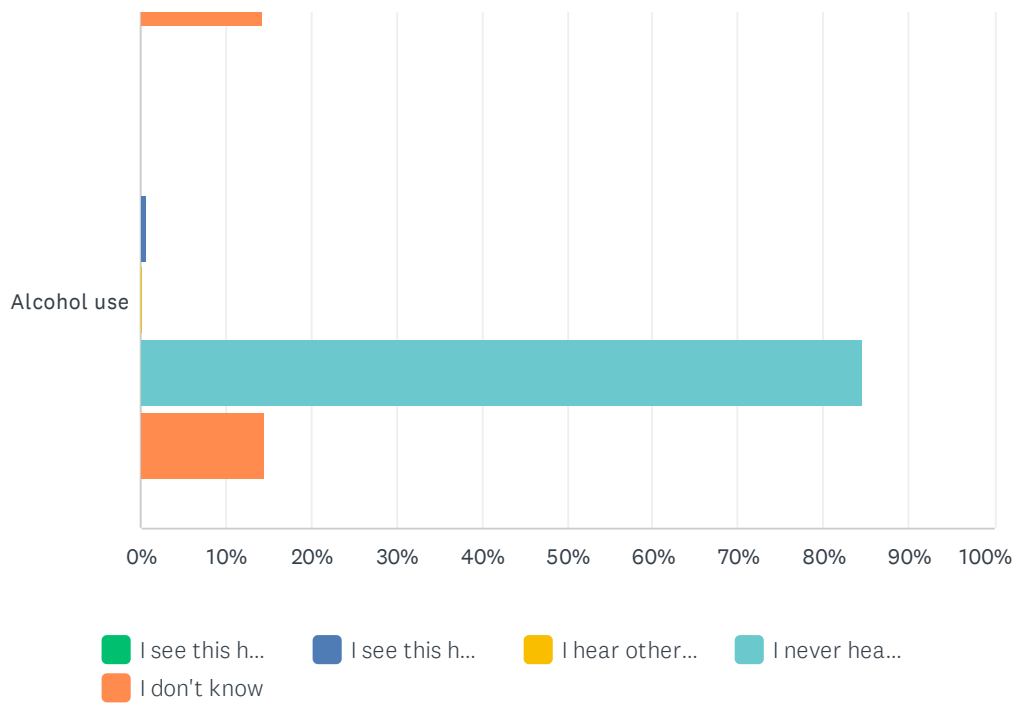
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	3.33% 11	18.18% 60	22.73% 75	40.61% 134	15.15% 50	330
Harassment, and intimidation	3.36% 11	12.54% 41	11.62% 38	49.54% 162	22.94% 75	327
Fights and assault	3.66% 12	11.28% 37	15.55% 51	57.93% 190	11.59% 38	328
Student interest in gangs	1.53% 5	3.07% 10	4.29% 14	72.09% 235	19.02% 62	326
Illegal weapons	0.92% 3	0.31% 1	1.84% 6	89.57% 292	7.36% 24	326
Graffiti and vandalism	1.83% 6	8.23% 27	14.63% 48	58.84% 193	16.46% 54	328
People trespassing on campus	0.00% 0	3.07% 10	3.37% 11	77.30% 252	16.26% 53	326
Drug use	0.30% 1	0.91% 3	0.91% 3	83.54% 274	14.33% 47	328
Alcohol use	0.00% 0	0.61% 2	0.31% 1	84.66% 276	14.42% 47	326

Q4 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 327   Skipped: 8
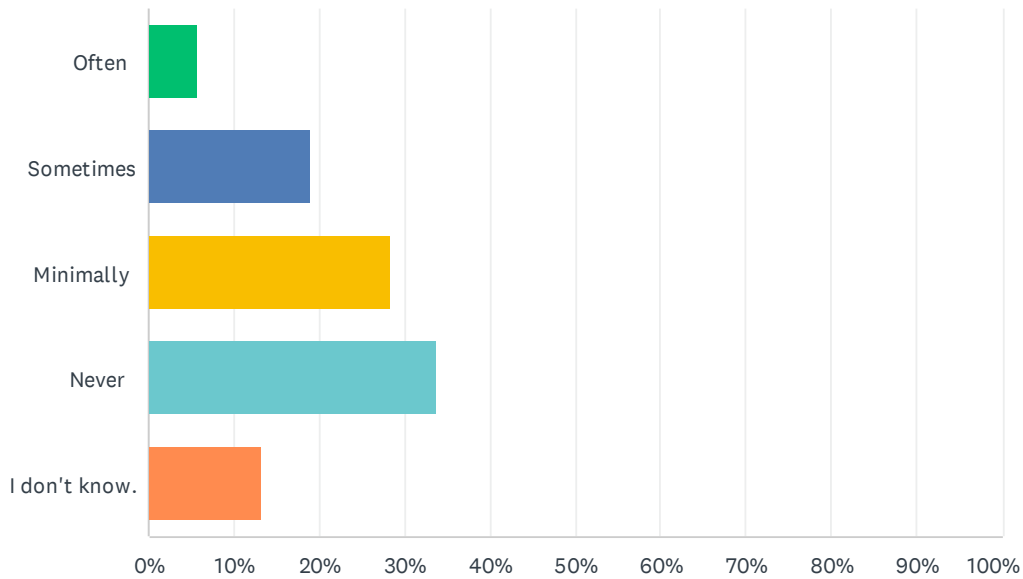
ANSWER CHOICES	RESPONSES	
Often	5.81%	19
Sometimes	18.96%	62
Minimally	28.44%	93
Never	33.64%	110
I don't know.	13.15%	43
TOTAL		327

Q5 Students at this school get put down because of their...

Answered: 331 Skipped: 4
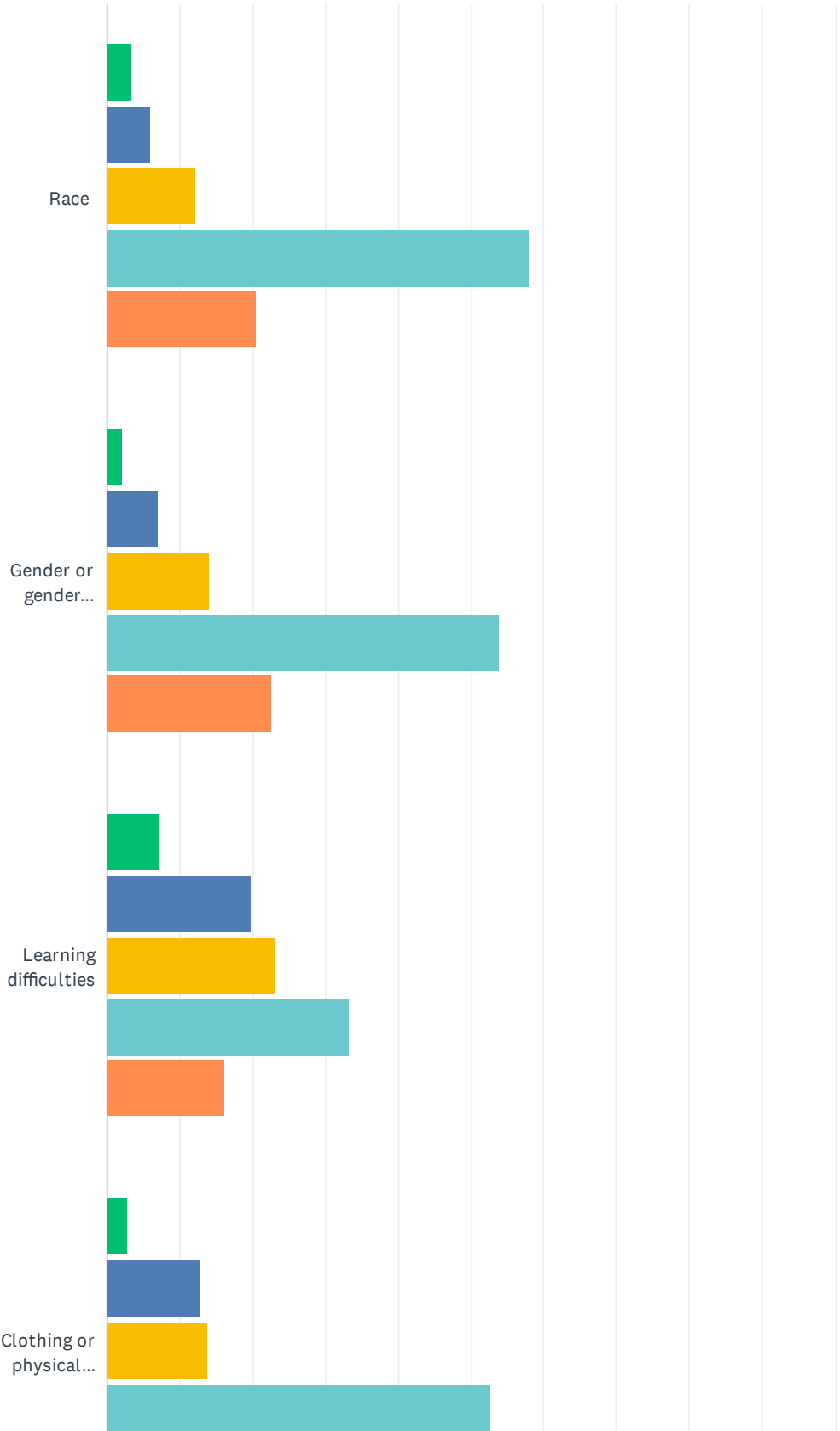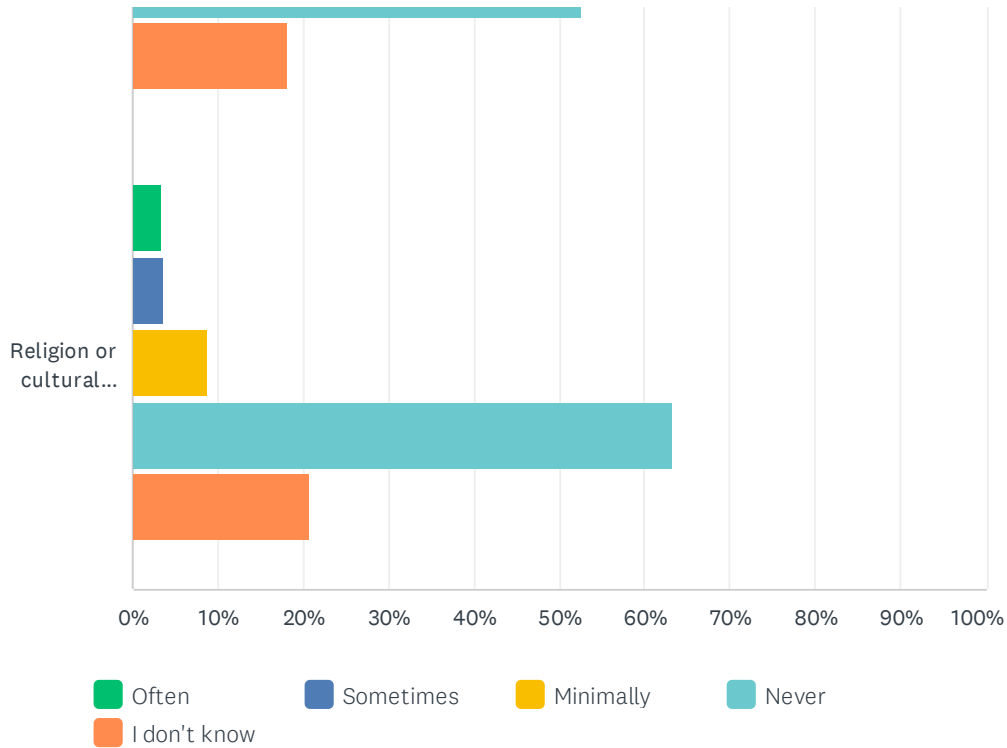
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	3.43% 11	5.92% 19	12.15% 39	57.94% 186	20.56% 66	321	3.86
Gender or gender identification	2.15% 7	7.06% 23	14.11% 46	53.99% 176	22.70% 74	326	3.88
Learning difficulties	7.34% 24	19.88% 65	23.24% 76	33.33% 109	16.21% 53	327	3.31
Clothing or physical appearance	2.75% 9	12.84% 42	13.76% 45	52.60% 172	18.04% 59	327	3.70
Religion or cultural practices	3.35% 11	3.66% 12	8.84% 29	63.41% 208	20.73% 68	328	3.95

Q6 ADULTS at school make fun of differences such as...

Answered: 328   Skipped: 7
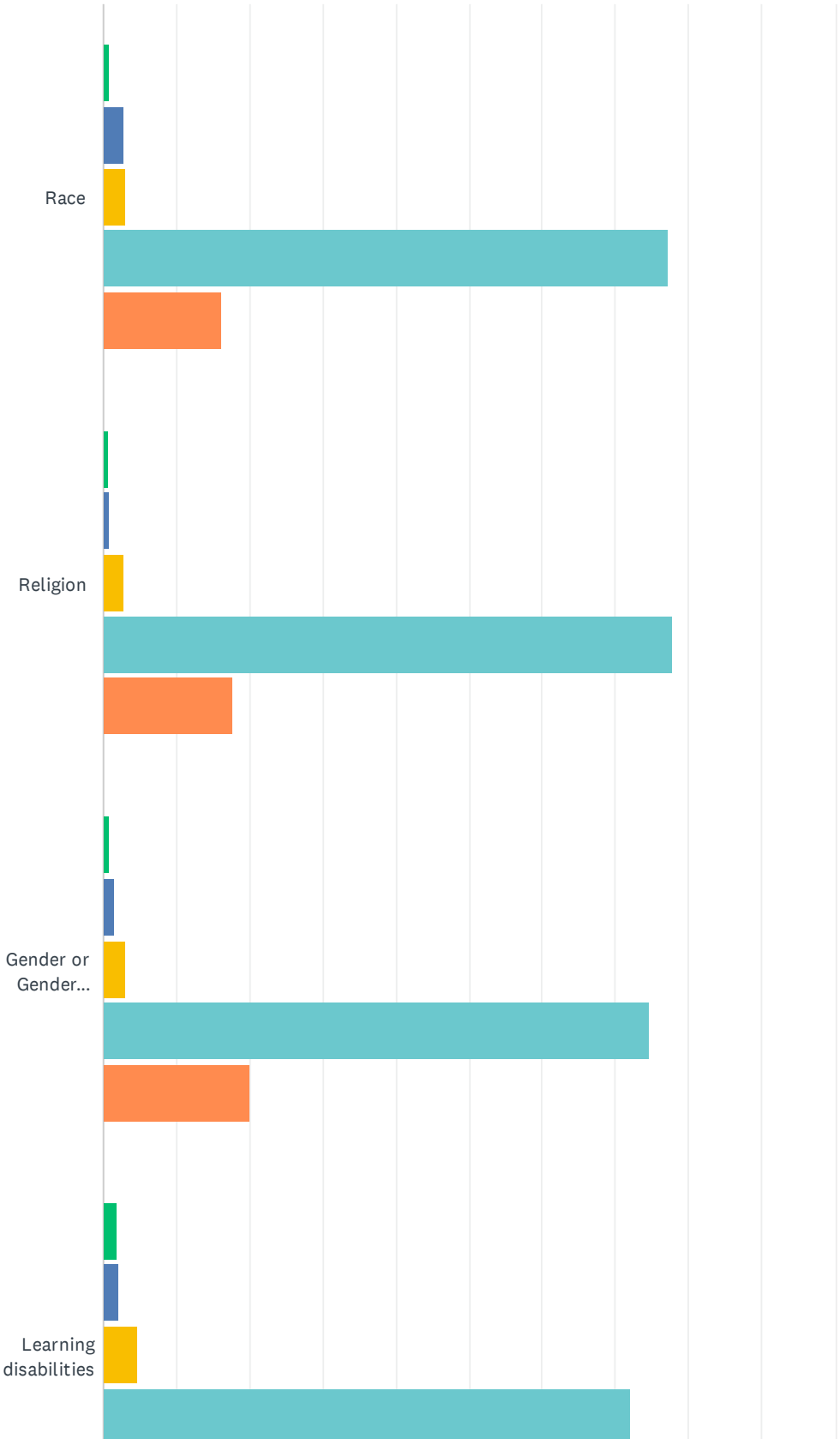
Evergreen Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
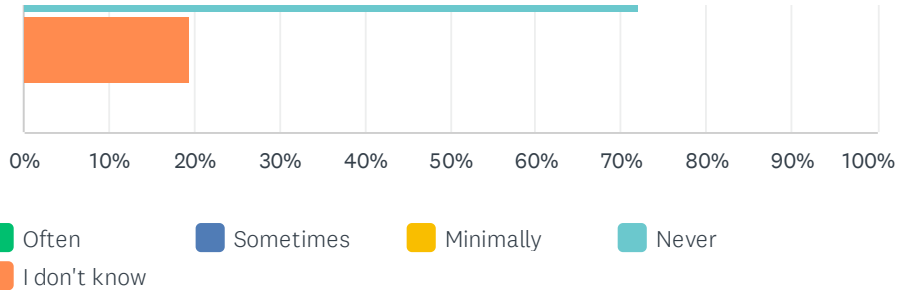
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.91% 3	2.74% 9	3.05% 10	77.13% 253	16.16% 53	328	4.05
Religion	0.61% 2	0.92% 3	2.76% 9	77.91% 254	17.79% 58	326	4.11
Gender or Gender Identification	0.92% 3	1.53% 5	3.07% 10	74.54% 243	19.94% 65	326	4.11
Learning disabilities	1.84% 6	2.15% 7	4.60% 15	72.09% 235	19.33% 63	326	4.05

Q7 How familiar are you with the following?

Answered: 331   Skipped: 4
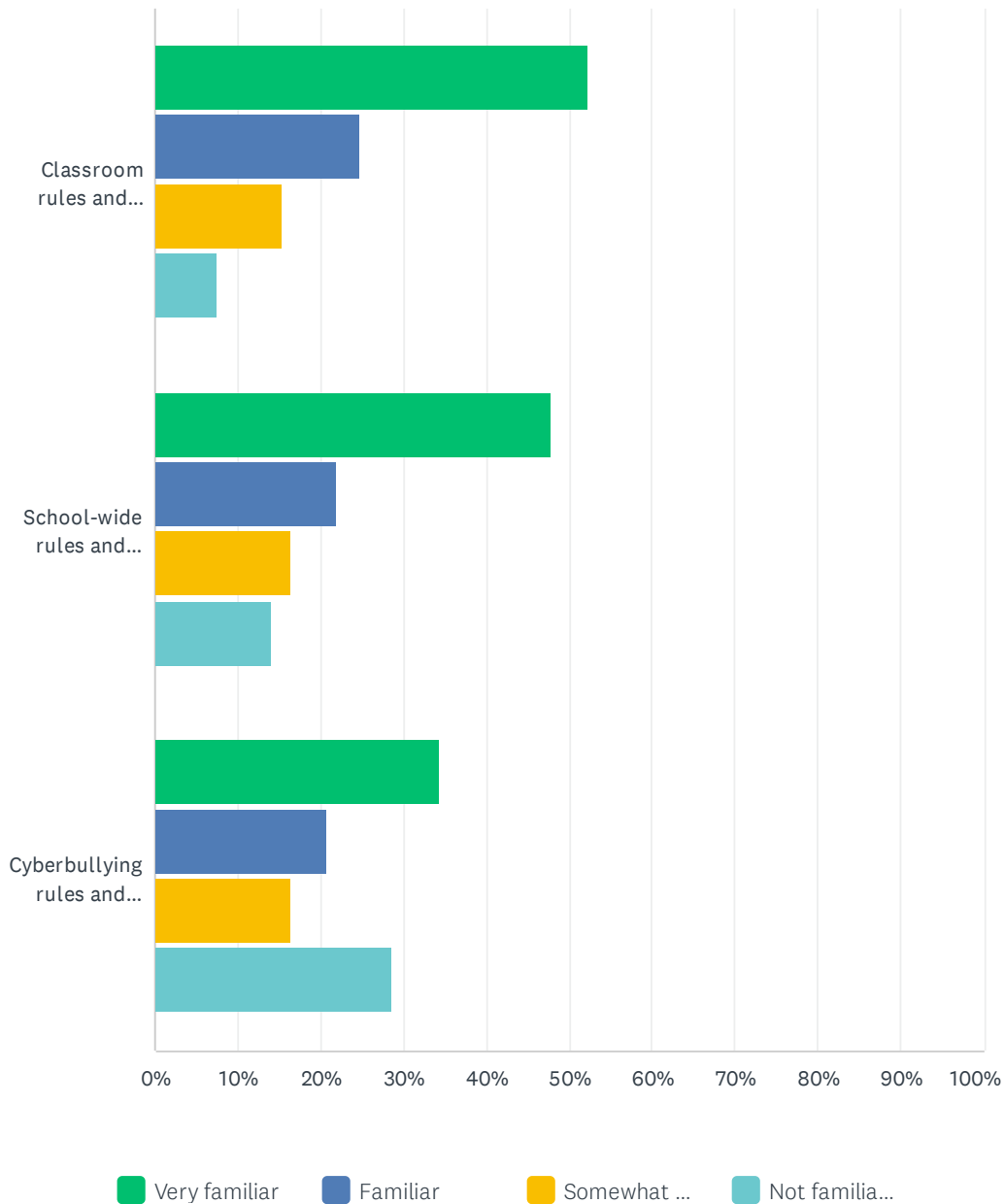
Legend: Very familiar | Familiar | Somewhat ... | Not familia...

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	52.27% 173	24.77% 82	15.41% 51	7.55% 25	331	1.78
School-wide rules and consequences when those rules are broken.	47.72% 157	21.88% 72	16.41% 54	13.98% 46	329	1.97
Cyberbullying rules and consequences when those rules are broken.	34.35% 113	20.67% 68	16.41% 54	28.57% 94	329	2.39

Q8 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 331 Skipped: 4
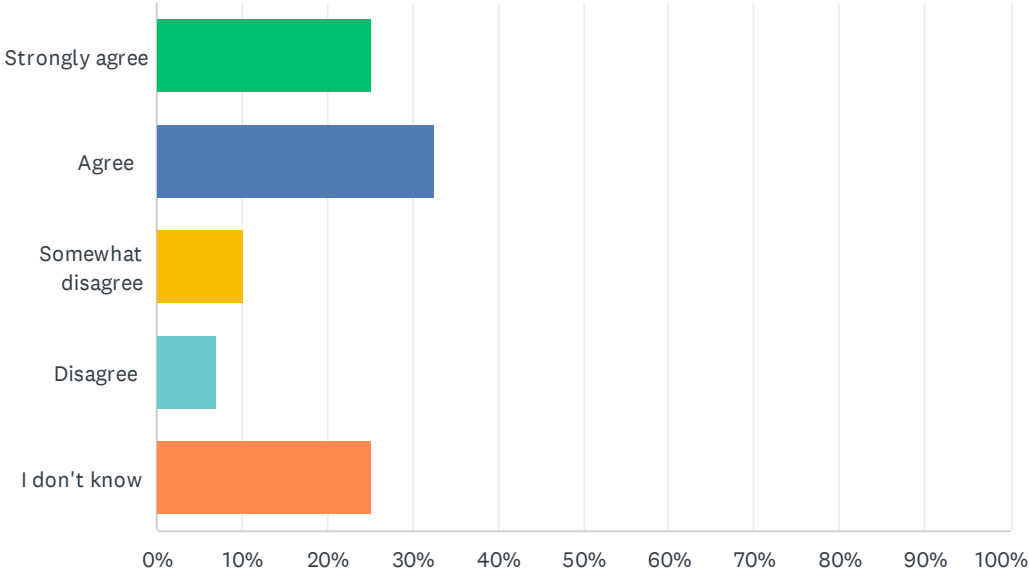
ANSWER CHOICES	RESPONSES	
Strongly agree	25.08%	83
Agree	32.63%	108
Somewhat disagree	10.27%	34
Disagree	6.95%	23
I don't know	25.08%	83
TOTAL		331

Q9 The facilities and grounds are well maintained at my school.

Answered: 331   Skipped: 4
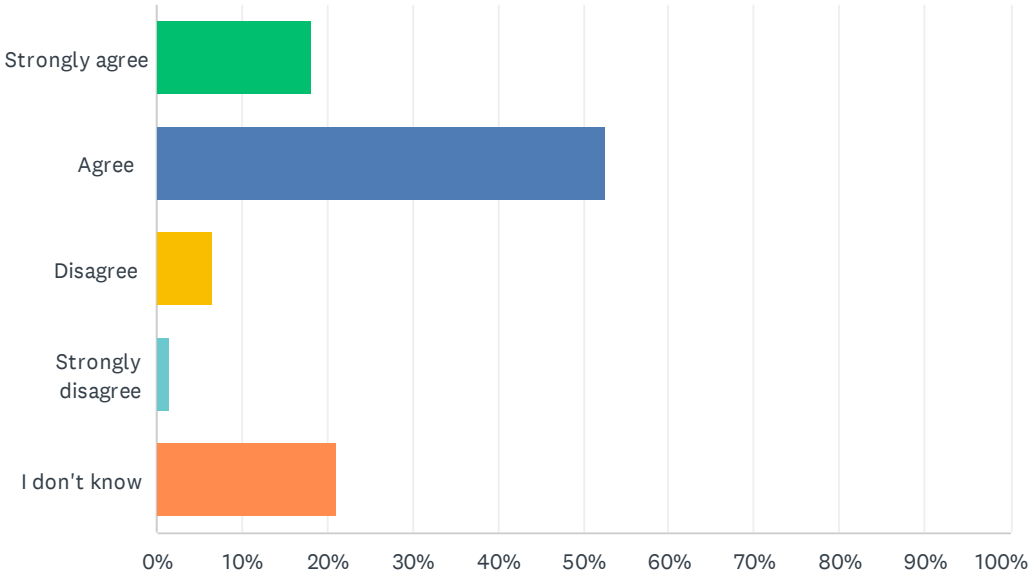
ANSWER CHOICES	RESPONSES	
Strongly agree	18.13%	60
Agree	52.57%	174
Disagree	6.65%	22
Strongly disagree	1.51%	5
I don't know	21.15%	70
TOTAL		331

Q10 How well do you understand your schools Emergency procedures?

