

Evergreen Middle School

19500 Learning Way • Cottonwood, CA 96022-9649 • (530) 347-3411 • Grades 5-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Evergreen Union School District

19500 Learning Way
Cottonwood, CA 96022-9798
(530) 347-3411
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District Governing Board

Jim Tomasini
Board Member
Brad Constant
Board President
Christine Flood
Board Member
Michael Mitchell
Board Clerk
Dede Barnes
Board Member

District Administration

Brad Mendenhall
Superintendent
Karen Provence
**Evergreen Elementary School
Principal Grades TK-2**
Holly Jones
**Evergreen Elementary School
Principal Grades 3-4**
Kristen Nobles
**Evergreen Middle School
Principal Grades 5-8**
Nancy Veatch
**Bend Elementary School
Principal TK-8/Asst.
Superintendent**
Leila Dumore
**Evergreen Institute of Excellence
Charter Director TK-12**

School Description

Welcome to Evergreen Middle School, where originality, creativity, and leadership are coupled with high academic expectations. Our teachers relentlessly work to build 21st century skills in ALL students (collaboration and teamwork, creativity and innovation, critical thinking and problem solving, and effective communication) in the classroom, out on campus, as well as on any court or field. Caring about the development of the whole child, we aim to assist every student recognize his/her gifts, acknowledge areas of challenge, and improve themselves to truly be the best they can be academically, socially, emotionally and physically. Besides creating strong core students, we also offer several, unique electives; students can broaden horizons, apply their own knowledge and skills, acquire new interests or develop those interests deeply, and connect with staff and other classmates across grade levels.

Building relationships with our students, their parents, and the community sets our school apart from other institutions. Here at Evergreen our dedicated staff- teachers, aides, office employees, school nurse, bus drivers, and cafeteria, custodial, and maintenance workers- understand and own their role in your child's educational experience; collaboratively, they work to make the learning environment and campus safe, memorable, and fun.

A strong education opens many doors for students in their future; it's vital we work together to make this happen. Come visit our campus, our classrooms, an athletic event, or our Open House evening, and you'll understand why our motto is "All children can learn and we make the difference."

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	114
Grade 6	112
Grade 7	131
Grade 8	93
Total Enrollment	450

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	2.2
Asian	1.8
Filipino	0.2
Hispanic or Latino	14.7
White	75.6
Two or More Races	5.1
Socioeconomically Disadvantaged	59.1
English Learners	3.6
Students with Disabilities	10.9
Foster Youth	1.8
Homeless	6.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Evergreen Middle	17-18	18-19	19-20
With Full Credential	25	23	20.5
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Evergreen Union	17-18	18-19	19-20
With Full Credential	♦	♦	60
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Evergreen Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	3
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and instructional materials noted below were adopted by the Evergreen Union School District School Board in the year noted below. The Reading/Language Arts, Mathematics, and Science adoptions are all from the most recent list of standards-based materials adopted by the State Board of Education. All students have access to their own assigned copy of the curriculum.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Expository Reading & Writing Modules, 7/8 2014 Benchmark Reading, Grades K-5, 2016 StudySync, Grades 6-8, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math, Grades K-5, 2012 Carnegie Learning, 6-8, Math Courses 1-3, 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt, K, 2007 Scott Foresman, 1-3, 2006 Inspire Science, 3-8, 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman, 1-4, 2006 HOLT Reinhardt & Winston, 6-8, 2006 Scott Foresman, CA Edition, 5, 2006 DBQ Project, 6-8, 2013 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Health	Signs of Suicide, 2018 Prevention Organized to Educate Children on Trafficking, 2018 Botvin Life Skills, 2018 Second Step, 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Evergreen Middle School campus is 26 years old and is in excellent condition. We have 28 classrooms, a main office, library, a SERRF building and a multipurpose gym/cafeteria. Our campus sits next to a county park that includes a rest room, playground equipment, baseball fields, a soccer field, and track and field facilities. In our future, we hope to update our 5th/6th restrooms, we have added more cameras on campus (in quad areas) as well as fencing.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	54	53	51	52	50	50
Math	40	39	39	42	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15	29	43
7	17	21	49