Answered: 332   Skipped: 3
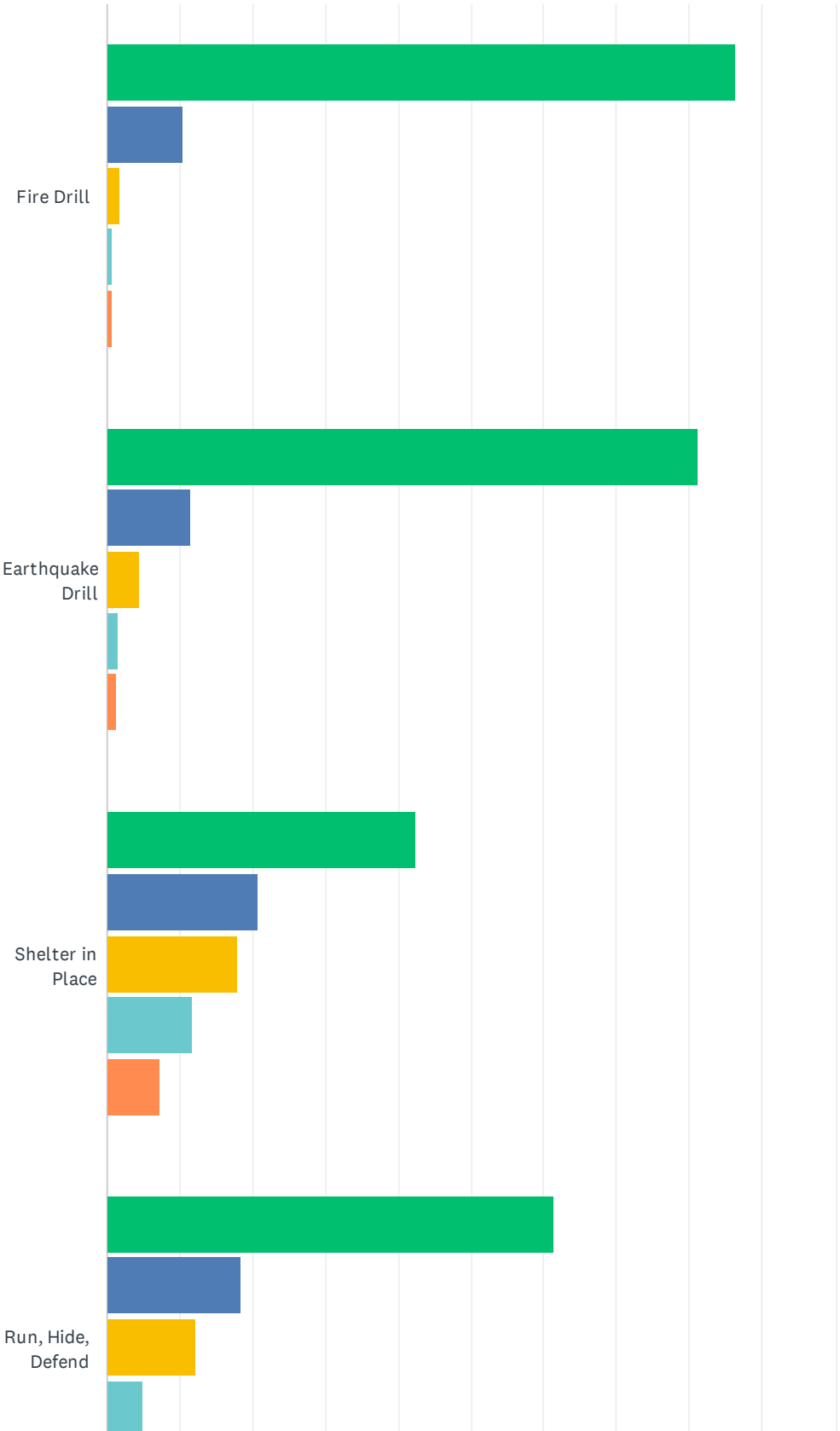
Evergreen Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
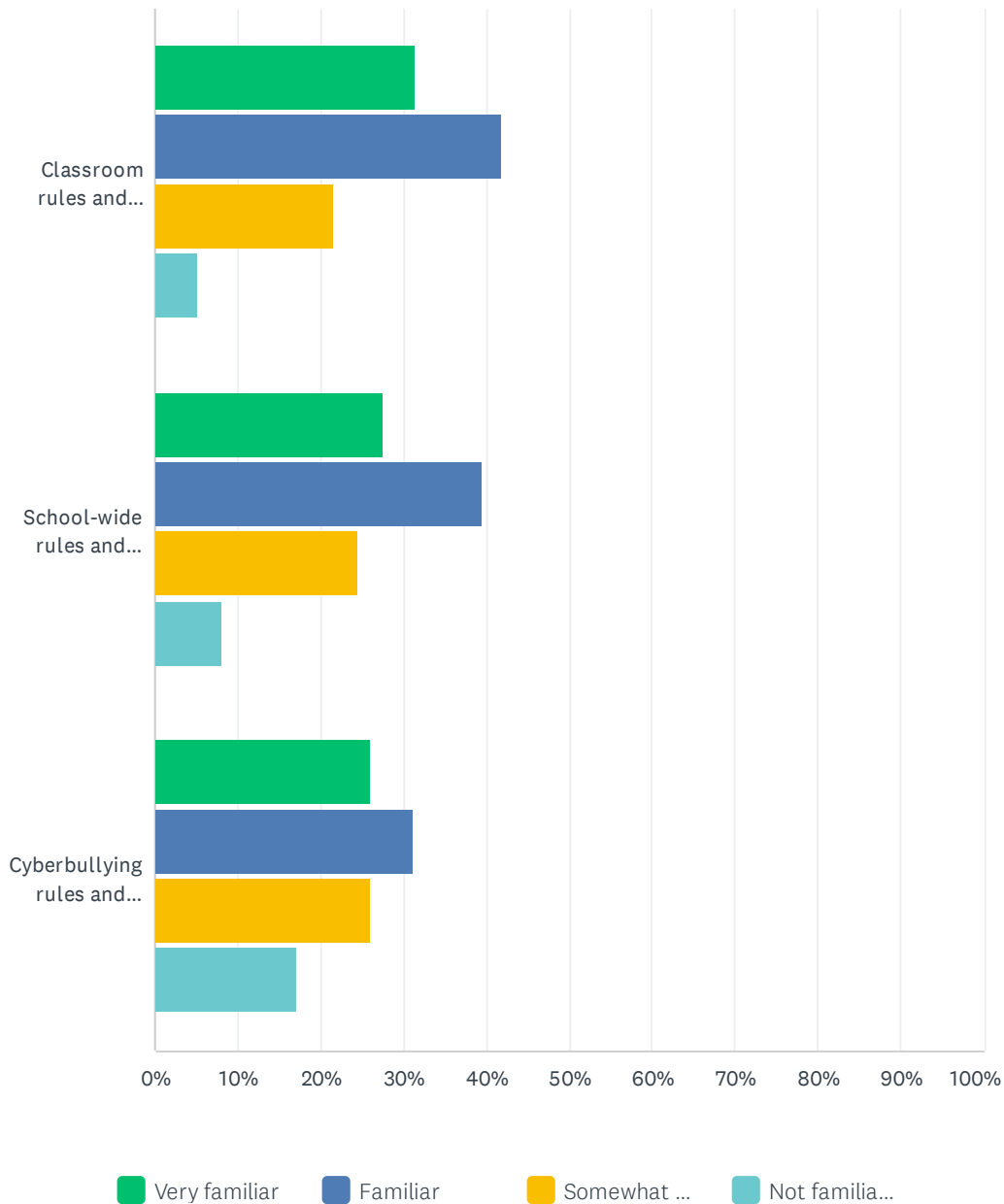

■ Very familiar ■ Familiar ■ Somewhat ... ■ Not familia...
■ I don't know
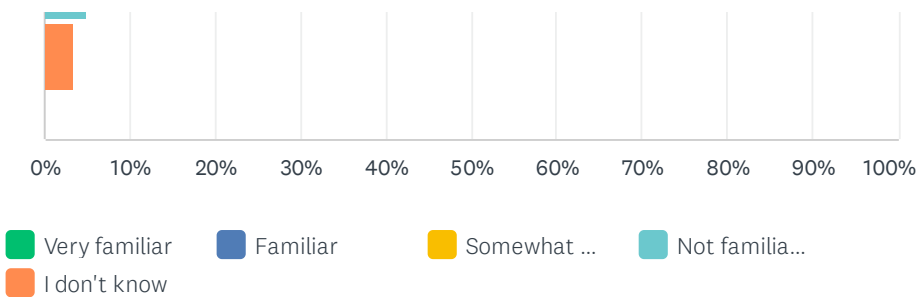
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	86.45% 287	10.54% 35	1.81% 6	0.60% 2	0.60% 2	332
Earthquake Drill	81.33% 270	11.45% 38	4.52% 15	1.51% 5	1.20% 4	332
Shelter in Place	42.42% 140	20.61% 68	17.88% 59	11.82% 39	7.27% 24	330
Run, Hide, Defend	61.45% 204	18.37% 61	12.05% 40	4.82% 16	3.31% 11	332

Q11 I am aware of the district's Wellness Connections webpage.

Answered: 331   Skipped: 4
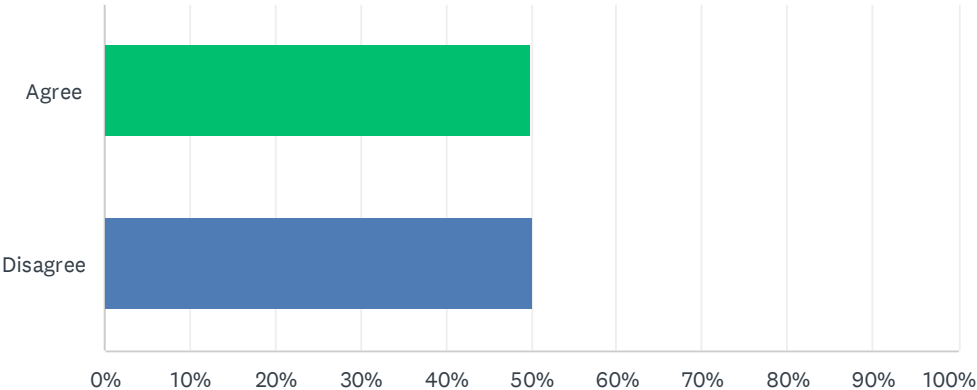
ANSWER CHOICES	RESPONSES	
Agree	49.85%	165
Disagree	50.15%	166
TOTAL		331

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 332   Skipped: 3
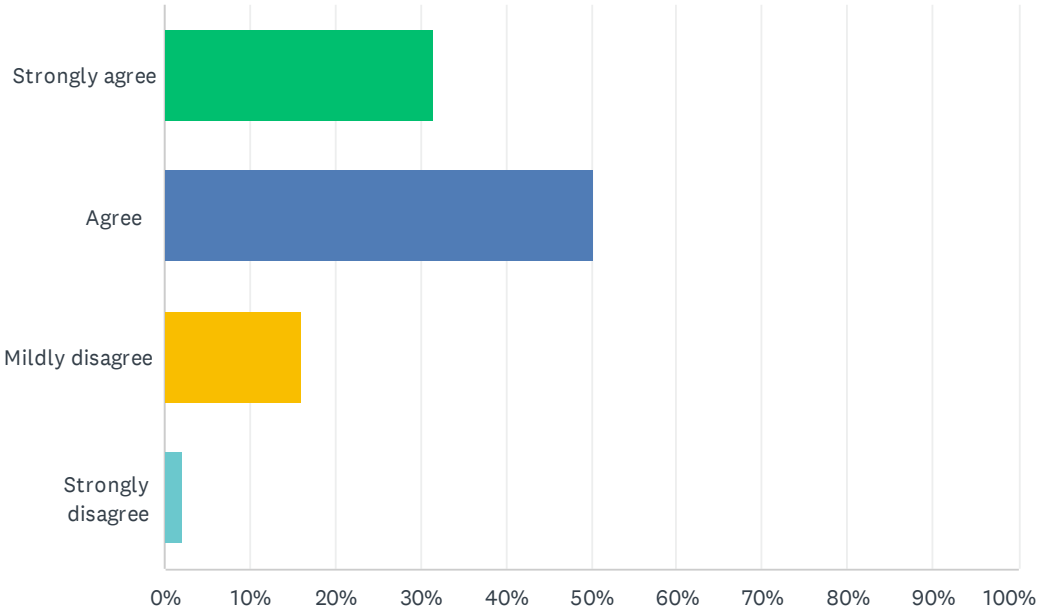
ANSWER CHOICES	RESPONSES	
Strongly agree	31.63%	105
Agree	50.30%	167
Mildly disagree	15.96%	53
Strongly disagree	2.11%	7
TOTAL		332

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 317   Skipped: 18

Q1 What grade is your child in?

Answered: 135   Skipped: 0
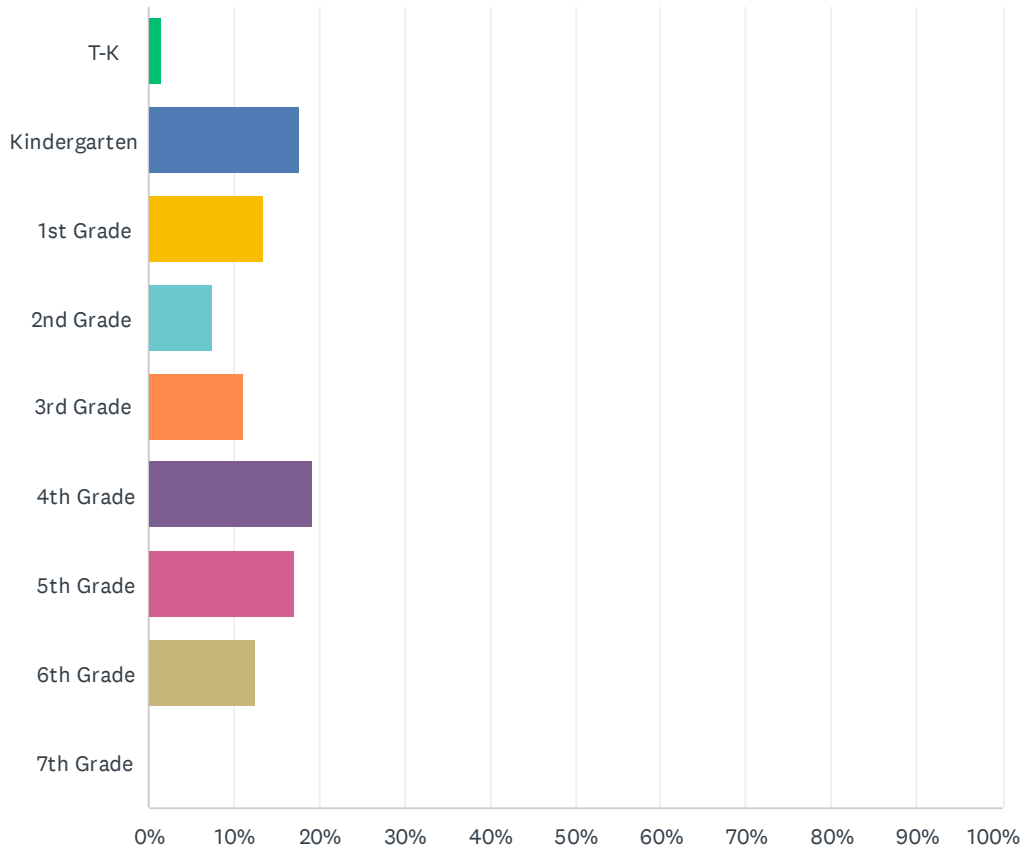
ANSWER CHOICES	RESPONSES	
T-K	1.48%	2
Kindergarten	17.78%	24
1st Grade	13.33%	18
2nd Grade	7.41%	10
3rd Grade	11.11%	15
4th Grade	19.26%	26
5th Grade	17.04%	23
6th Grade	12.59%	17
7th Grade	0.00%	0
TOTAL		135

Q2 How much do you find the following to be a problem at your child's school?

Answered: 135   Skipped: 0

Evergreen Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use

Evergreen Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024


Legend:
- I see this h...
- I see this h...
- I hear other...
- I never hea...
- I don't know
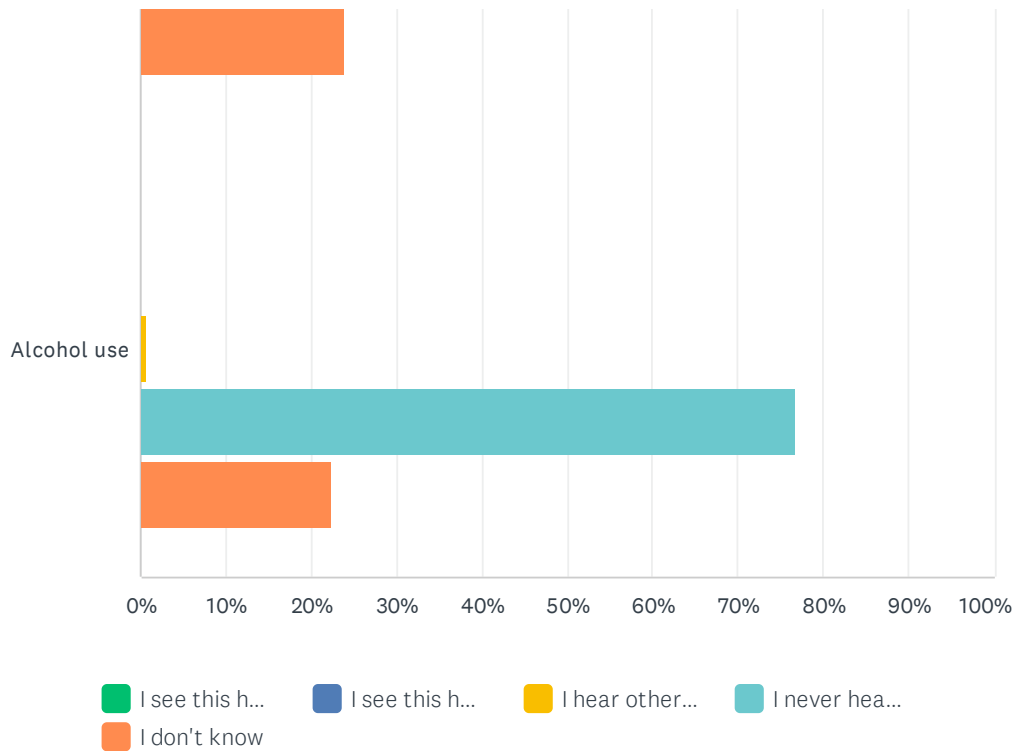
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% 0	13.33% 18	21.48% 29	45.93% 62	19.26% 26	135	3.71
Harassment, and intimidation	0.00% 0	6.77% 9	12.03% 16	59.40% 79	21.80% 29	133	3.96
Fights and assault	0.00% 0	1.49% 2	5.22% 7	69.40% 93	23.88% 32	134	4.16
Student interest in gangs	0.00% 0	0.00% 0	0.75% 1	78.36% 105	20.90% 28	134	4.20
Illegal weapons	0.00% 0	0.75% 1	0.00% 0	78.95% 105	20.30% 27	133	4.19
Graffiti and vandalism	0.00% 0	2.24% 3	2.99% 4	79.10% 106	15.67% 21	134	4.08
People trespassing on campus	0.75% 1	2.26% 3	4.51% 6	67.67% 90	24.81% 33	133	4.14
Drug use	0.00% 0	0.00% 0	0.00% 0	76.12% 102	23.88% 32	134	4.24
Alcohol use	0.00% 0	0.00% 0	0.75% 1	76.87% 103	22.39% 30	134	4.22

Q3 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 135   Skipped: 0
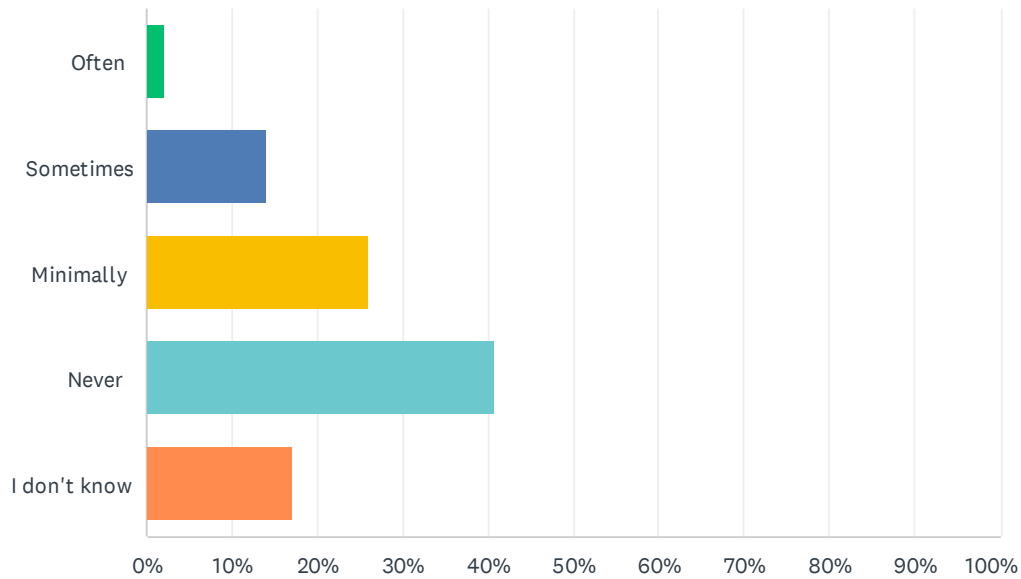
ANSWER CHOICES	RESPONSES	
Often	2.22%	3
Sometimes	14.07%	19
Minimally	25.93%	35
Never	40.74%	55
I don't know	17.04%	23
TOTAL		135

Q4 Students at my child's school get put down because of their...