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	443	99.33	52.82
Male	234	234	100.00	49.15
Female	212	209	98.58	56.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	70	98.59	60.00
White	330	328	99.39	50.91
Two or More Races	25	25	100.00	60.00
Socioeconomically Disadvantaged	280	277	98.93	47.29
English Learners	24	24	100.00	54.17
Students with Disabilities	45	43	95.56	23.26
Foster Youth	--	--	--	--
Homeless	37	36	97.30	2.70

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	443	99.33	39.28
Male	234	234	100.00	40.60
Female	212	209	98.58	37.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	70	98.59	38.57
White	330	328	99.39	39.94
Two or More Races	25	25	100.00	36.00
Socioeconomically Disadvantaged	281	278	98.93	33.09
English Learners	24	24	100.00	25.00
Students with Disabilities	46	44	95.65	13.64
Foster Youth	--	--	--	--
Homeless	37	36	97.30	2.70

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

At Evergreen, families are critical members of the school leadership team and participate in determining a common vision for the school. Parents are involved on many different levels, including the School Site Council (SSC), Parent Club, field trips, fundraisers, and Action Team Committees. We recognize that parent involvement drops off dramatically after elementary school, and we have been making efforts to encourage parents to stay involved. To boost parent involvement from the beginning, we hold a fifth grade orientation explaining the expectations, rules, transition, and highlights of EMS. Besides providing pertinent school information on the school website, we have incorporated mass emailing to parents and a school Facebook which is used for reminders as well. For more information about how to get involved, please contact the Evergreen Middle School office. The contact person for parent involvement is Kristen Nobles, and she can be reached at (530) 347-3411.

State Priority: School Climate

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

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

School Safety Plan

We review our Safety Plan annually in September. Evergreen practices emergency drill including both lockdown (bi-monthly) and fire (monthly). Every visitor must sign in and wear a name tag while on campus, and we require all employees to wear a name badge whenever they are on campus. We encourage all staff and students "If you see something, say something", in regards to unfamiliar faces on site. Most recently, we've added fencing and new lights keeping campus well lit when dark outside, as well as additional cameras.

We analyze our disciplinary data monthly with certificated and classified staff, establish common expectations in all campus settings, establish common strategies to effectively assist staff in addressing students requiring help, and find ways to positively acknowledge or celebrate appropriate student behavior. All staff have been trained in restorative practices and chats.

In addition, we have a Personal Growth class for upper grade students to assist with creating and maintaining a positive school climate. The class addresses goal setting, Covey's 7 Habits, and general positive health (mental, physical, social, and emotional). We have incorporated prevention materials around bullying, suicide, and trafficking. We also offer several electives for students to connect with all students (grades 5-8), which encourages positive interactions and leadership skills with/amongst each other.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.4	8.6	15.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.7	5.3	7.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	3	8		25		9		28	1	6	2
Mathematics	25	2	8		24	1	8		23	4	5	2
Science	28		8		25		8		28	1	5	2
Social Science	28		8		25		8		28	1	5	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Evergreen Union School District supports and encourages various forms of professional development. There are two days before school starts devoted to staff development, which encompasses experts either inside or outside our school district providing information to meet the unique needs of individuals and school sites. In addition, every Friday staff are released from instruction early so that they can participate as Professionals Learning in Community (PLC) opportunities; these times are devoted strictly to collaboration or deeper learning in specific areas needing further development or growth provided by experts in the content area or topic. State and local data, needs assessments, and staff surveys drive the professional development. Most recently, the district has recognized a need to (re) build an exemplary system with a focus to simplify, clarify, and prioritize/align the social emotional and academic instruction our students receive. Professional development across grade level and content area groups are presently focused on this opportunity to learn together and develop collective efficacy.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,263	\$49,378
Mid-Range Teacher Salary	\$71,264	\$77,190
Highest Teacher Salary	\$89,285	\$96,607
Average Principal Salary (ES)	\$108,159	\$122,074
Average Principal Salary (MS)	\$108,108	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$120,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8749.48	880.94	7868.54	65,144
District	N/A	N/A	7868.54	\$68,824.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-2.0
School Site/ State	-0.7	-5.9

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

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

Types of Services Funded

Title I funds are used to support our paraprofessional salaries and benefits for direct student support along with Professional Development for our staff. Additional Local Control Funding Revenues and other State Revenues are used to purchase standards based materials and to replenish consumable student materials, as well as support continued purchasing technology to be placed directly in the classroom.

Concentration/supplemental revenues are used to provide increased and/or improved services to the students that generate those funds.

DataQuest

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

Internet Access

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