Answered: 135   Skipped: 0
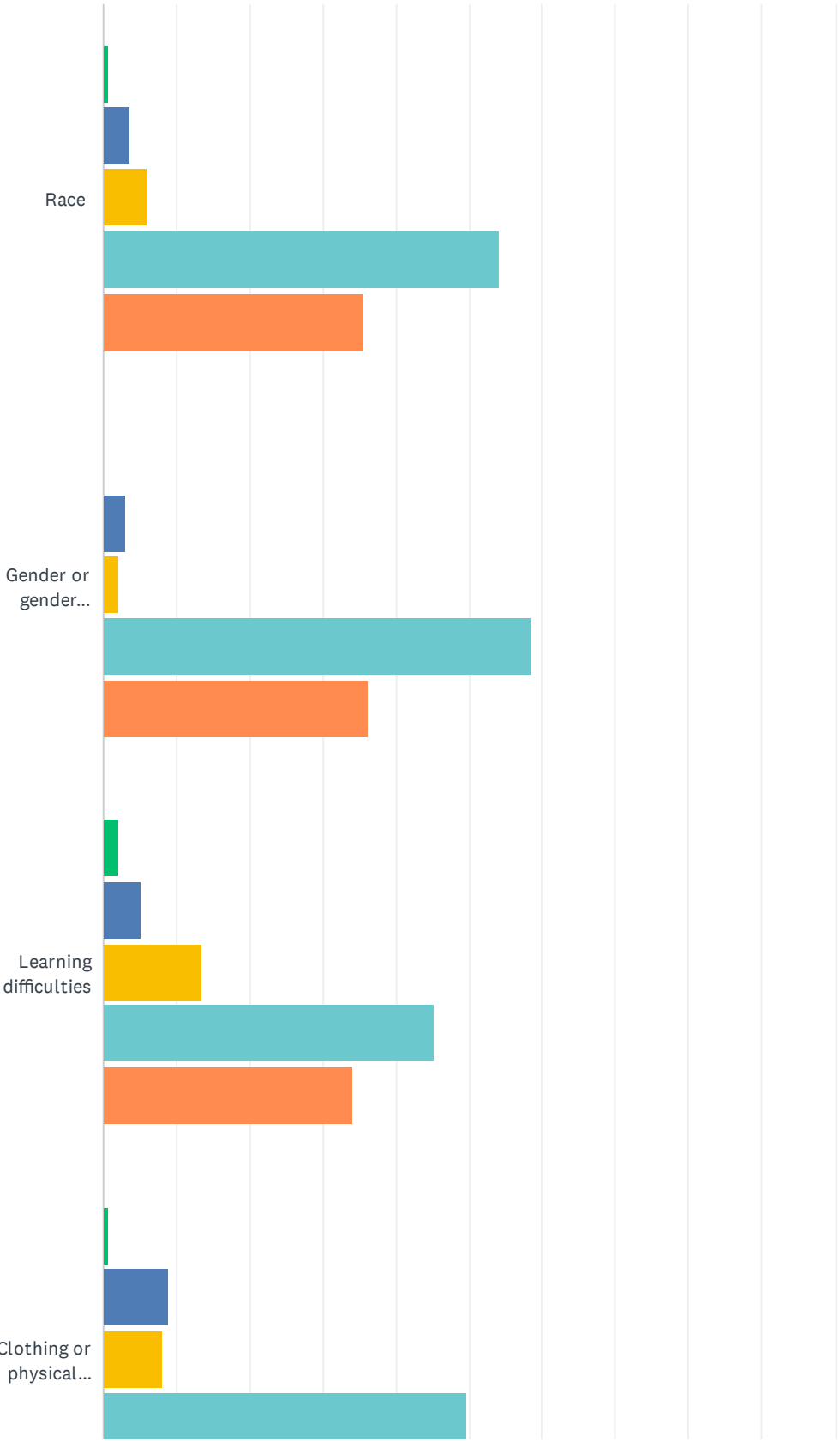
Evergreen Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
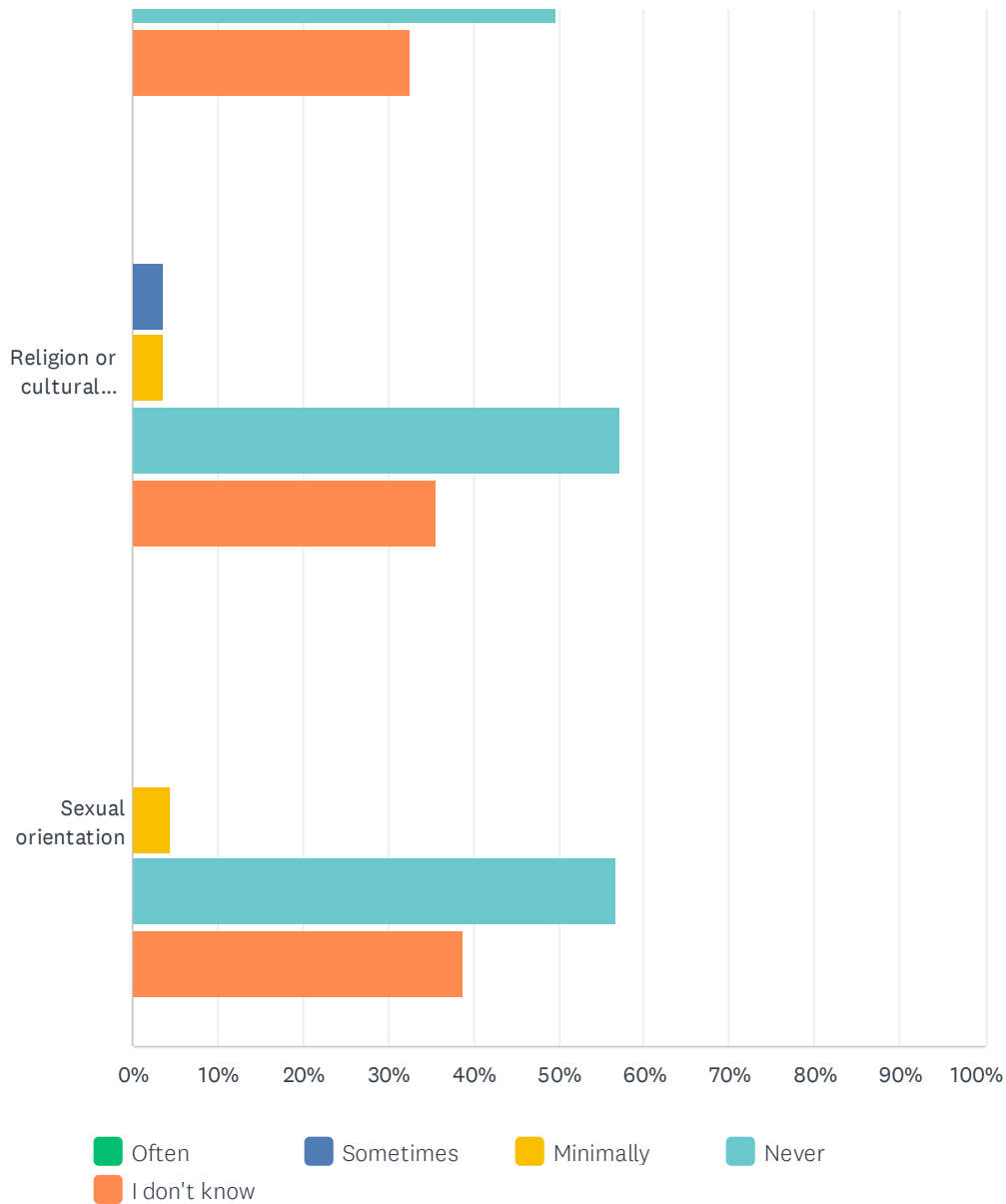
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.74% 1	3.70% 5	5.93% 8	54.07% 73	35.56% 48	135	4.20
Gender or gender identification	0.00% 0	2.96% 4	2.22% 3	58.52% 79	36.30% 49	135	4.28
Learning difficulties	2.22% 3	5.19% 7	13.33% 18	45.19% 61	34.07% 46	135	4.04
Clothing or physical appearance	0.74% 1	8.89% 12	8.15% 11	49.63% 67	32.59% 44	135	4.04
Religion or cultural practices	0.00% 0	3.70% 5	3.70% 5	57.04% 77	35.56% 48	135	4.24
Sexual orientation	0.00% 0	0.00% 0	4.48% 6	56.72% 76	38.81% 52	134	4.34

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 135   Skipped: 0
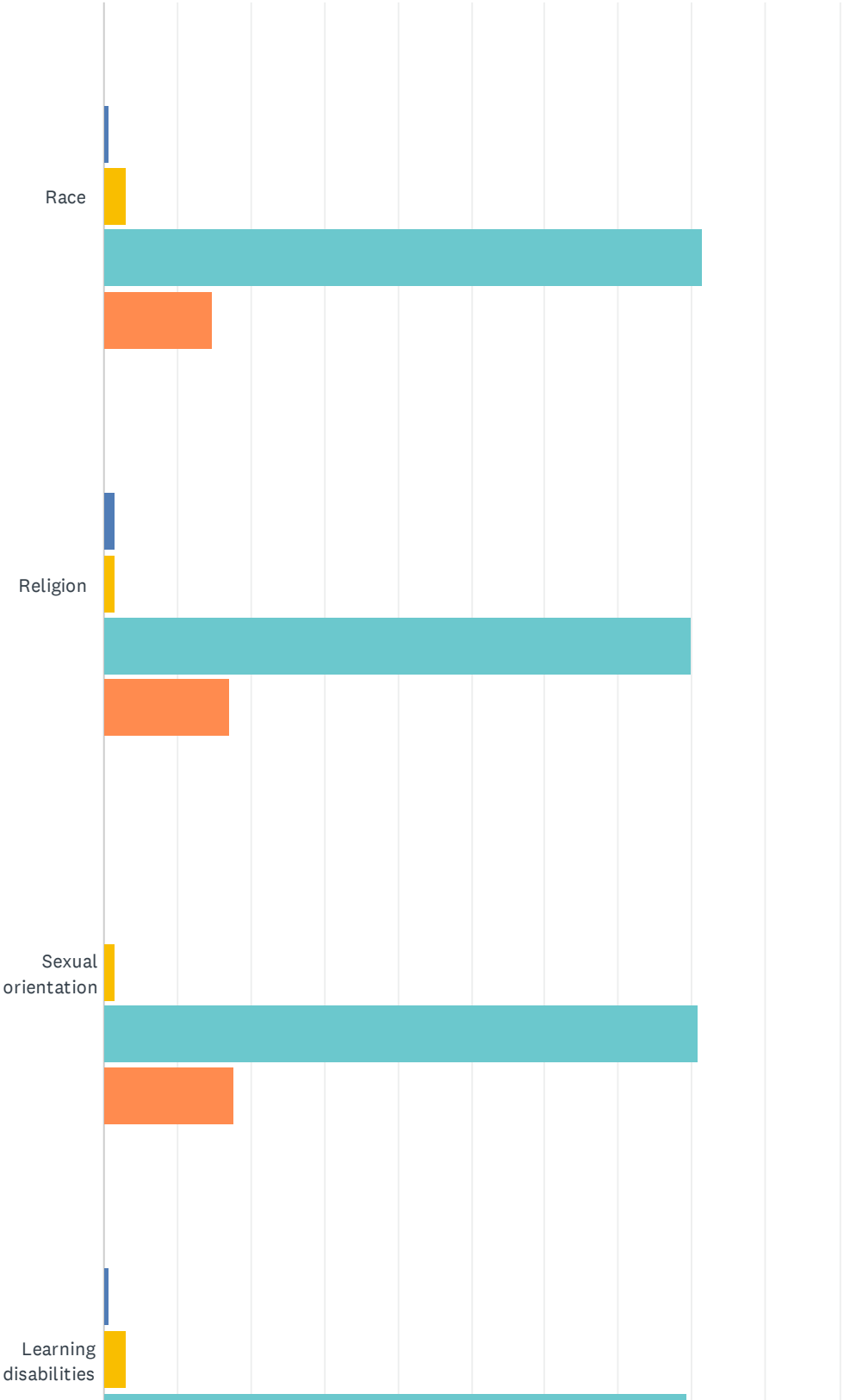
Evergreen Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

■ Often ■ Sometimes ■ Minimally ■ Never
■ I don't know
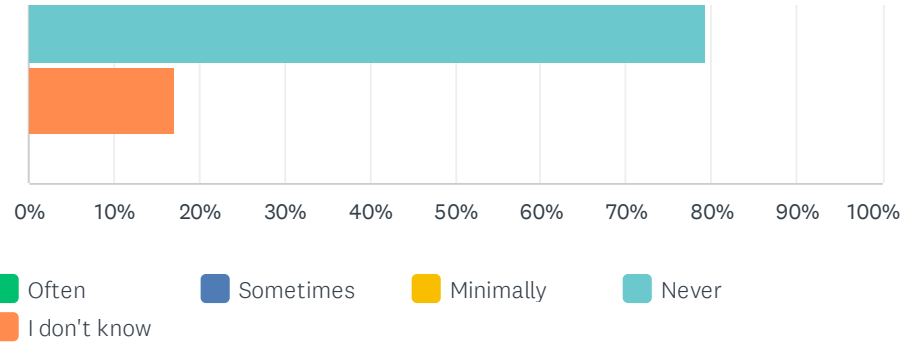
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.74% 1	2.96% 4	81.48% 110	14.81% 20	135	4.10
Religion	0.00% 0	1.48% 2	1.48% 2	80.00% 108	17.04% 23	135	4.13
Sexual orientation	0.00% 0	0.00% 0	1.48% 2	80.74% 109	17.78% 24	135	4.16
Learning disabilities	0.00% 0	0.74% 1	2.96% 4	79.26% 107	17.04% 23	135	4.13

Q6 How familiar are you with the following at your child's school?

Answered: 135   Skipped: 0

Legend: Very familiar | Familiar | Somewhat ... | Not familia...

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	31.34% 42	41.79% 56	21.64% 29	5.22% 7	134	2.01
School-wide rules and consequences when those rules are broken.	27.61% 37	39.55% 53	24.63% 33	8.21% 11	134	2.13
Cyberbullying rules and consequences when those rules are broken.	25.93% 35	31.11% 42	25.93% 35	17.04% 23	135	2.34

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 135   Skipped: 0
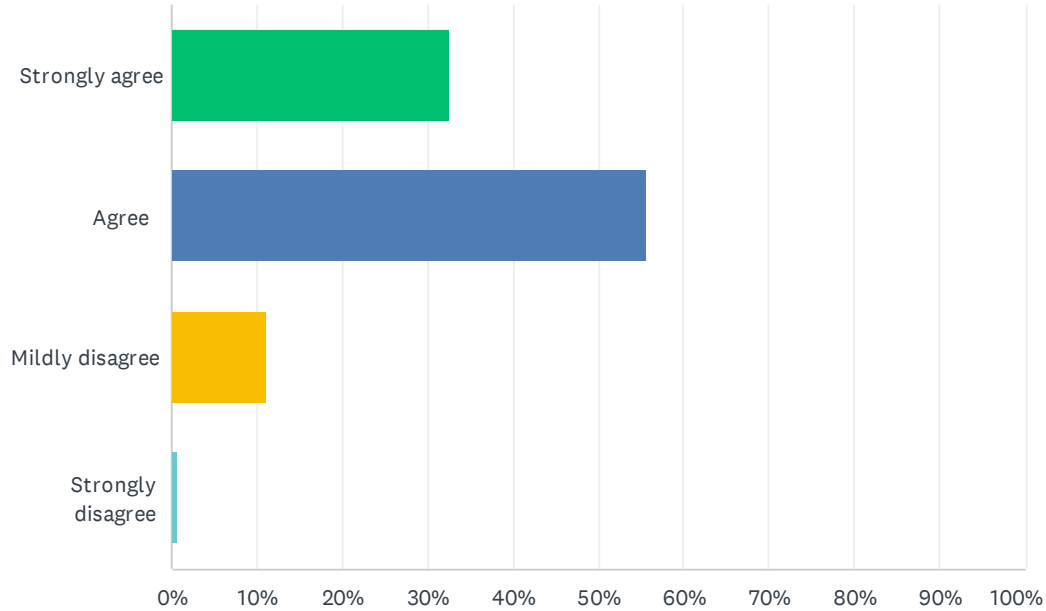
ANSWER CHOICES	RESPONSES	
Strongly agree	32.59%	44
Agree	55.56%	75
Mildly disagree	11.11%	15
Strongly disagree	0.74%	1
TOTAL		135

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 135   Skipped: 0

Evergreen Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Legend:
- Very familiar
- Familiar
- Somewhat ...
- Not familia...

Categories: Fire Drill, Earthquake Drill, Shelter in Place, Run, Hide, Defend
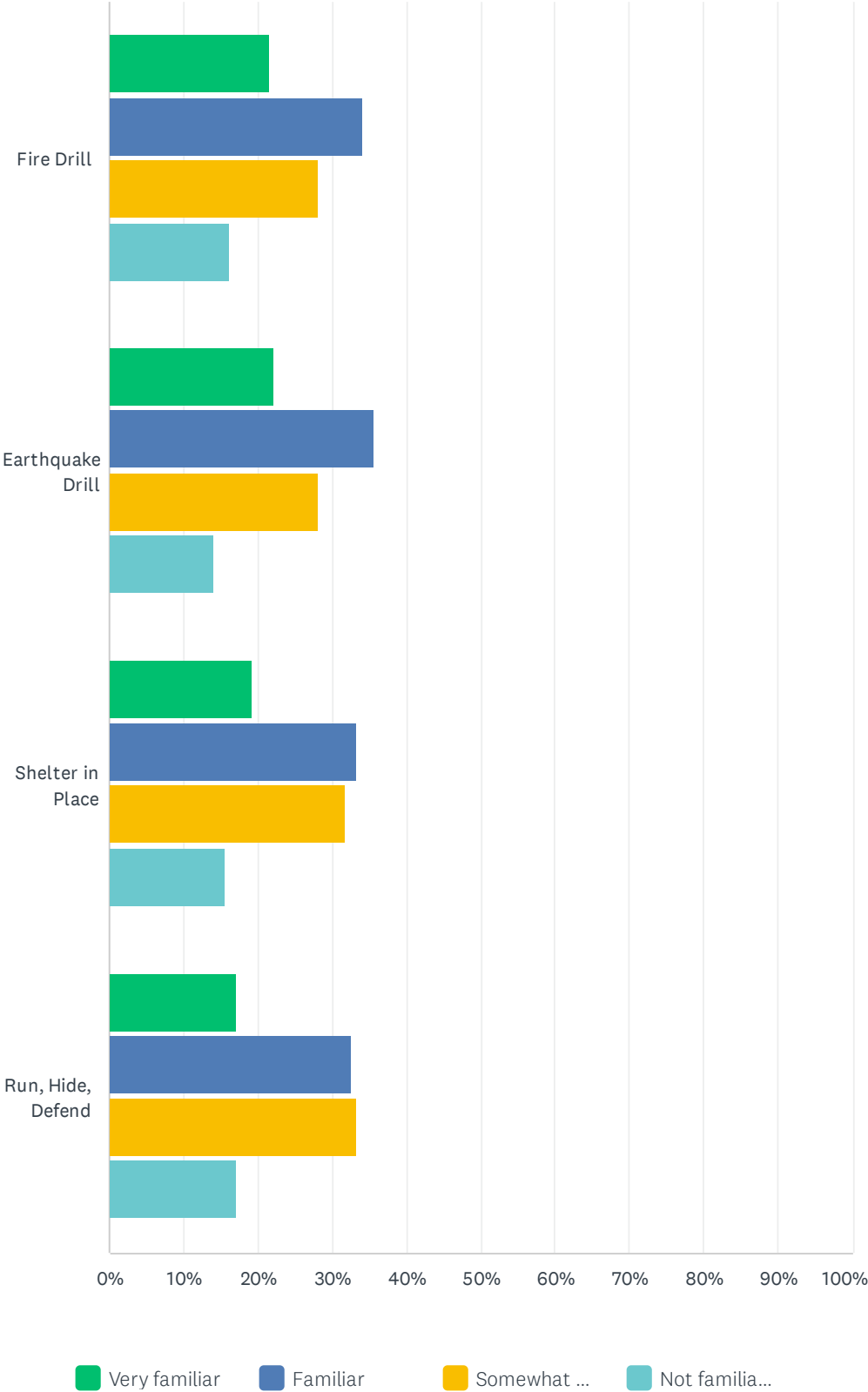
Evergreen Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	21.48% 29	34.07% 46	28.15% 38	16.30% 22	135
Earthquake Drill	22.22% 30	35.56% 48	28.15% 38	14.07% 19	135
Shelter in Place	19.26% 26	33.33% 45	31.85% 43	15.56% 21	135
Run, Hide, Defend	17.04% 23	32.59% 44	33.33% 45	17.04% 23	135

Q9 The facilities and grounds are well maintained at my child's school.

Answered: 135   Skipped: 0
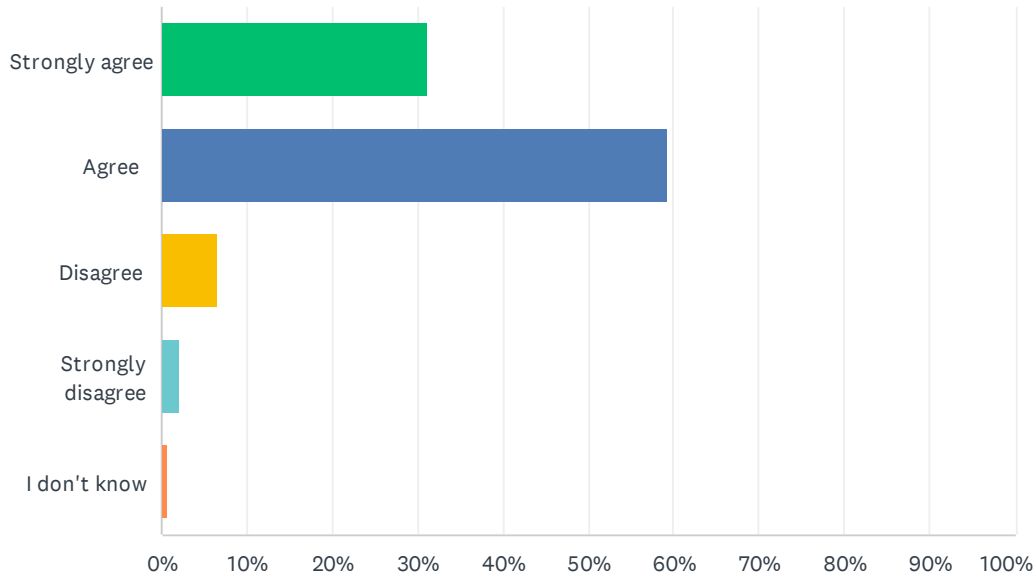
ANSWER CHOICES	RESPONSES	
Strongly agree	31.11%	42
Agree	59.26%	80
Disagree	6.67%	9
Strongly disagree	2.22%	3
I don't know	0.74%	1
TOTAL		135

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

Answered: 135   Skipped: 0
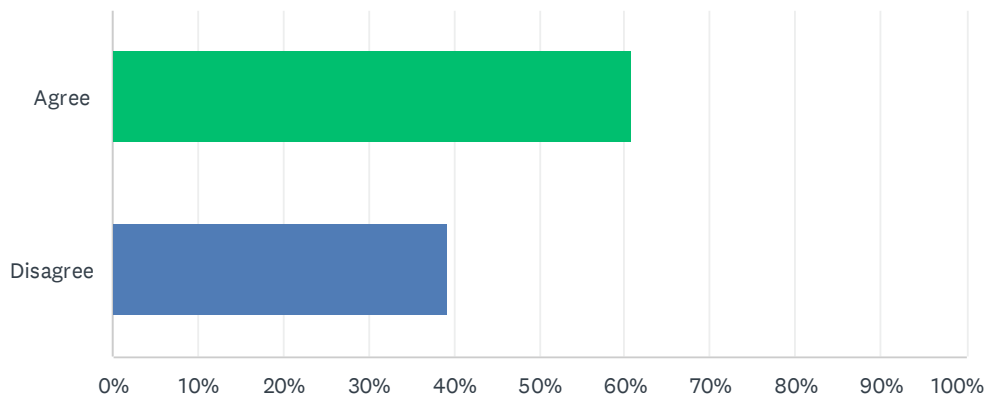
ANSWER CHOICES	RESPONSES	
Agree	60.74%	82
Disagree	39.26%	53
TOTAL		135

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 135   Skipped: 0
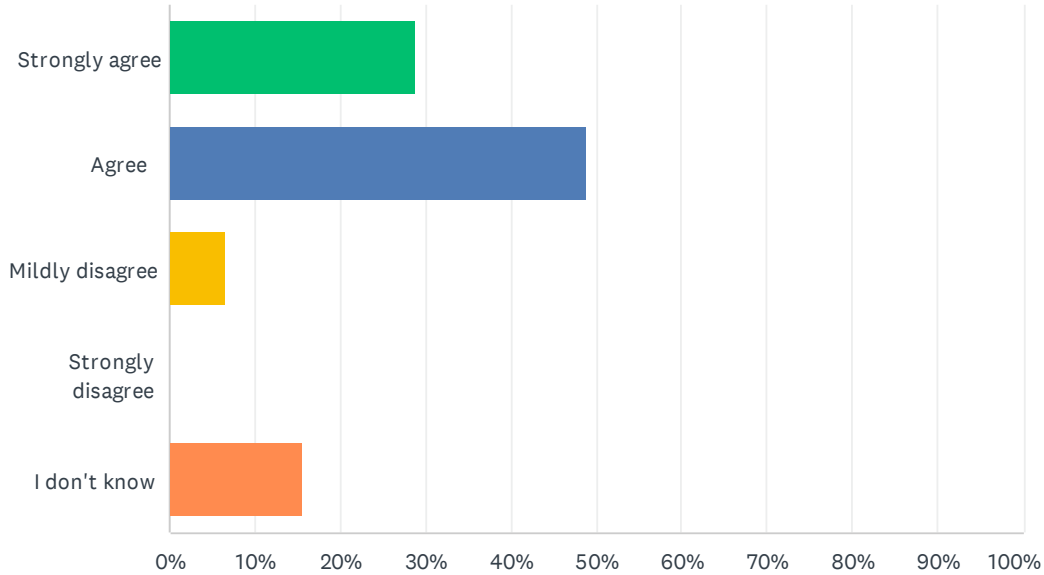
ANSWER CHOICES	RESPONSES	
Strongly agree	28.89%	39
Agree	48.89%	66
Mildly disagree	6.67%	9
Strongly disagree	0.00%	0
I don't know	15.56%	21
TOTAL		135

Q12 What is something you would like to see improved regarding safety at your school?

Answered: 56   Skipped: 79

Q1 1.   ¿Cuál es su curso actual?

Answered: 2   Skipped: 0
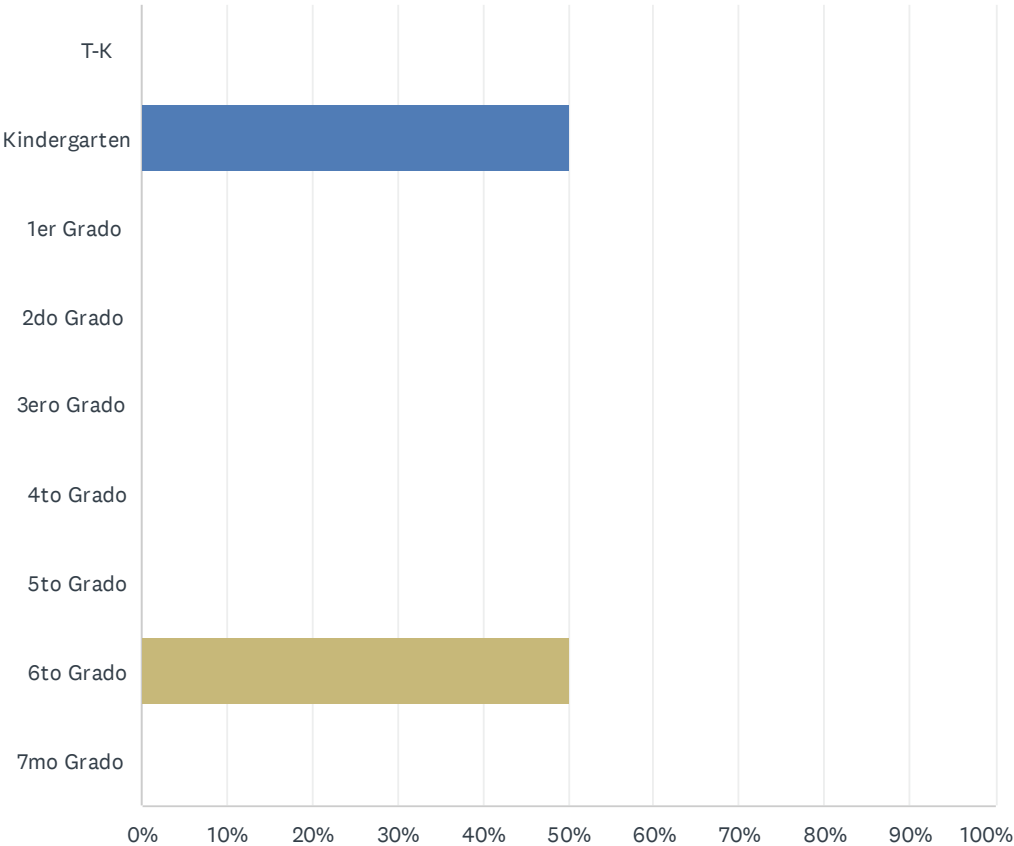
ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	50.00%	1
1er Grado	0.00%	0
2do Grado	0.00%	0
3ero Grado	0.00%	0
4to Grado	0.00%	0
5to Grado	0.00%	0
6to Grado	50.00%	1
7mo Grado	0.00%	0
TOTAL		2

Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 2   Skipped: 0

Acoso

Acoso e intimidación

Peleas y asalto

Interés de los estudiantes ...

Armas ilegales

Grafiti y
vandalismo

Gente que
entra sin...

El consumo de
drogas

Evergreen Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

El consumo de alcohol

■ Veo que est...   ■ Veo que est...   ■ Escucho a o...   ■ Nunca escu...
■ No lo sé.
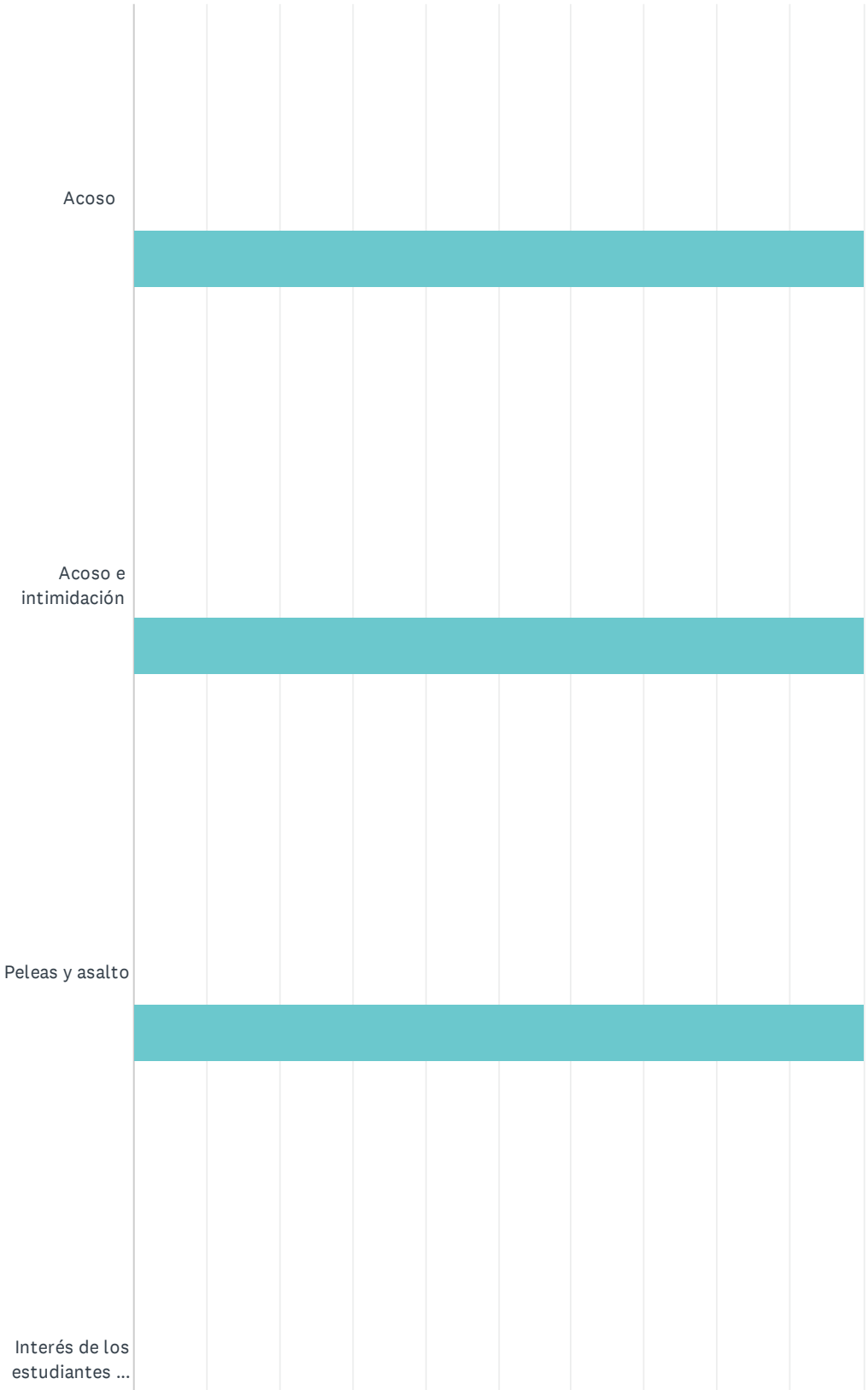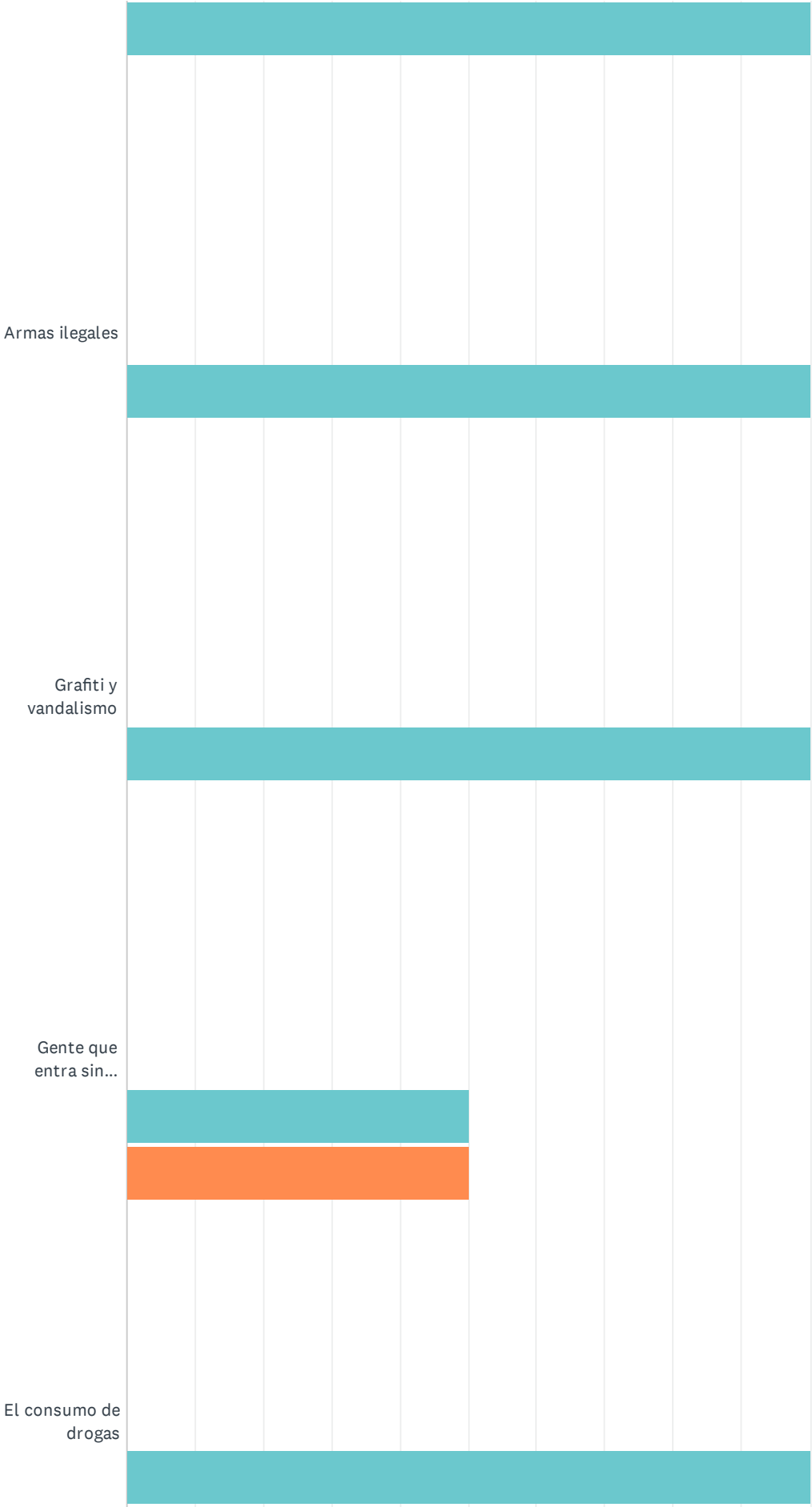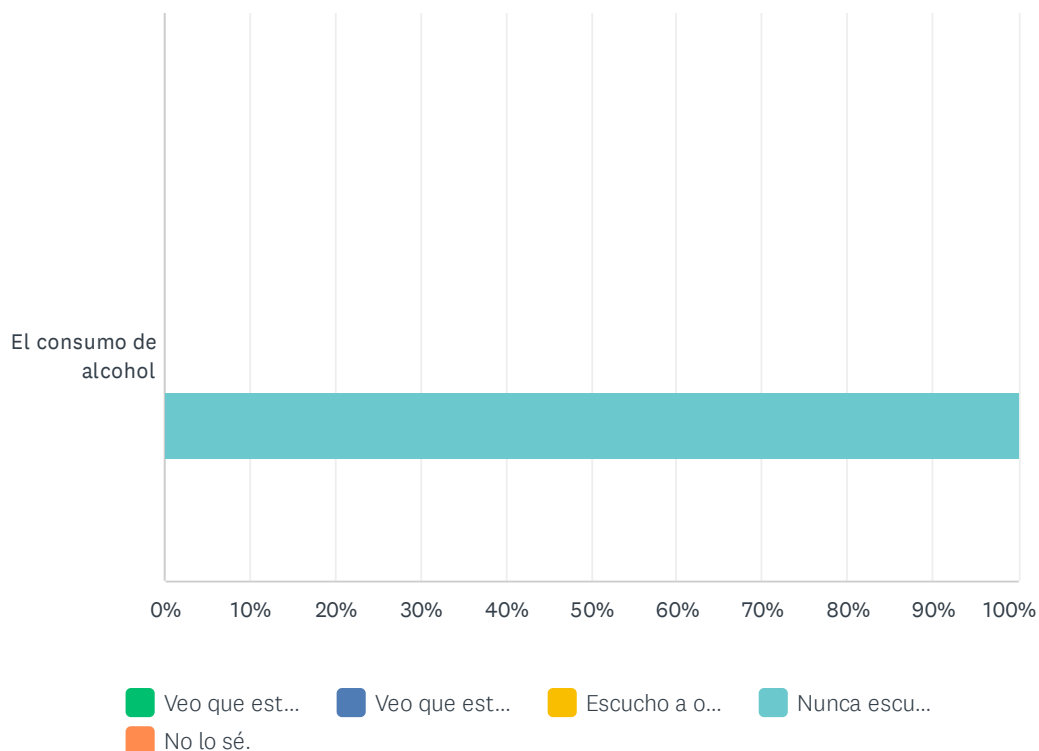
	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Acoso e intimidación	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Peleas y asalto	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Grafiti y vandalismo	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Gente que entra sin derecho al campus	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
El consumo de drogas	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
El consumo de alcohol	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

Answered: 2   Skipped: 0
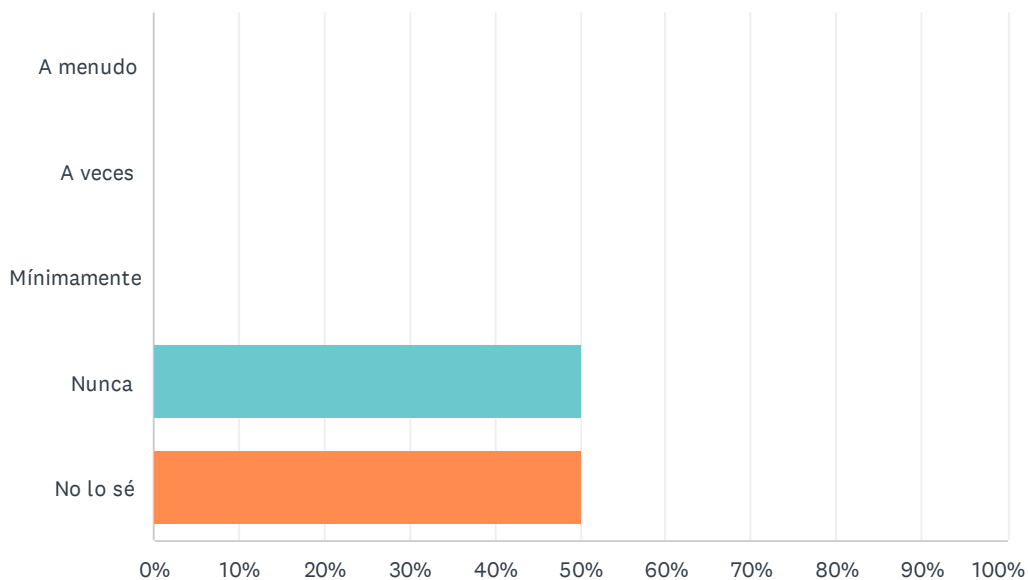
ANSWER CHOICES	RESPONSES	
A menudo	0.00%	0
A veces	0.00%	0
Mínimamente	0.00%	0
Nunca	50.00%	1
No lo sé	50.00%	1
TOTAL		2

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 2   Skipped: 0
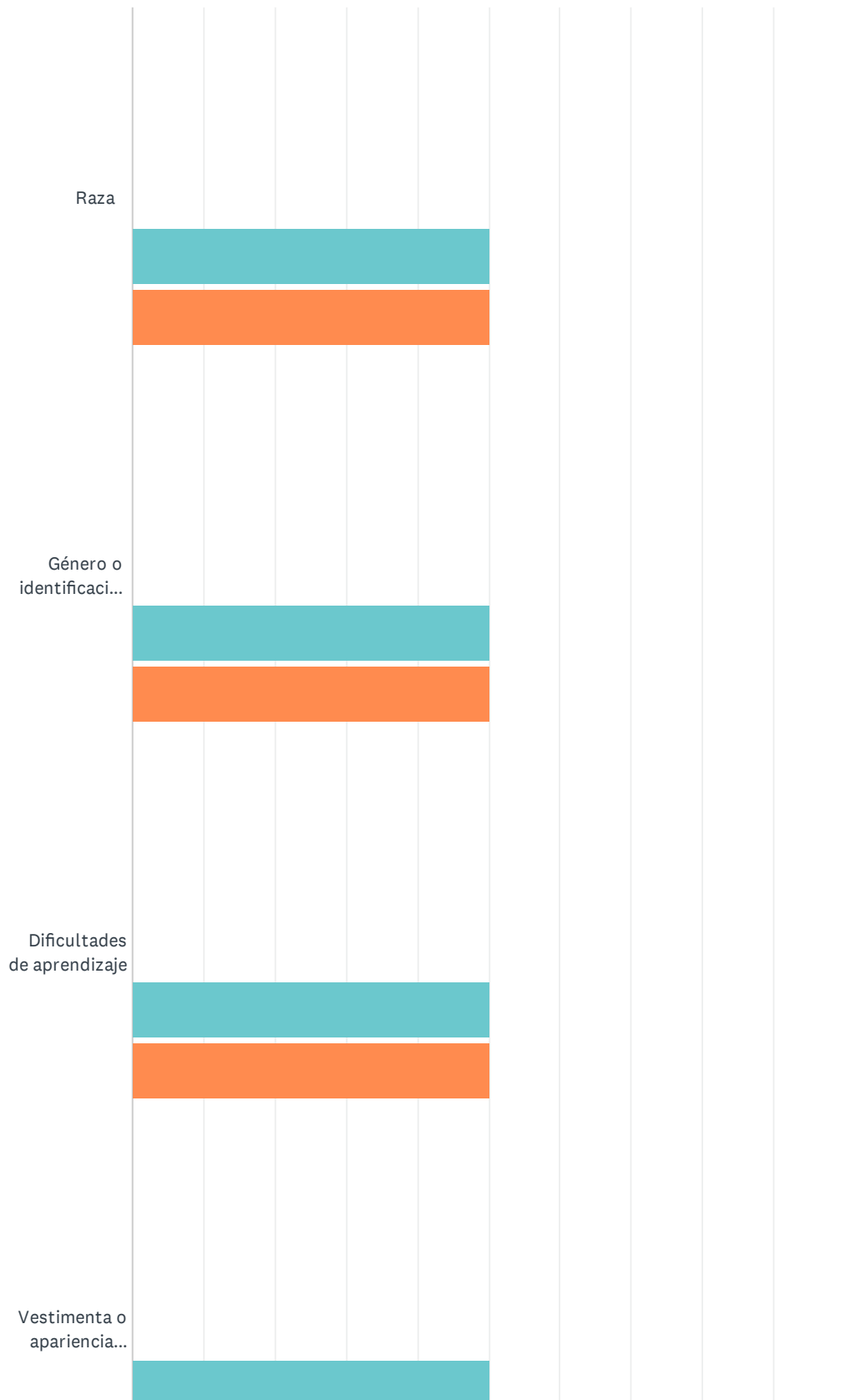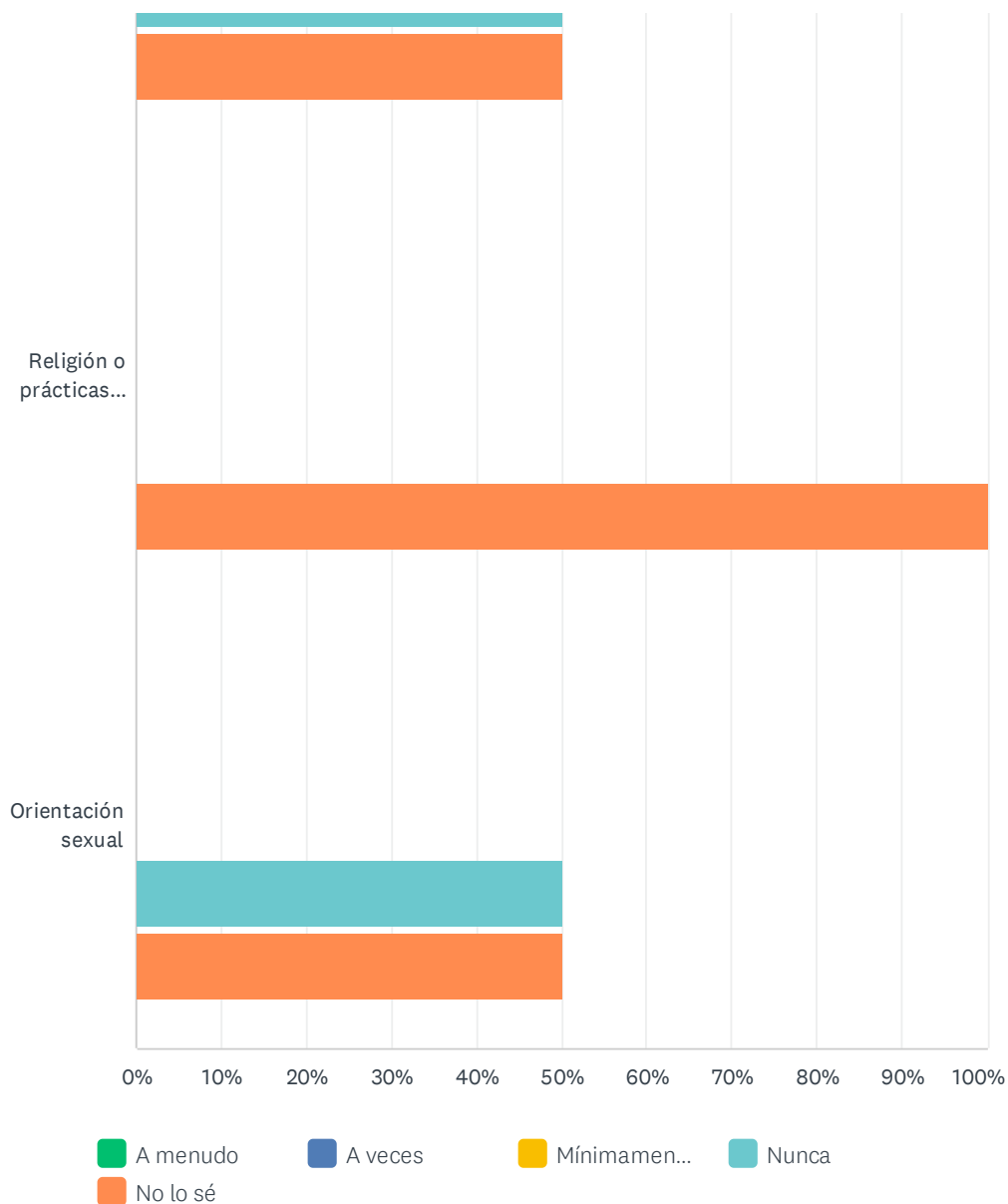
Raza

Género o identificaci...

Dificultades de aprendizaje

Vestimenta o apariencia...

A menudo   A veces   Mínimamen…   Nunca   No lo sé

	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Género o identificación de género	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Dificultades de aprendizaje	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Vestimenta o apariencia física	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Religión o prácticas culturales	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2	5.00
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como …

Answered: 2   Skipped: 0
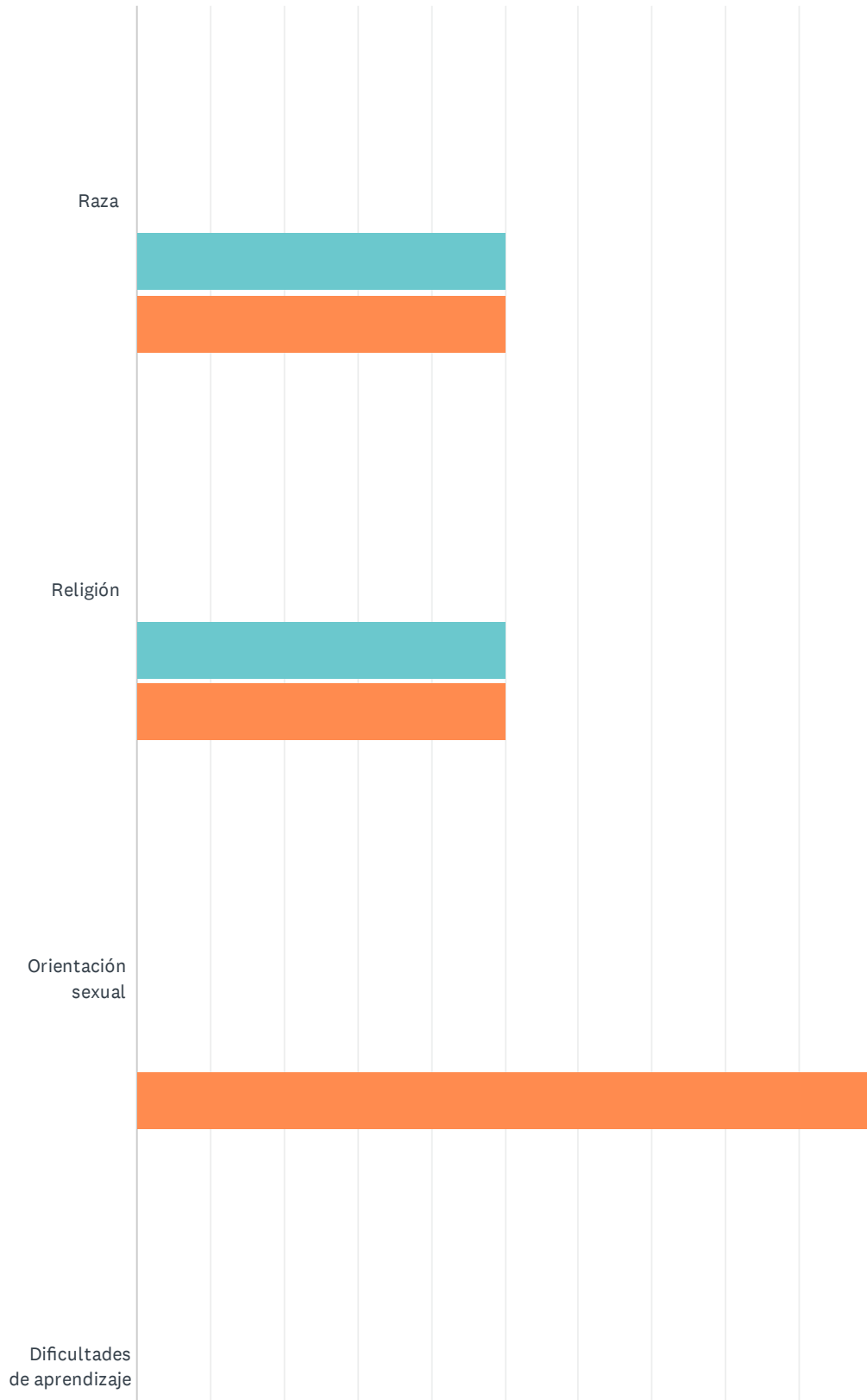
Evergreen Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

🟩 A menudo   🟦 A veces   🟨 Mínimamen...   🟦 Nunca
🟧 No lo sé
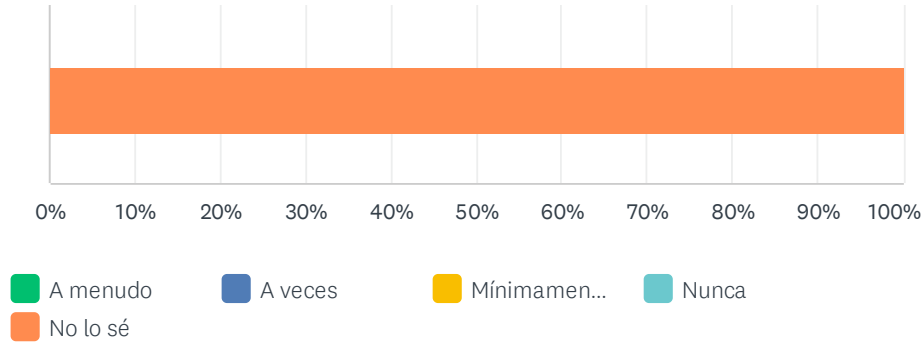
	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Religión	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2	5.00
Dificultades de aprendizaje	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2	5.00

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

Answered: 2   Skipped: 0

Legend: Muy familia...   Familiariza...   Algo familia...   No estoy fa...

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	3.50
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2	3.00
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2	3.00

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO		

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

Answered: 2   Skipped: 0
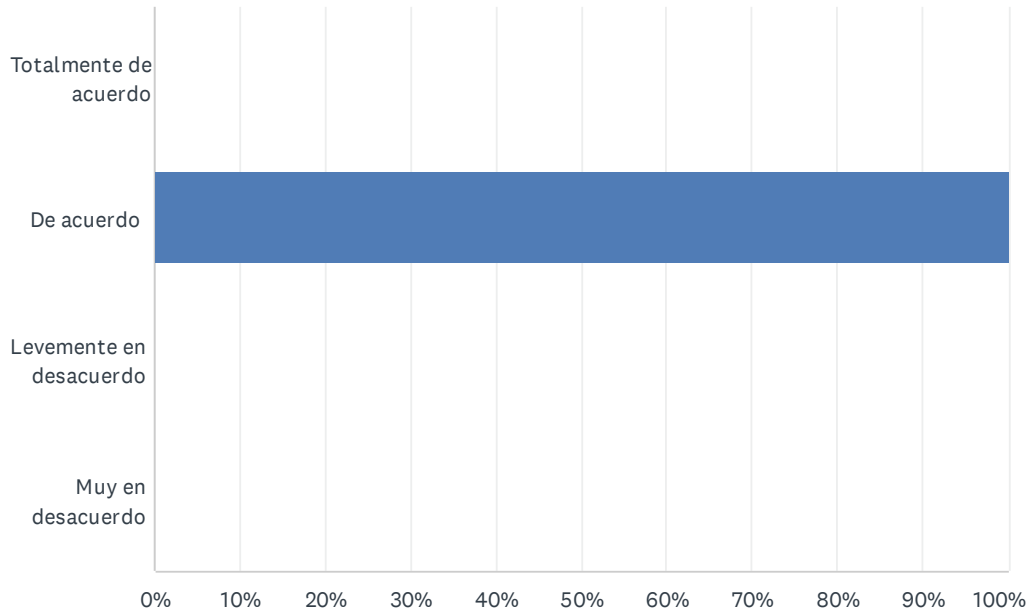
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	2
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		2

Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?
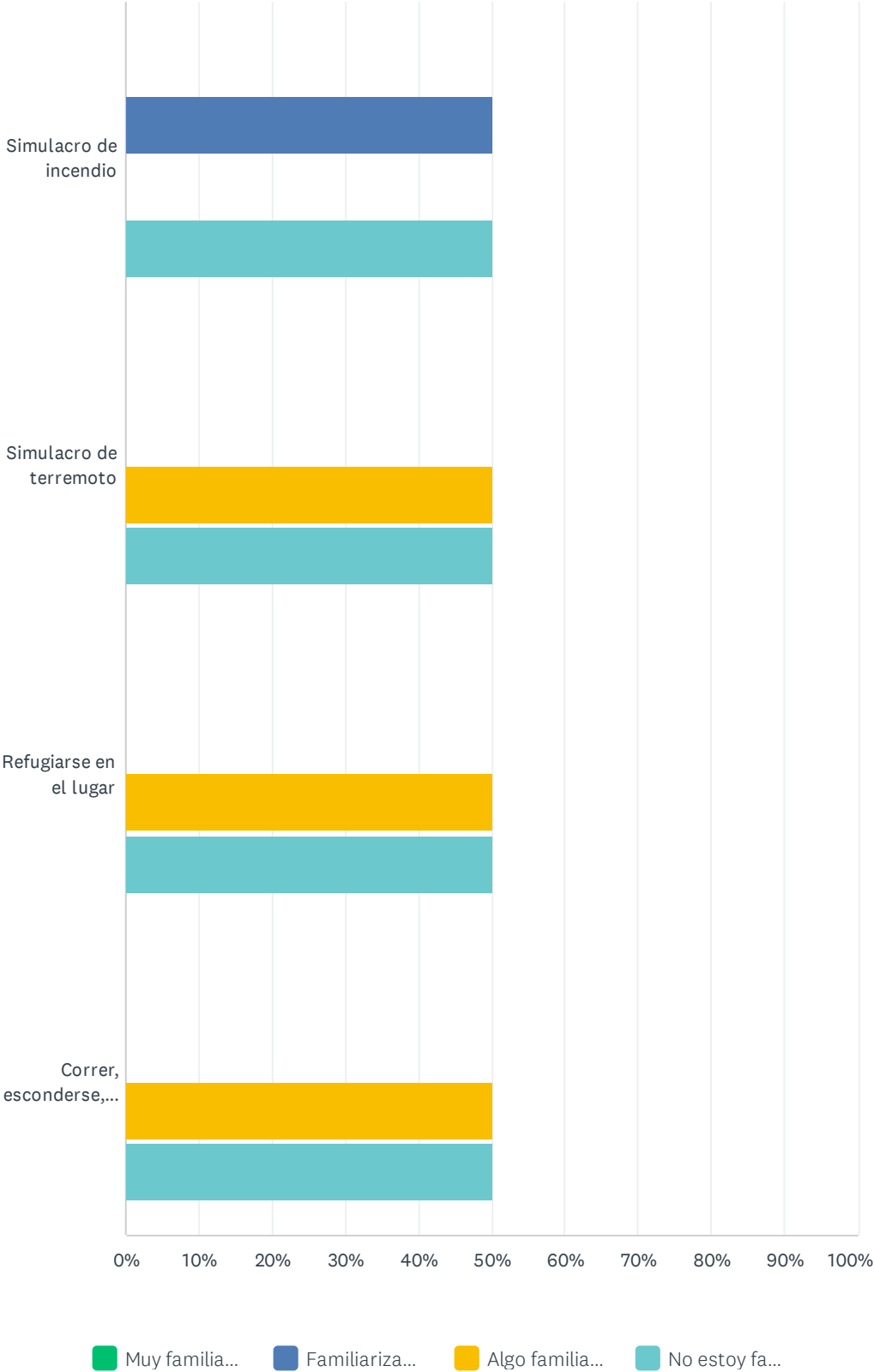
Answered: 2   Skipped: 0

Evergreen Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

Evergreen Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2023-2024

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2
Simulacro de terremoto	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
Refugiarse en el lugar	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2
Correr, esconderse, defenderse	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

Answered: 2   Skipped: 0
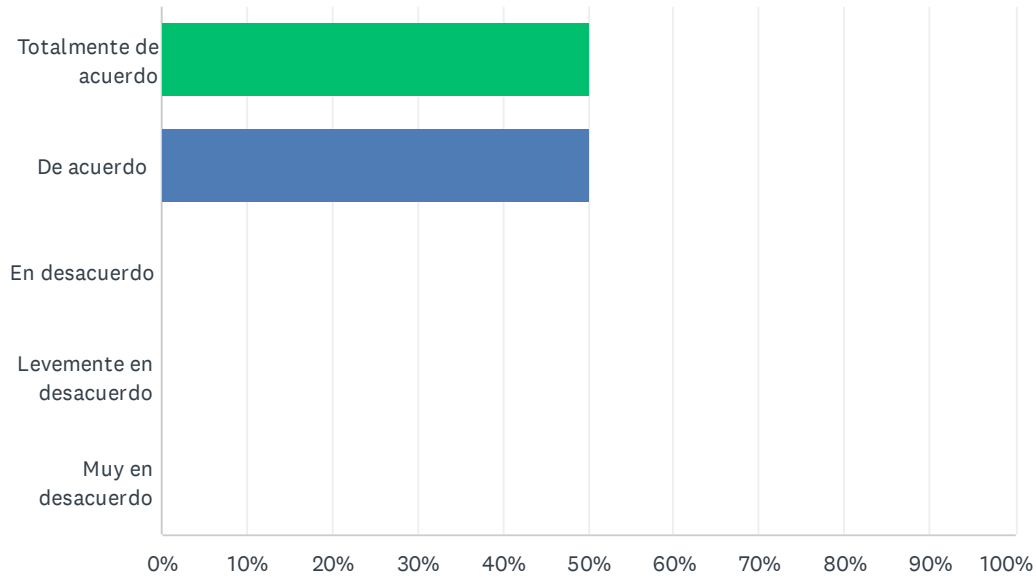
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	50.00%	1
De acuerdo	50.00%	1
En desacuerdo	0.00%	0
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
TOTAL		2

Q10 Estoy al tanto de Ia página web Wellness Connections del distrito con recursos para estudiantes y familias.

Answered: 2   Skipped: 0
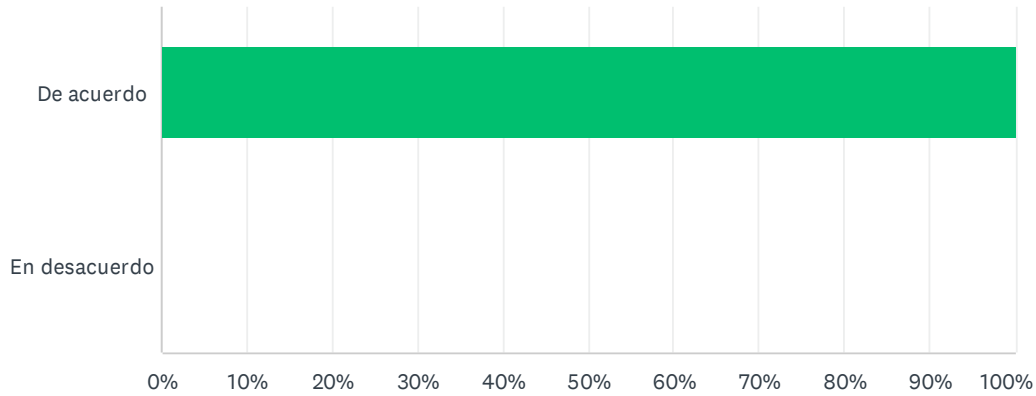
ANSWER CHOICES	RESPONSES	
De acuerdo	100.00%	2
En desacuerdo	0.00%	0
TOTAL		2

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 2   Skipped: 0
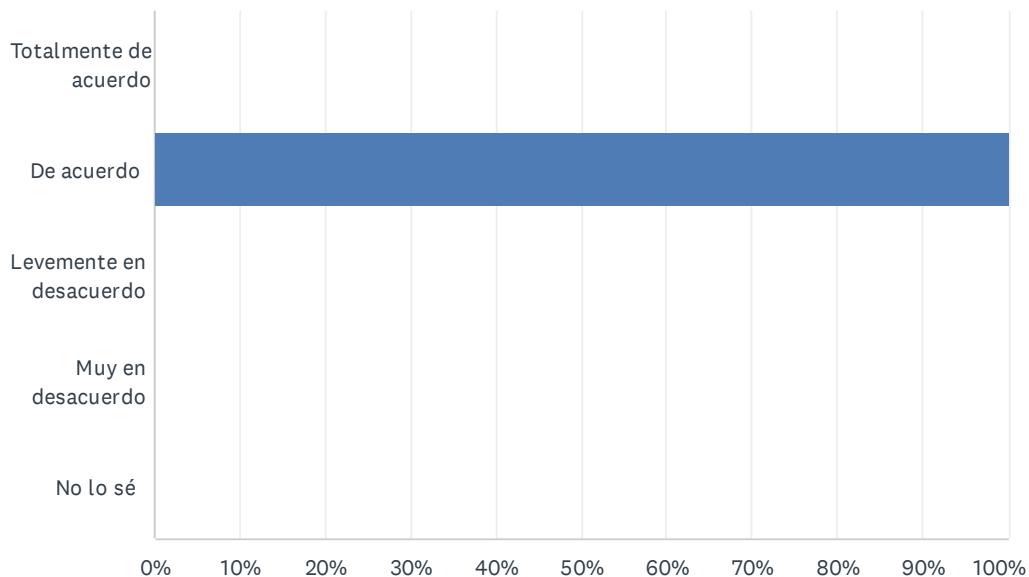
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	0.00%	0
De acuerdo	100.00%	2
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
No lo sé	0.00%	0
TOTAL		2

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Answered: 2   Skipped: 0

Q1 How much do you find the following to be a problem at your school?

Answered: 24   Skipped: 0

Bullying

Harassment, and...

Fights and assault

Student interest in...

Evergreen Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024


Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use

Evergreen Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Alcohol use

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ I see this h... ■ I see this h... ■ I hear stud... ■ I never hea...
■ I don't know.
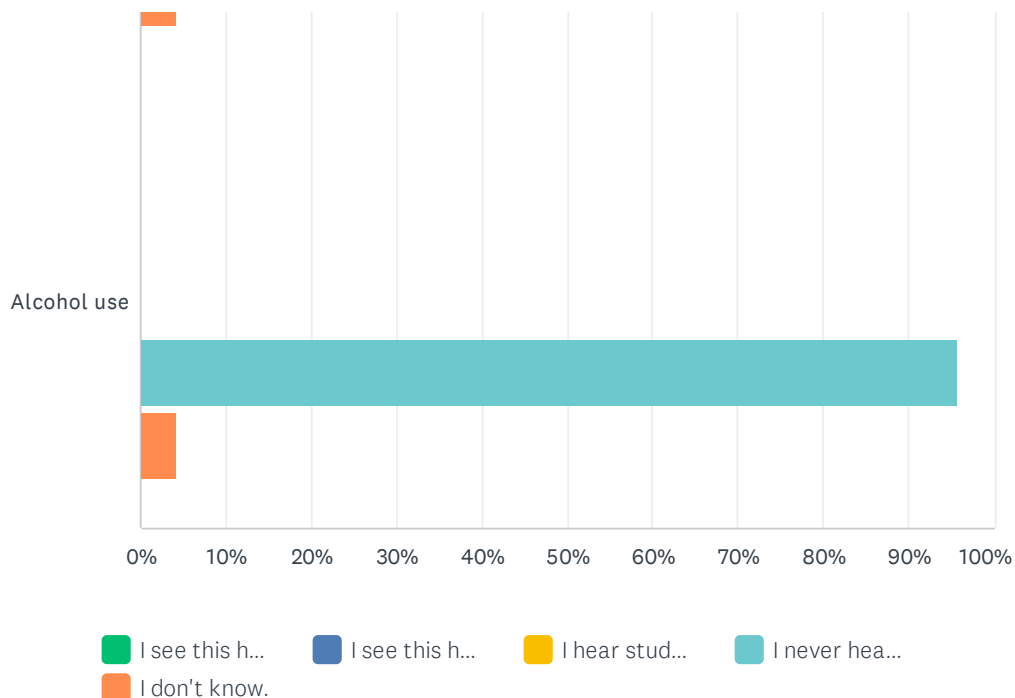
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% 0	20.83% 5	29.17% 7	41.67% 10	8.33% 2	24	3.38
Harassment, and intimidation	0.00% 0	12.50% 3	16.67% 4	62.50% 15	8.33% 2	24	3.67
Fights and assault	0.00% 0	8.33% 2	4.17% 1	83.33% 20	4.17% 1	24	3.83
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	91.67% 22	8.33% 2	24	4.08
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	100.00% 24	0.00% 0	24	4.00
Graffiti and vandalism	0.00% 0	12.50% 3	8.33% 2	70.83% 17	8.33% 2	24	3.75
People trespassing on campus	0.00% 0	4.17% 1	4.17% 1	83.33% 20	8.33% 2	24	3.96
Drug use	0.00% 0	0.00% 0	0.00% 0	95.83% 23	4.17% 1	24	4.04
Alcohol use	0.00% 0	0.00% 0	0.00% 0	95.83% 23	4.17% 1	24	4.04

Q2 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 24   Skipped: 0
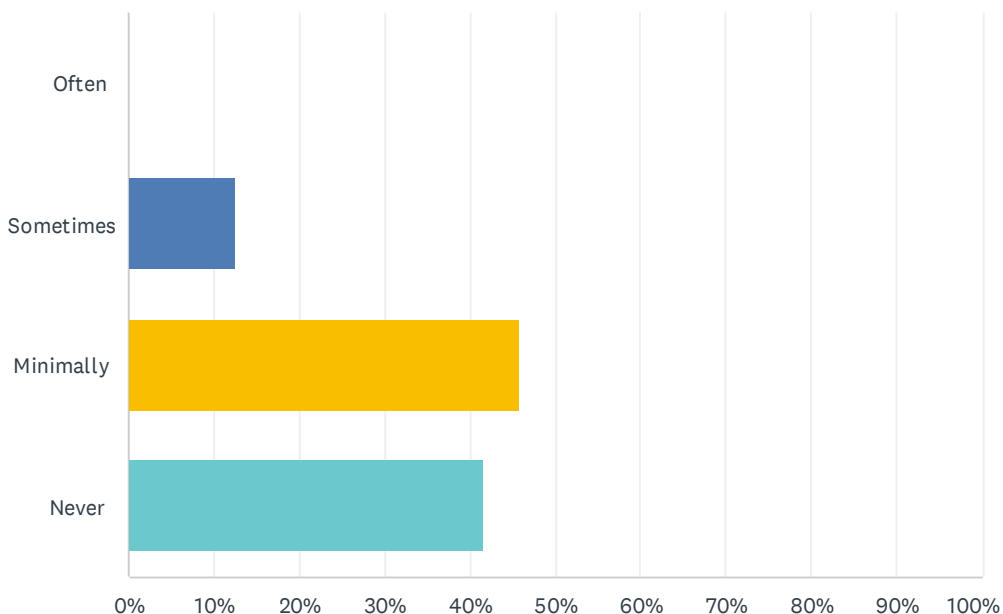
ANSWER CHOICES	RESPONSES	
Often	0.00%	0
Sometimes	12.50%	3
Minimally	45.83%	11
Never	41.67%	10
TOTAL		24

Q3 Students at this school get put down because of their...

Answered: 24   Skipped: 0
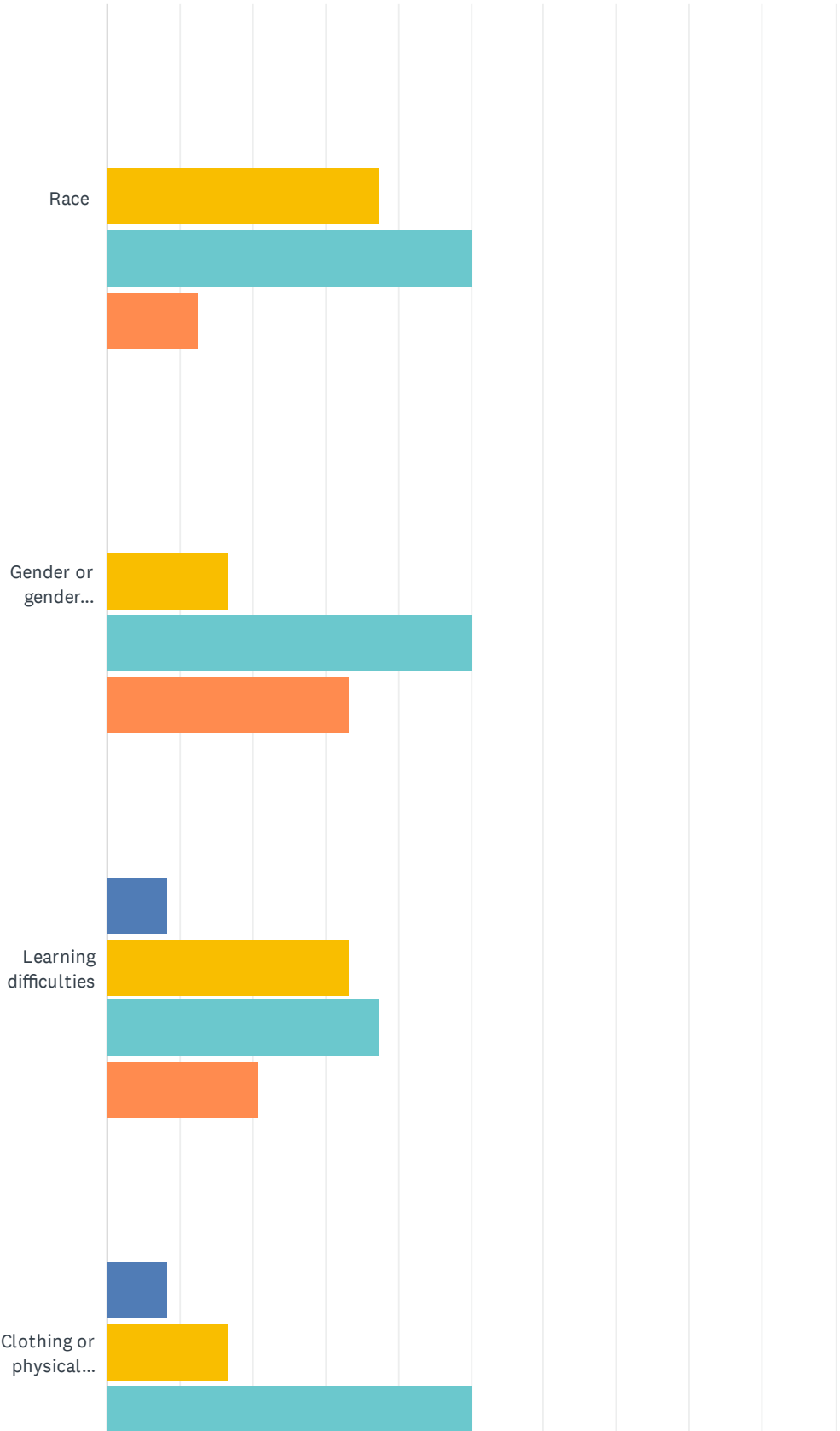
Evergreen Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Legend: ● Often ● Sometimes ● Minimally ● Never ● I don't know.
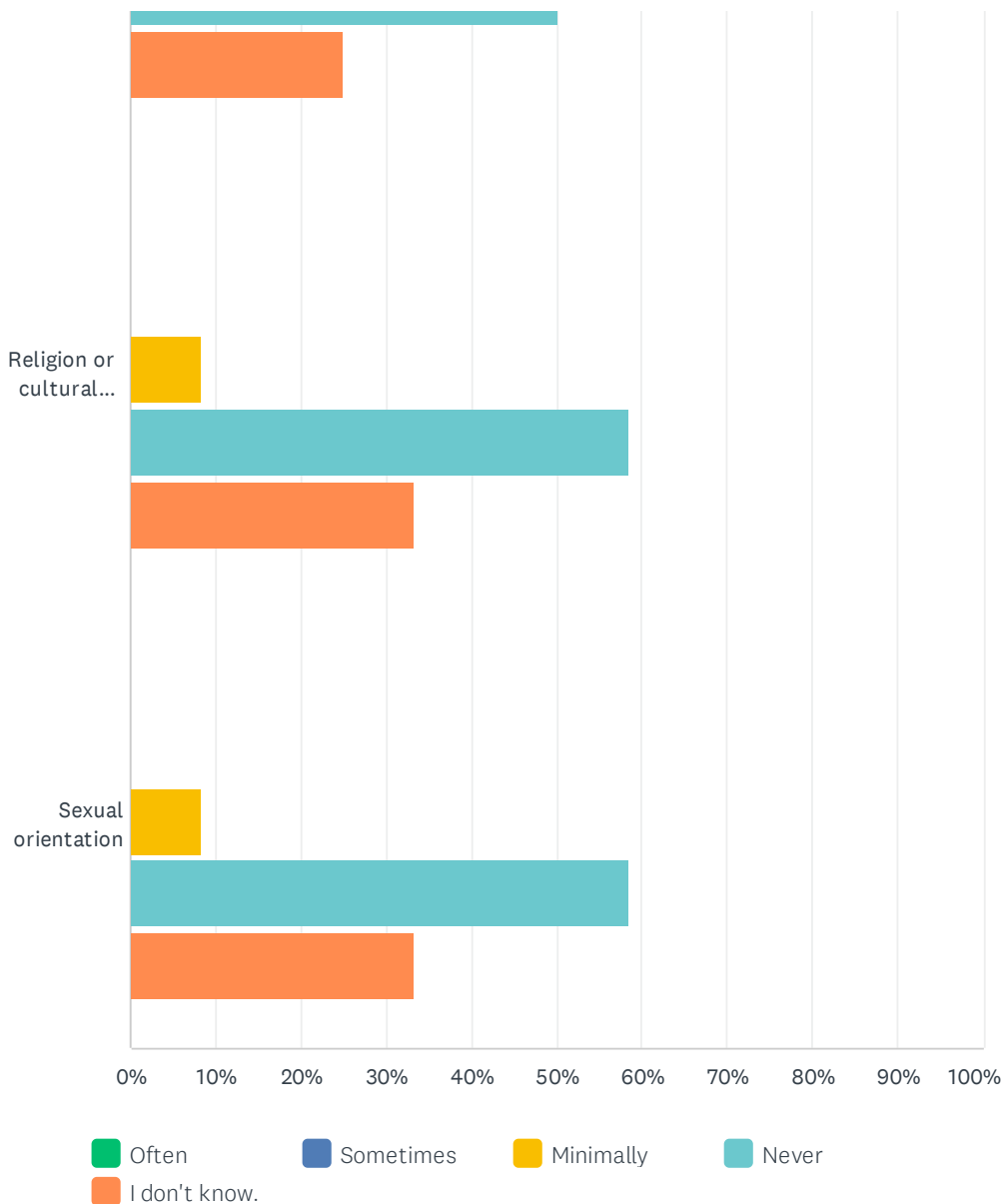
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	37.50% 9	50.00% 12	12.50% 3	24	3.75
Gender or gender identification	0.00% 0	0.00% 0	16.67% 4	50.00% 12	33.33% 8	24	4.17
Learning difficulties	0.00% 0	8.33% 2	33.33% 8	37.50% 9	20.83% 5	24	3.71
Clothing or physical appearance	0.00% 0	8.33% 2	16.67% 4	50.00% 12	25.00% 6	24	3.92
Religion or cultural practices	0.00% 0	0.00% 0	8.33% 2	58.33% 14	33.33% 8	24	4.25
Sexual orientation	0.00% 0	0.00% 0	8.33% 2	58.33% 14	33.33% 8	24	4.25

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 24   Skipped: 0
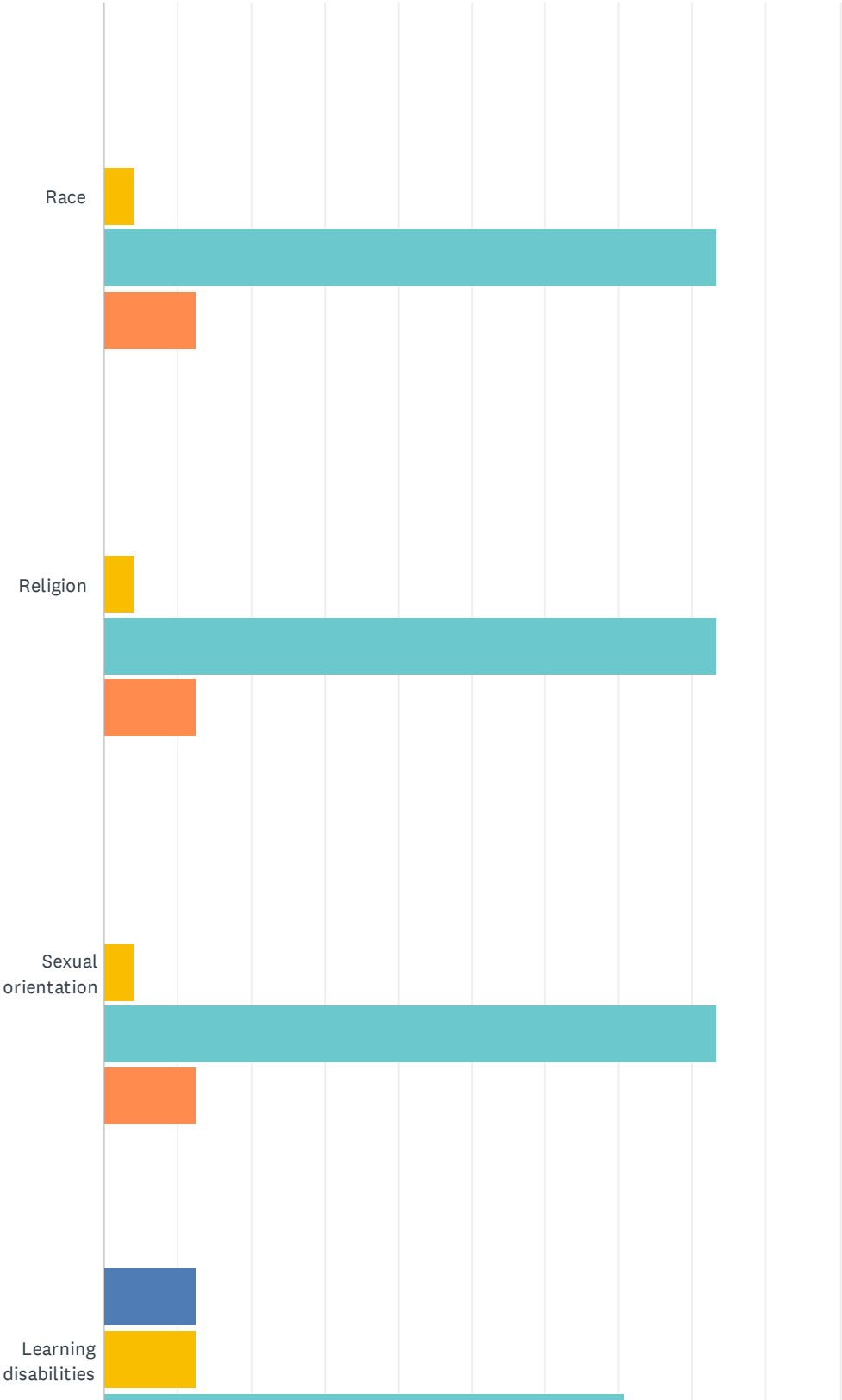
Evergreen Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024


■ Often ■ Sometimes ■ Minimally ■ Never
■ I don't know.
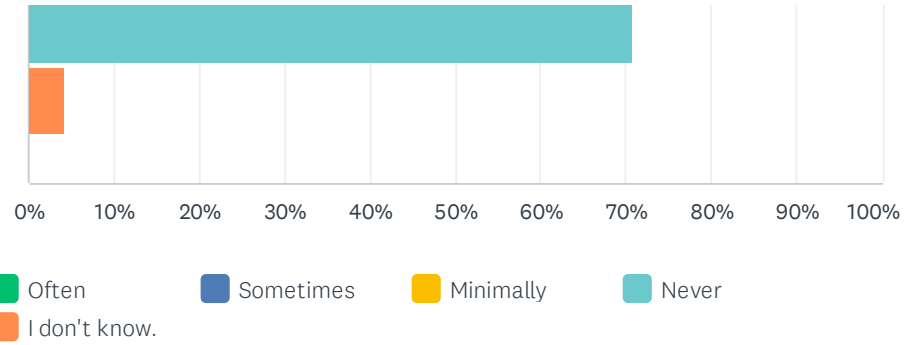
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	4.17% 1	83.33% 20	12.50% 3	24	4.08
Religion	0.00% 0	0.00% 0	4.17% 1	83.33% 20	12.50% 3	24	4.08
Sexual orientation	0.00% 0	0.00% 0	4.17% 1	83.33% 20	12.50% 3	24	4.08
Learning disabilities	0.00% 0	12.50% 3	12.50% 3	70.83% 17	4.17% 1	24	3.67

Q5 How familiar are you with the following?

Answered: 24   Skipped: 0
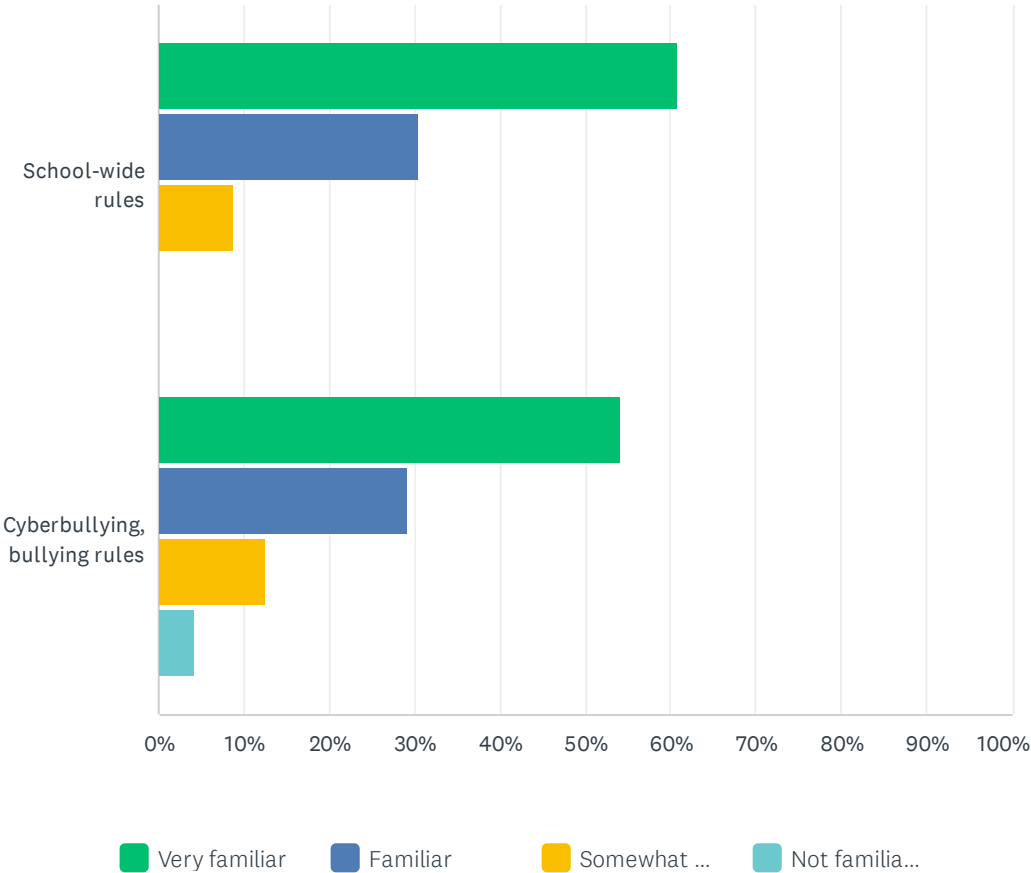
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	60.87% 14	30.43% 7	8.70% 2	0.00% 0	23	1.48
Cyberbullying, bullying rules	54.17% 13	29.17% 7	12.50% 3	4.17% 1	24	1.67

Q6 Staff enforces school rules fairly and appropriately?

Answered: 24   Skipped: 0
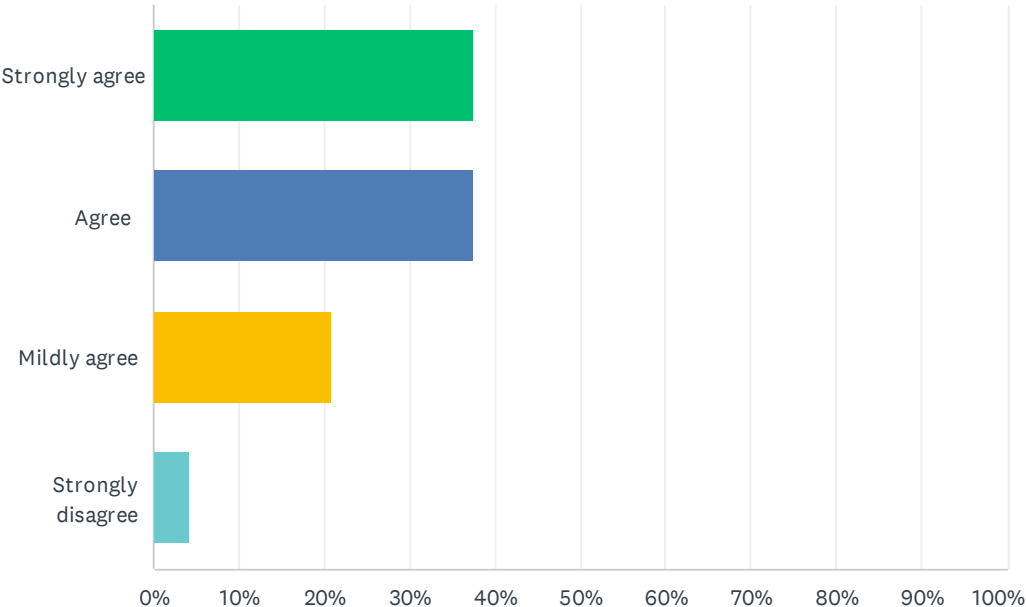
ANSWER CHOICES	RESPONSES	
Strongly agree	37.50%	9
Agree	37.50%	9
Mildly agree	20.83%	5
Strongly disagree	4.17%	1
TOTAL		24

Q7 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 24   Skipped: 0
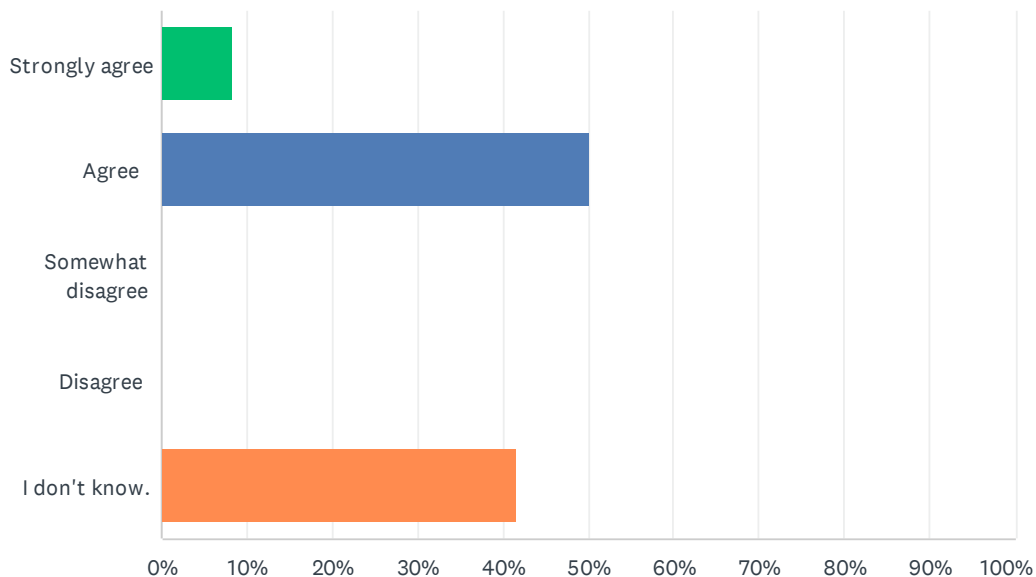
ANSWER CHOICES	RESPONSES	
Strongly agree	8.33%	2
Agree	50.00%	12
Somewhat disagree	0.00%	0
Disagree	0.00%	0
I don't know.	41.67%	10
TOTAL		24

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 24   Skipped: 0
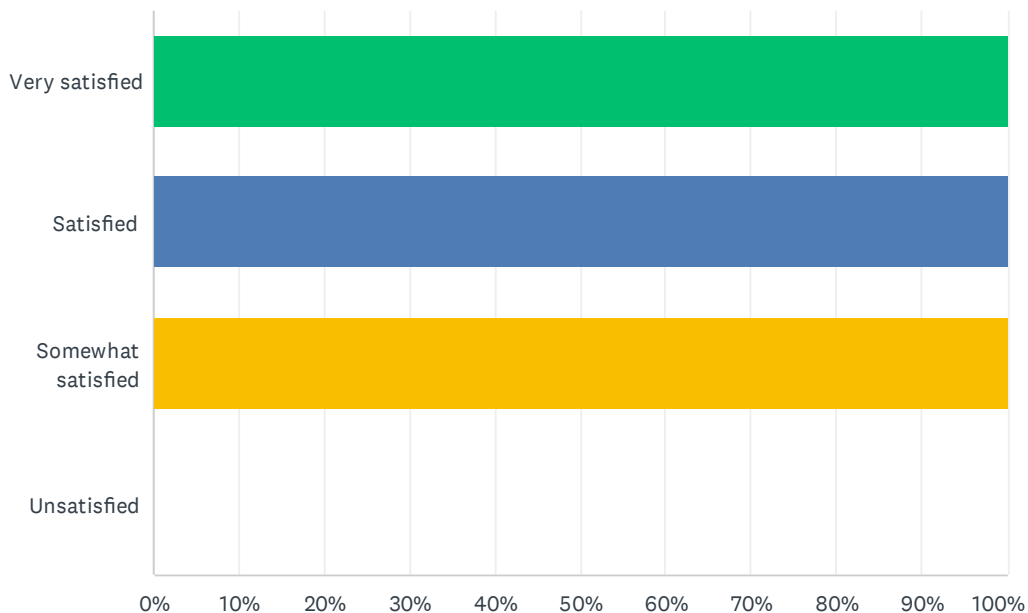
(no label)

	(NO LABEL)	TOTAL
Very satisfied	100.00% 13	13
Satisfied	100.00% 7	7
Somewhat satisfied	100.00% 4	4
Unsatisfied	0.00% 0	0

Q9 The school provides adequate training for staff on school policies and procedures?

Answered: 24   Skipped: 0
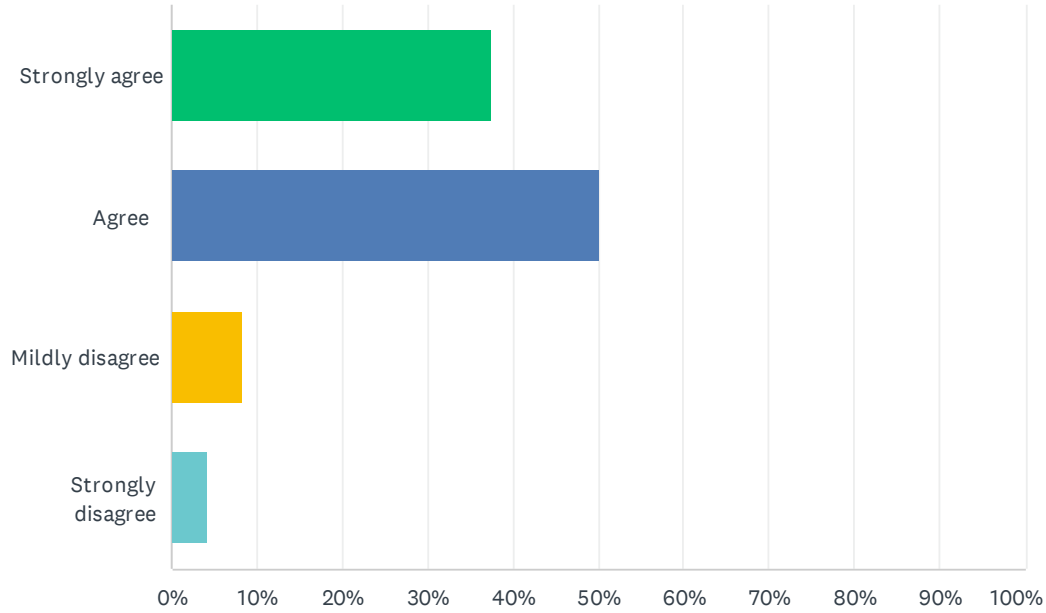
ANSWER CHOICES	RESPONSES	
Strongly agree	37.50%	9
Agree	50.00%	12
Mildly disagree	8.33%	2
Strongly disagree	4.17%	1
TOTAL		24

Q10 How well do you understand your schools Emergency procedures?
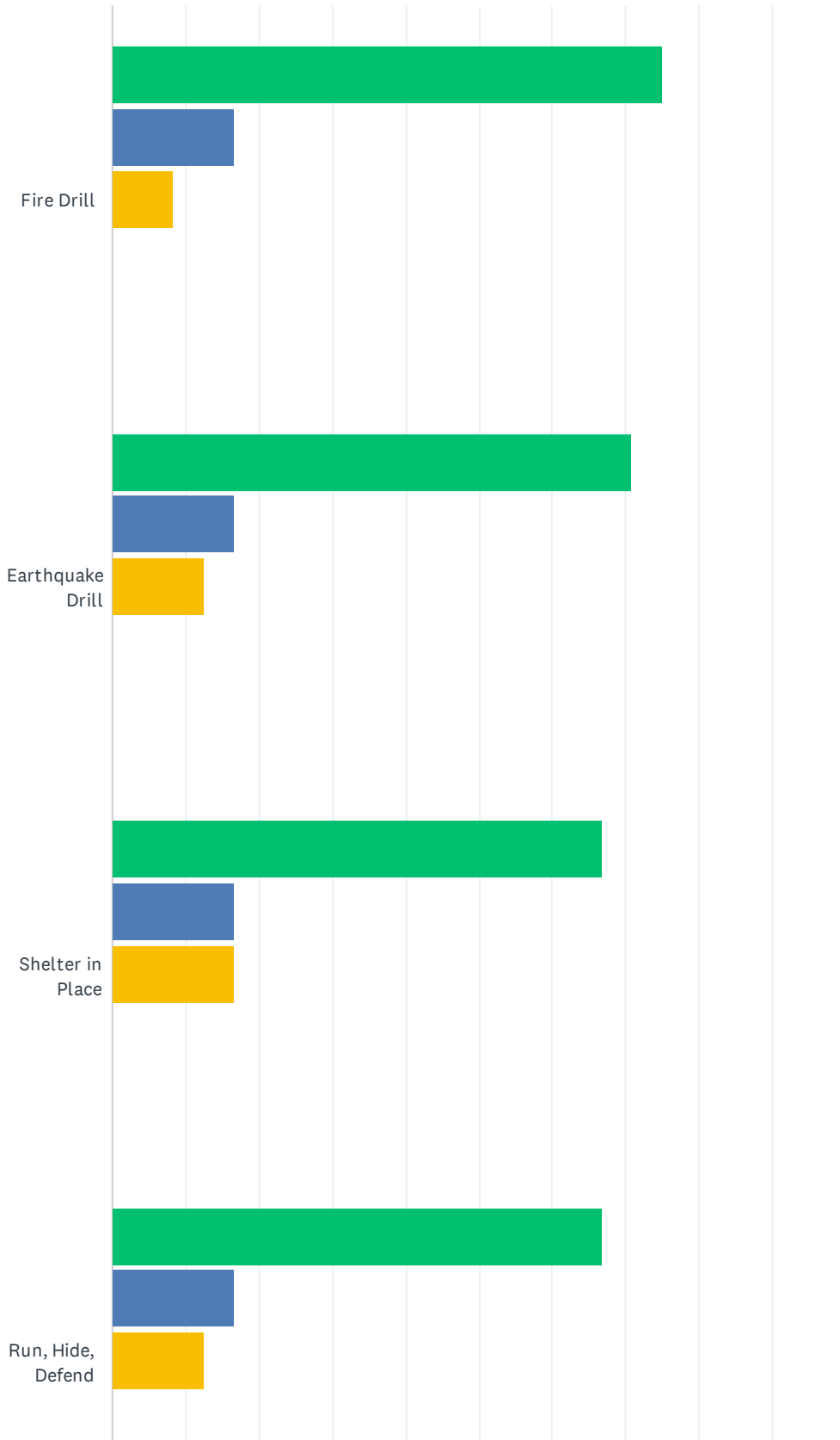
Answered: 24   Skipped: 0

Fire Drill

Earthquake Drill

Shelter in Place

Run, Hide, Defend

Evergreen Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
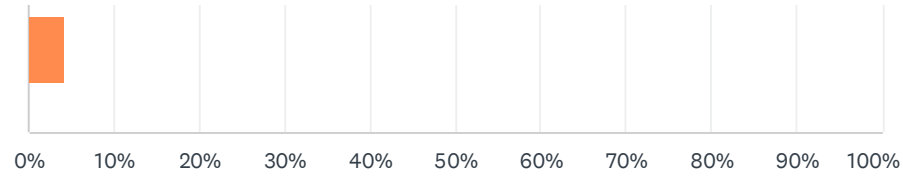
Legend: ■ Very familiar ■ Familiar ■ Somewhat ... ■ Not familia... ■ I don't know.

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	75.00% 18	16.67% 4	8.33% 2	0.00% 0	0.00% 0	24
Earthquake Drill	70.83% 17	16.67% 4	12.50% 3	0.00% 0	0.00% 0	24
Shelter in Place	66.67% 16	16.67% 4	16.67% 4	0.00% 0	0.00% 0	24
Run, Hide, Defend	66.67% 16	16.67% 4	12.50% 3	0.00% 0	4.17% 1	24

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

Answered: 24   Skipped: 0
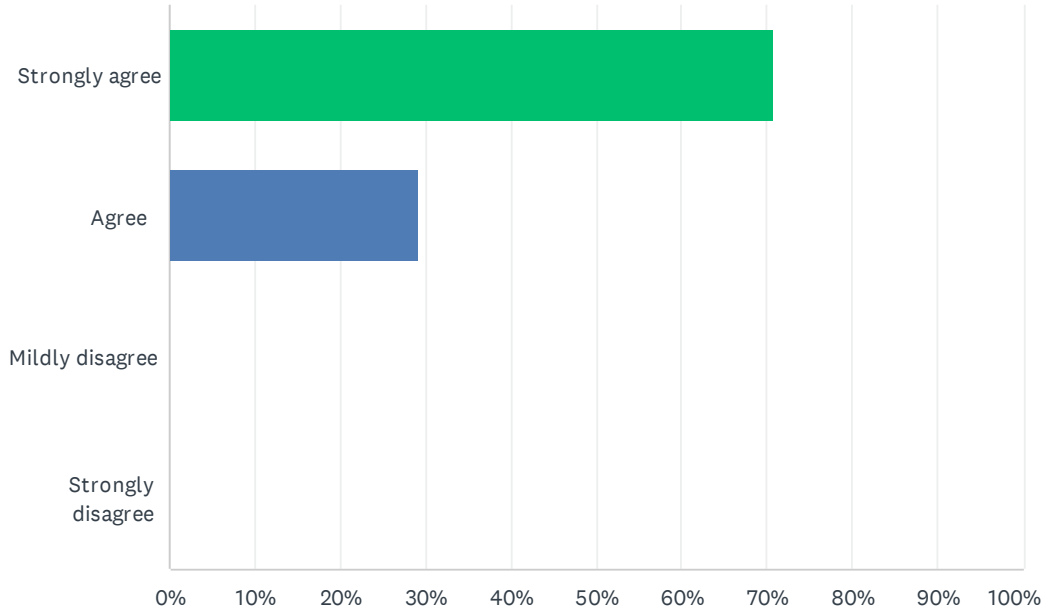
ANSWER CHOICES	RESPONSES	
Strongly agree	70.83%	17
Agree	29.17%	7
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		24

Q12 The school has adequate resources to help students in an emergency or crisis.

Answered: 24   Skipped: 0
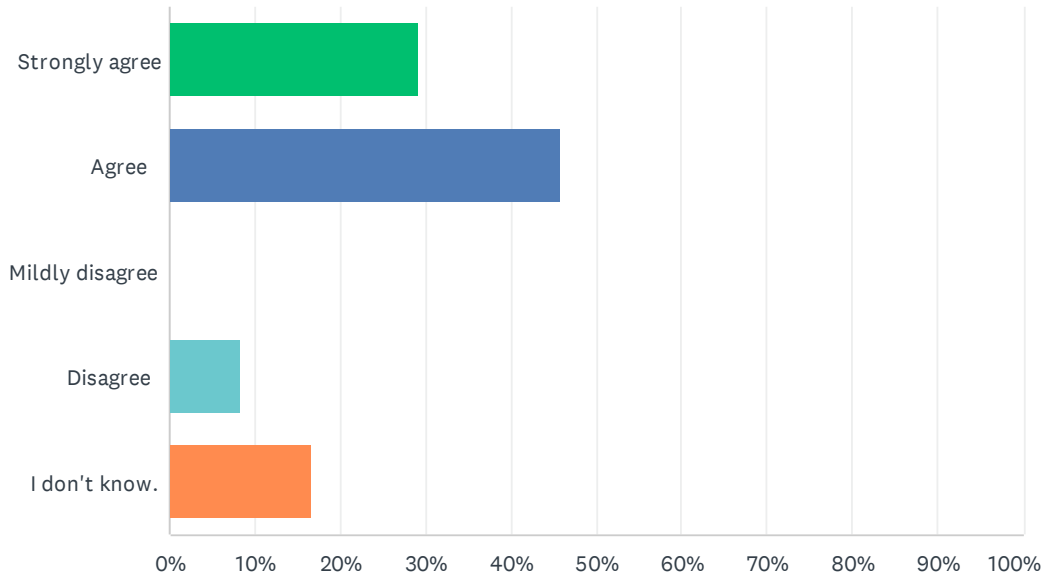
ANSWER CHOICES	RESPONSES	
Strongly agree	29.17%	7
Agree	45.83%	11
Mildly disagree	0.00%	0
Disagree	8.33%	2
I don't know.	16.67%	4
TOTAL		24

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

Answered: 23   Skipped: 1
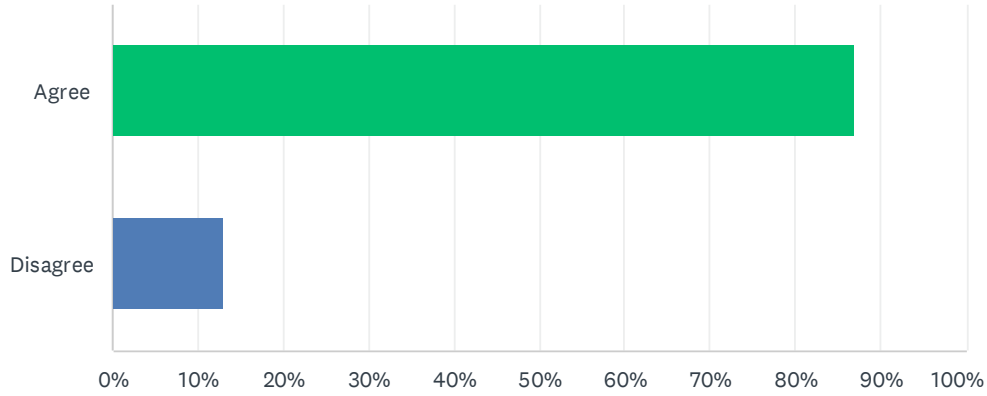
ANSWER CHOICES	RESPONSES	
Agree	86.96%	20
Disagree	13.04%	3
TOTAL		23

Q14 The facilities and grounds are well maintained at my school.

Answered: 24   Skipped: 0
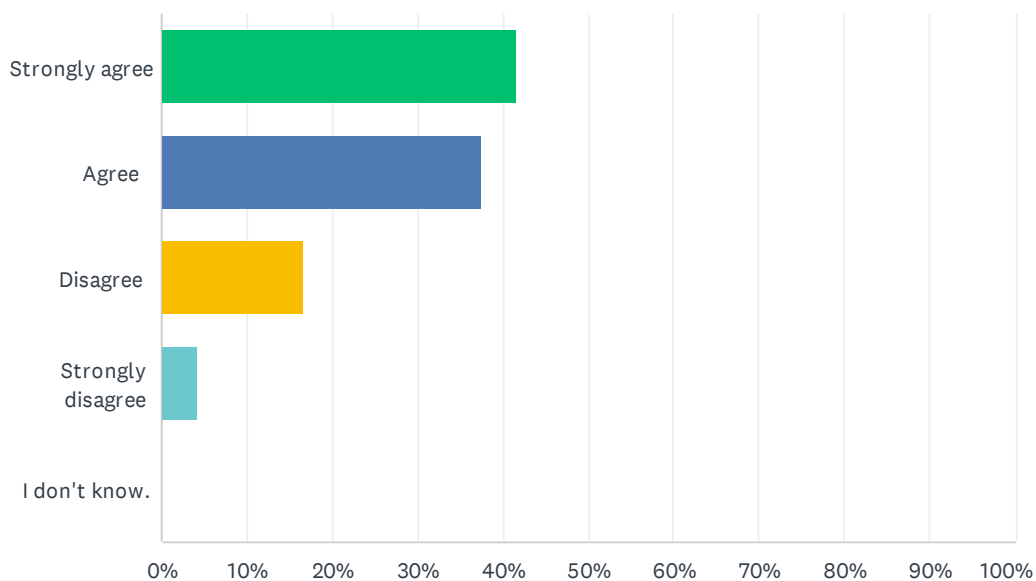
ANSWER CHOICES	RESPONSES	
Strongly agree	41.67%	10
Agree	37.50%	9
Disagree	16.67%	4
Strongly disagree	4.17%	1
I don't know.	0.00%	0
TOTAL		24

Q15 What is something you would like to see improved regarding safety at your school?

Answered: 12 Skipped: 12

Q1 1. Con quý vị hiện đang học lớp mấy?

Answered: 6   Skipped: 0
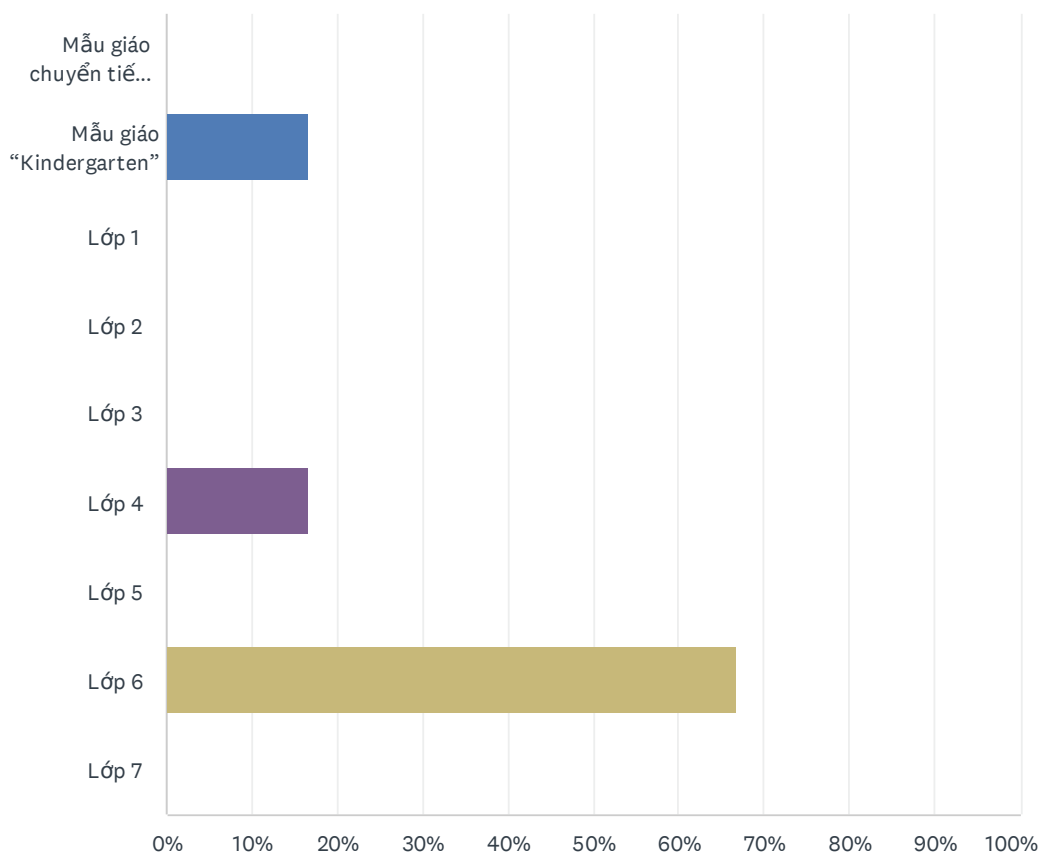
ANSWER CHOICES	RESPONSES	
Mẫu giáo chuyển tiếp "TK"	0.00%	0
Mẫu giáo "Kindergarten"	16.67%	1
Lớp 1	0.00%	0
Lớp 2	0.00%	0
Lớp 3	0.00%	0
Lớp 4	16.67%	1
Lớp 5	0.00%	0
Lớp 6	66.67%	4
Lớp 7	0.00%	0
TOTAL		6

Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

Answered: 6   Skipped: 0
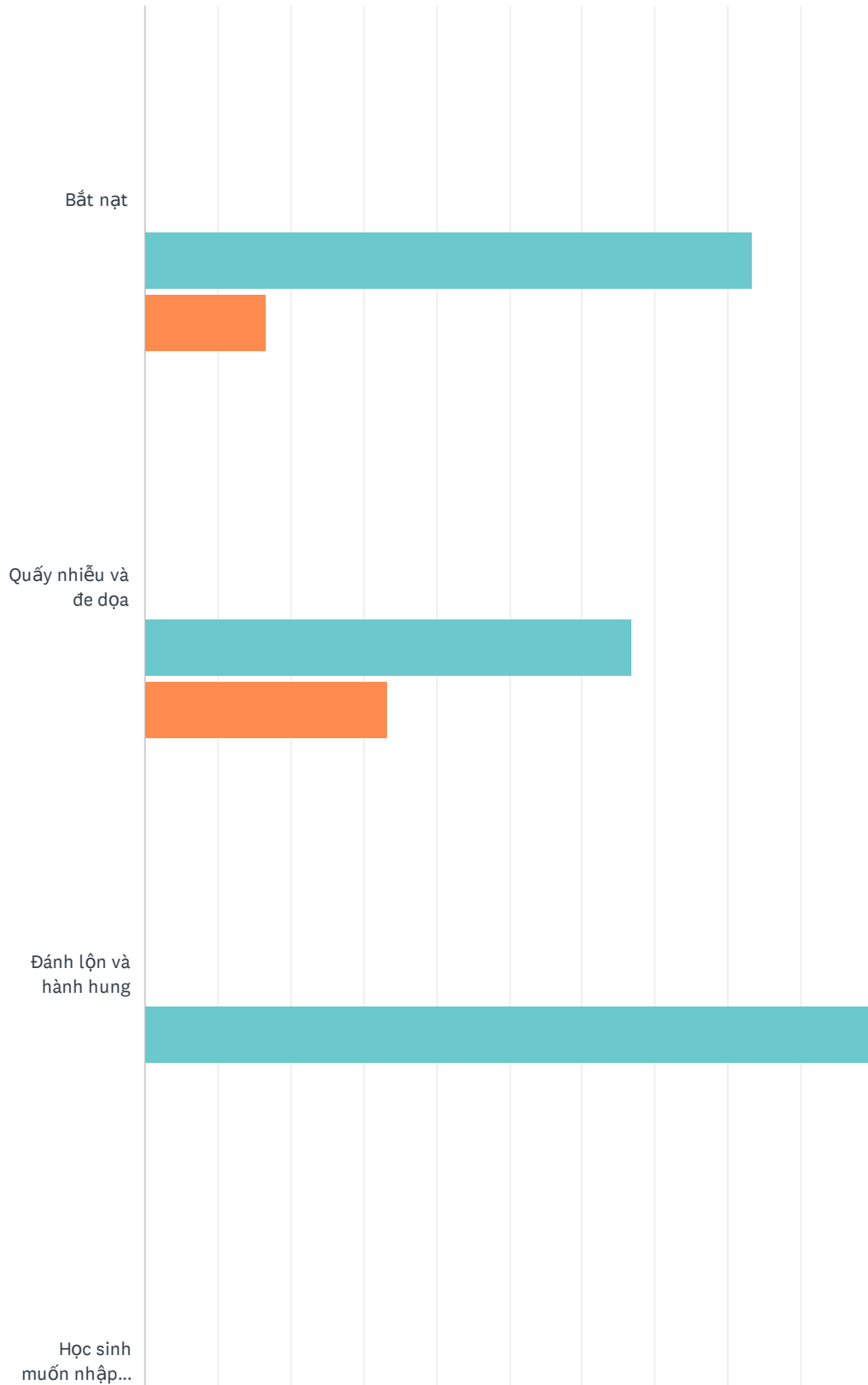
Evergreen Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

Vũ khí bất hợp pháp

Hình vẽ bừa bãi và phá...

Người vào trường khi...

Sử dụng ma túy

Sử dụng rượu

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Tôi thấy vấ... ■ Tôi thấy vấ... ■ Tôi nghe cá... ■ Tôi chưa ba...
■ Tôi không b...

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bắt nạt	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17
Quấy nhiễu và đe dọa	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Đánh lộn và hành hung	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Học sinh muốn nhập băng đảng	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Người vào trường khi không được phép	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.
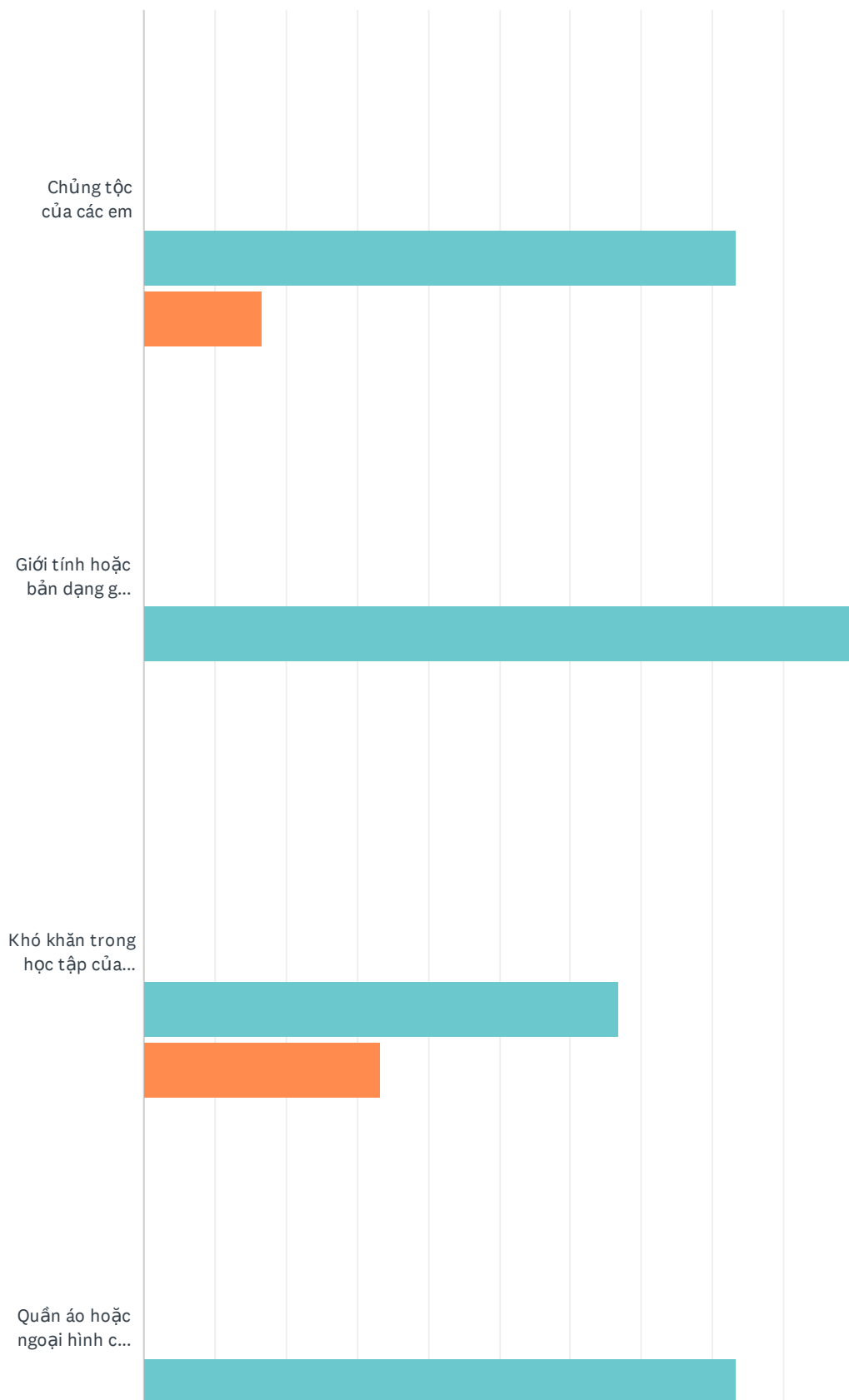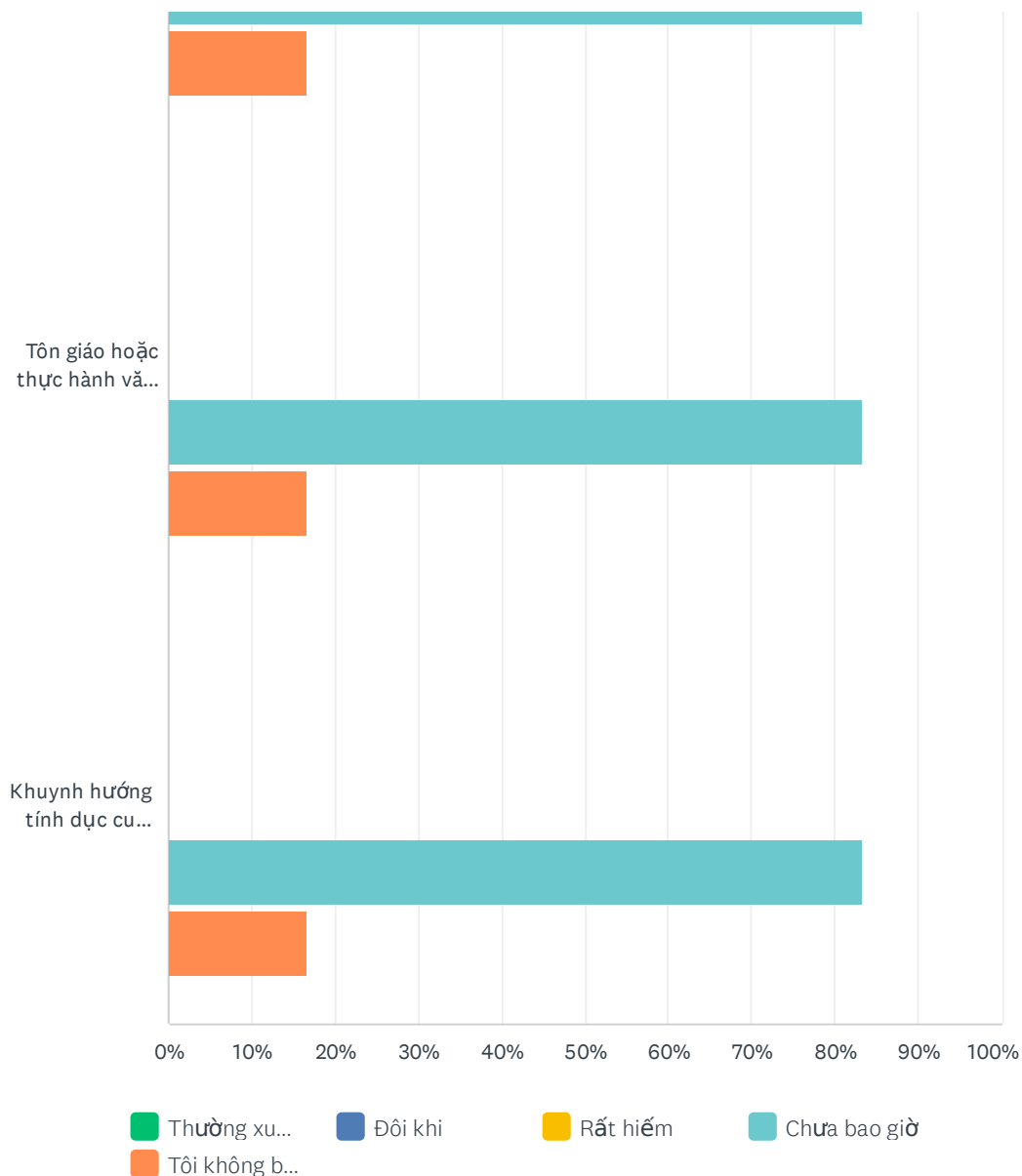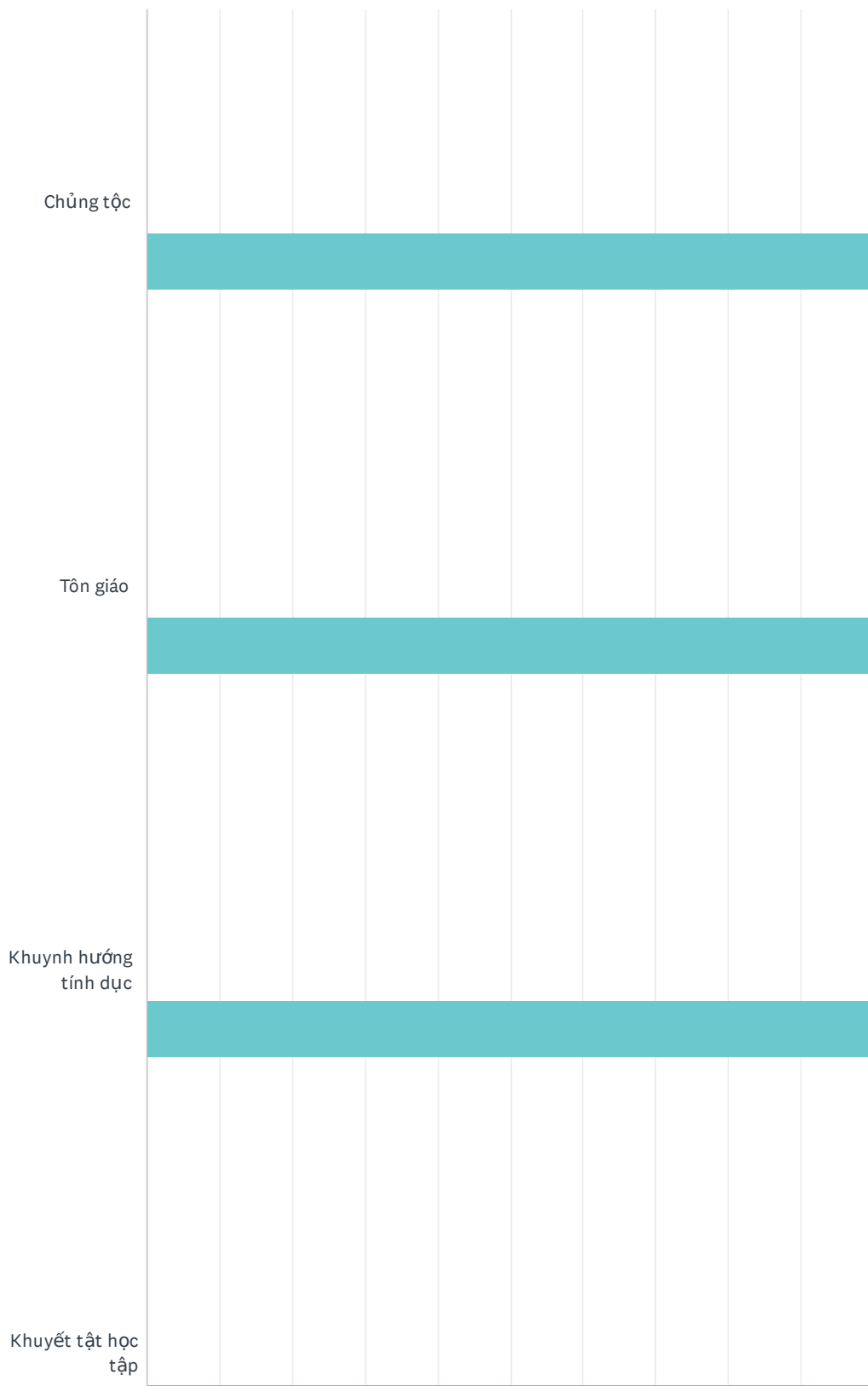
Answered: 6   Skipped: 0

ANSWER CHOICES	RESPONSES	
Thường xuyên	0.00%	0
Đôi khi	0.00%	0
Rất hiếm	0.00%	0
Chưa bao giờ	83.33%	5
Tôi không biết	16.67%	1
TOTAL		6

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 6   Skipped: 0

Legend:
- 🟢 Thường xu...
- 🔵 Đôi khi
- 🟡 Rất hiếm
- 🟦 Chưa bao giờ
- 🟧 Tôi không b...

	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Khó khăn trong học tập của các em	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Quần áo hoặc ngoại hình của các em	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17
Khuynh hướng tính dục của các em	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17

Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 6   Skipped: 0

| | Thường xu... | Đôi khi | Rất hiếm | Chưa bao giờ |
| Tôi không b... | | | |

	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00
Khuyết tật học tập	0.00% 0	0.00% 0	0.00% 0	100.00% 6	0.00% 0	6	4.00

Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?
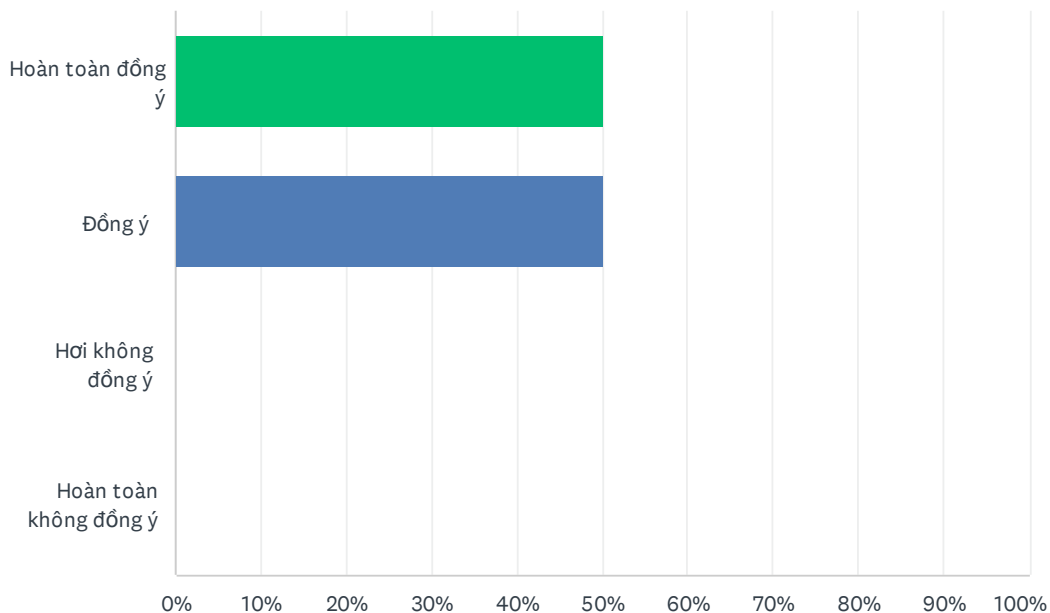
Answered: 6   Skipped: 0

Legend:
- Rất quen t...
- Quen thuộc
- Hơi quen th...
- Không que...

Categories:
- Nội quy lớp học và hậu q...
- Nội quy toàn trường và hậ...
- Các quy tắc đối với vi...

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	16.67% 1	33.33% 2	50.00% 3	0.00% 0	6	2.33
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	16.67% 1	16.67% 1	66.67% 4	0.00% 0	6	2.50
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	16.67% 1	33.33% 2	50.00% 3	0.00% 0	6	2.33

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE

Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

Answered: 6   Skipped: 0

ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	50.00%	3
Đồng ý	50.00%	3
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
TOTAL		6

Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?

Answered: 6 Skipped: 0

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	16.67% 1	66.67% 4	16.67% 1	0.00% 0	6
Cách thoát hiểm khi có động đất	16.67% 1	66.67% 4	16.67% 1	0.00% 0	6
Cách ẩn náu ở chỗ an toàn	16.67% 1	50.00% 3	33.33% 2	0.00% 0	6
Chạy, Ẩn mình, Phòng thủ	16.67% 1	66.67% 4	16.67% 1	0.00% 0	6

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL

Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

Answered: 6   Skipped: 0
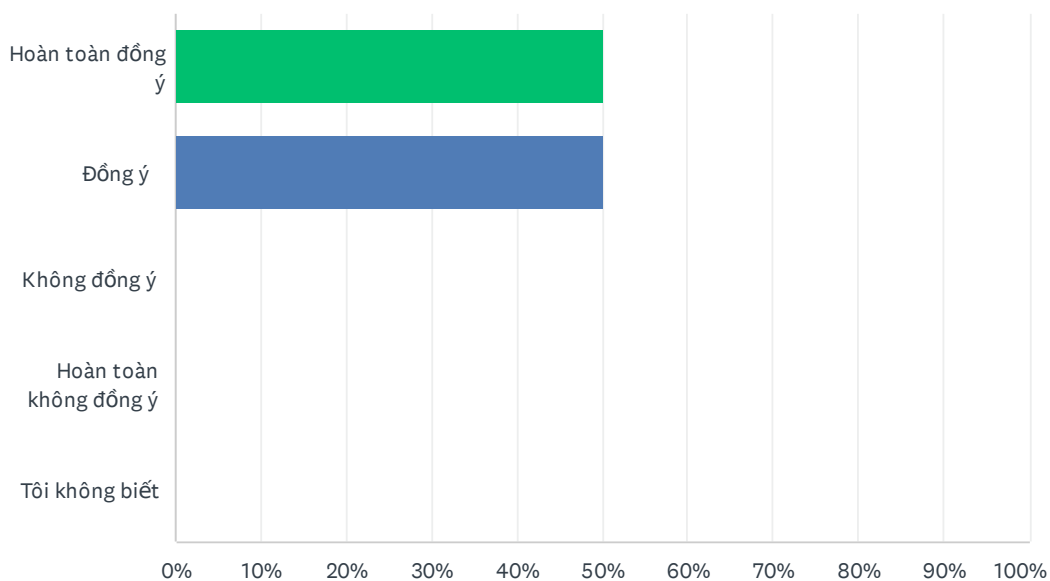
ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	50.00%	3
Đồng ý	50.00%	3
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		6

Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.
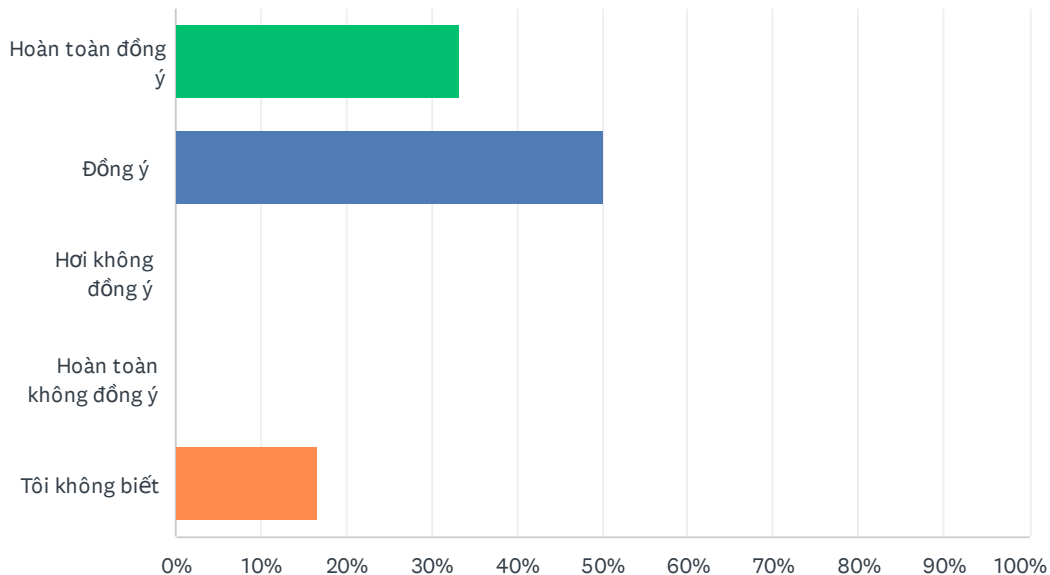
Answered: 6   Skipped: 0
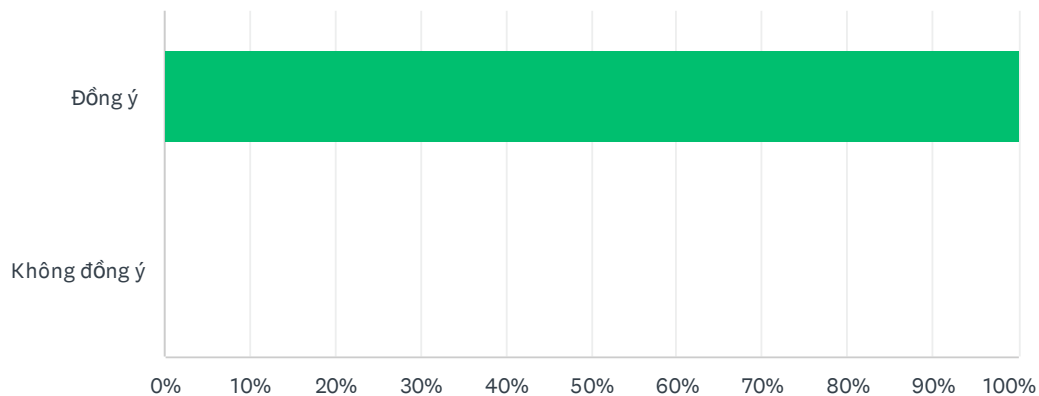
ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	6
Không đồng ý	0.00%	0
TOTAL		6

Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 6   Skipped: 0

ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	33.33%	2
Đồng ý	50.00%	3
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	16.67%	1
TOTAL		6

Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Answered: 2   Skipped: 4

Tiered Attendance Re-Engagement Plan

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Tier 3 Intensive Support

- Intense outreach
- Coordinated case management of all services (mental health, welfare, health, housing insecurity, etc)
- District School Attendance Review Board (SARB)
- District Attorney CARE Court (Court for Achieving Re-Engagement with Education)

Tier 2 Identify Services and Strategies

- Notification of the problem
- School-based attendance workshop
- Student Study Team/individual Meeting

- Individualized attendance contract
- Health services
- Social work support
- Wellness or counseling services

- Targeted data analysis
- Home visits
- Prioritized learning services (ie after school or extended day)
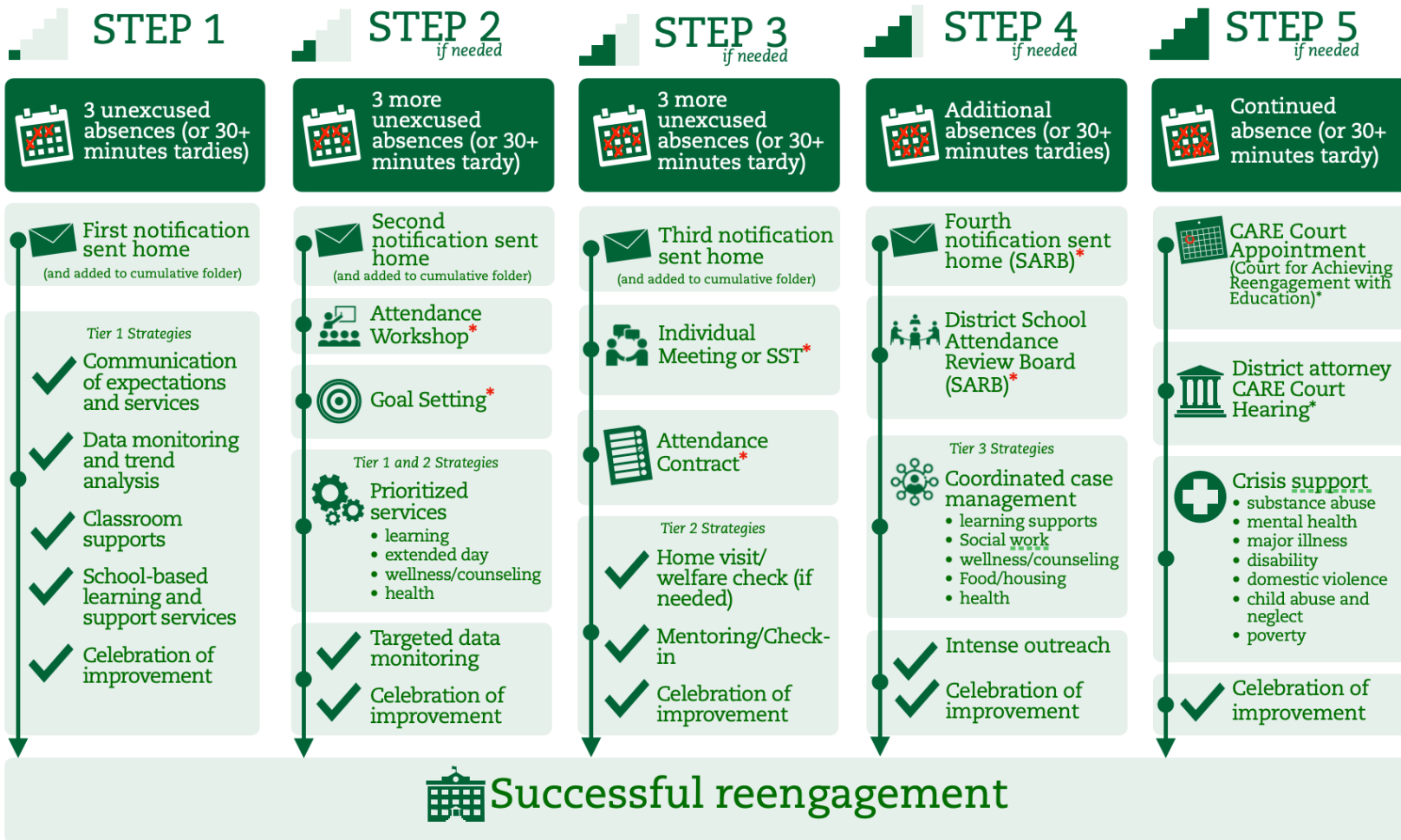- Mentoring/Check-in

Tier 1 Prevention and Monitoring

- Communication of expectations and supports
- Daily monitoring and automated calls
- Raise awareness through marketing and social media

- Data review and analysis to identify trends
- Rewards and celebrations of improvement
- Wellness check-in
- Learning supports
- Positive, safe, and welcoming school culture

- Challenging and engaging curriculum
- Enrichment activities
- Access to home and school support services
- Family engagement

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Tiered Attendance Reengagement
Student Attendance Review Action Steps

Evergreen School District

STEP 1

3 unexcused absences (or 30+ minutes tardies)

First notification sent home
(and added to cumulative folder)

Tier 1 Strategies

✓ Communication of expectations and services

✓ Data monitoring and trend analysis

✓ Classroom supports

✓ School-based learning and support services

✓ Celebration of improvement

STEP 2
if needed

3 more unexcused absences (or 30+ minutes tardy)

Second notification sent home
(and added to cumulative folder)

Attendance Workshop*

Goal Setting*

Tier 1 and 2 Strategies

⚙ Prioritized services
• learning
• extended day
• wellness/counseling
• health

✓ Targeted data monitoring

✓ Celebration of improvement

STEP 3
if needed

3 more unexcused absences (or 30+ minutes tardy)

Third notification sent home
(and added to cumulative folder)

Individual Meeting or SST*

Attendance Contract*

Tier 2 Strategies

✓ Home visit/welfare check (if needed)

✓ Mentoring/Check-in

✓ Celebration of improvement

STEP 4
if needed

Additional absences (or 30+ minutes tardies)

Fourth notification sent home (SARB)*

District School Attendance Review Board (SARB)*

Tier 3 Strategies

Coordinated case management
• learning supports
• Social work
• wellness/counseling
• Food/housing
• health

✓ Intense outreach

✓ Celebration of improvement

STEP 5
if needed

Continued absence (or 30+ minutes tardy)

CARE Court Appointment (Court for Achieving Reengagement with Education)*

District attorney CARE Court Hearing*

✚ Crisis support
• substance abuse
• mental health
• major illness
• disability
• domestic violence
• child abuse and neglect
• poverty

✓ Celebration of improvement

🏫 Successful reengagement

documented in PowerSchool

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Tier 1 Prevention and Monitoring

Strategy	Description	Who?	Frequency	Resources
Maintain current contact information (email, cell, address)	- Consistent enrollment procedures followed - Create a "watch list" with this information. - Update Attendance log in PowerSchool	Gloria Guiterrez, Health Office Assistant Jim Grassi, Principal Kate Murphy, Secretary	Weekly As needed	Maintain accuracy of Parent Square and Parent Square contacts.
Communication of expectations and supports	- Message ADA % through ParentSquare - Attendance Corner on school website - Attendance Awareness Week	Jim Grassi, Principal	Monthly Month of September	- Copy of ADA Blurb - Teaching Attendance Toolkit - Handouts for Families - Messaging - Posters and banners
Daily monitoring and call outs (automated and individual)	- PowerSchool call-outs (30 mins after start of the day - Personal calls to families of chronically ABS students.	Gloria Gutierrez, Health Office	Daily & as needed	Attendance Log

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Raise awareness through marketing and social media	● Message via ParentSquare and share/repost to school instagram	Kate Murphy: School Marquee Gloria Gutierrez: Instagram Jim Grassi/Jill Tanner: Website		● [Weekly Attendance Facts to share](#) ● [Attendance Works Handouts and Messaging](#) ● [Posters and banners](#) ● [Yearlong planning activities](#)
Data review and analysis to identify trends	● Run attendance reports in PowerSchool with demographics included (SED, Special Ed, ELL, Ethnicity, Gender, etc)	Gloria Guitierrez and Jim Grassi	at least monthly	● [PowerSchool Attendance User Guide](#) ● [Behavior Intervention Data Tracker](#) ● [Attendance Works data tools](#)
Rewards and celebrations of improvement	● Attendance Improvement Letters	Gloria Gutierrez Kate Murphy Jim Grassi Teachers PBIS Team		● [AttendanceWorks Incentives](#)
Wellness services	● Parent Corner in Principal Grassi's Weekly Update as	Jim Grassi	Weekly	● [Community Resources to Help with Attendance](#) ● [Healthcare for all](#)

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	well as adding it to the website.			
Learning supports	● During and after school academic interventions	Jim Grassi Teachers		
Positive, safe, and welcoming school culture	● Implementation of Second Step ● Implementation of PBIS ● Community Walk to School Events	Jim Grassi PBIS Leadership Teams Classroom Teachers Support Staff	On-going	● The Power of Positive Connections Toolkit ● Scan of Environment and Attendance (SEAT) ● Self Assessment Tools
Challenging and engaging curriculum	● Projects/STEAM	Teachers Jim Grassi	On-going	● Plays ● Your Time to Teach ● STEAM Activities
Enrichment activities	● Coding, Art, Sports, Music, Dance	Jim Grassi Teachers Outside Providers		● Upper Grade Spring Basketball League ● Second Grade Play ● Starting Arts Play
Family engagement	● After school events, PTA, Science Night, Family Night Out	Jim Grassi	Monthly	● Parent Project

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	(dinner out in the community)	PTA Executive Board Teachers Support Staff		

Tier 2 Identify Services and Strategies

Strategy	Description	Who?	Frequency	Resources
Targeted data analysis	● Monitor "watch list."	Gloria Guiterrez Jim Grassi	Weekly	
Notification of attendance problem (letter 1)	● Letters are integrated within PowerSchool and are generated on the third absence	Gloria Gutierrez	weekly	● Letter 1
School-based attendance workshop (letter 2)	● Letter is generated after 3 additional absence	Gloria Gutierrez		● Letter 2 ● Slide Deck ● Presentation from AttendanceWorks
Health services	● Reach out to district nurse	Gloria Gutierrez Jim Grassi	As needed	● Healthcare for all ● Immunization Clinics ● Local Dental services
Social work support	● Reach out to district social worker	Gloria Gutierrez Jim Grassi	As needed	● **EESD Wellness Resources**

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Wellness and/or counseling services	- MFT Counseling - Wellness Center - Referrals to outside services	Pooja Gupta Jim Grassi		- Community Resources to Help with Attendance - CareSolace **EESD Wellness Resources**
Extended day/extra curricular supports	- Homework Club - After school tutoring	Jim Grassi		
Letter for individual or SST meeting (letter 3)	Letter is generated after 3 additional absence, but not sent until attendance workshop (letter 2) has taken place	Jim Grassi		- Letter 3 - Evergreen Attendance Contract
Individualized attendance contract	complete an attendance contract. Monitor and review for 4 to 6 weeks	Jim Grassi		- Google Form Success Plan - Attendance Success Plan - Attendance Success Plan Spanish - Attendance works success plans
Home visit	Go with someone like district social worker	Jim Grassi Rachel Flint		- Community Resources to Help with Attendance - School Social Work Brochures

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Mentoring/ Check-in	● PBIS - Check in Check Out	PBIS Leadership Team		● [Tier 2 Interventions for Tardiness/Absenteeism](#) ●
Strengthen Positive Connections at School	● PBIS ● Restorative Practices	PBIS Leadership Team		● [The Power of Positive Connections Toolkit](#)
Targeted data analysis	● PowerSchool Data	Data Analyst from PBIS Leadership Team		● [Attendance Works data tools](#)
Positive Connections at School	● Use absenteeism records from past years or previous month of school to connect the most at-risk students to personal relationships and positive supports that motivate them to show up to class every day	Jim Grassi PBIS Leadership Team		● [The Power of Positive Connections Toolkit](#)

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Tier 3 Intensive Support

Strategy	Description	Who?	Resources
Intense outreach	● Home visit, welfare check, phone calls, emails, certified mail, etc.	site and district team	● **Behavior Support Health Services**
Coordinate case management	● Wrap-around Services	district team	● Behavioral Health Supports ● Parent Project ● Rent Relief & Tenant Protections ● EESD Wellness Resources
District SARB (letter 4)	● Letter is sent by the district office when the attendance contract has failed to yield successful re engagement	District CWA	● Letter 4 ● CDE SARB Handbook
CARE Court	● Submit referral including detailed documentation. ● Court for Achieving Re engagement with Education (CARE) Parent Truancy Court ● Primarily for cases involving K-8	District Attorney	**DISTRICT ATTORNEY TRUANCY REFERRAL CHECKLIST** _____ DA Referral Form _____ Narrative summary of problem and services offered _____ Contact log _____ Truancy notification letters _____ Notification of SARB, documentation of services, SARB contract _____ Attendance printout and key _____ AB 130 I.S. contract and re-engagement notices, if applicable

	• CARE Court Partners: Deputy District Attorney, Dedicated Judge, Social Worker from Behavioral Health Services Dept. (BHSD), Education partners (district, school-site), Parent Navigator (2021-2022 Pilot) • Approach: Collaborative, problem-solving		

Other Resources

Resources	Link	Resources	Link
Attendance Works	https://www.attendanceworks.org	EESD MENTAL HEALTH AND WELLNESS RESOURCES FOR PARENTS, STUDENTS, AND EDUCATORS.	https://wellness.eesd.org
CDE Attendance Improvement	Attendance Improvement	SCCOE Attendance Resources	**The Importance of School Attendance**
CDE Truancy definition	Truancy - Attendance Improvement (CA Dept of Education)	SCCOE Shifting from Truancy to Chronic Absenteeism	Nuts and Bolts – A Shift from Truancy to Chronic Absenteeism
District Attorney Truancy Laws handout	Truancy Laws		
Evergreen Independent Study Re-engagement plan	Evergreen School District IS Tiered Re-Engagement Strategies 2021-22.docx		