

Evergreen Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Evergreen Middle School
Street	19500 Learning Way
City, State, Zip	Cottonwood, CA 96022-9649
Phone Number	(530) 347-3411
Principal	Mrs. Kristen Nobles
Email Address	knobles@evergreenusd.org
School Website	www.evergreenusd.org
County-District-School (CDS) Code	52715226111629

2021-22 District Contact Information

District Name	Evergreen Union School District
Phone Number	(530) 347-3411
Superintendent	Brad Mendenhall
Email Address	bmendenhall@evergreenusd.org
District Website Address	www.evergreenusd.org

2021-22 School Overview

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.

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 students can learn and TOGETHER we make the difference."

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	103
Grade 6	98
Grade 7	108
Grade 8	111
Total Enrollment	420

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
American Indian or Alaska Native	2.6
Asian	1.7
Black or African American	0.7
Filipino	0.2
Hispanic or Latino	15.5
Two or More Races	5.5
White	73.8
English Learners	2.9
Foster Youth	2.1
Homeless	9
Socioeconomically Disadvantaged	55.2
Students with Disabilities	12.6

A. Conditions of Learning

State Priority: Basic

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.8	73.3	54.5	77.5	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	4.1	1.0	1.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.0	8.2	4.0	5.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	10.3	8.7	12.5	12115.8	4.4
Unknown	1.0	4.1	2.0	2.8	18854.3	6.9
Total Teaching Positions	24.3	100.0	70.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	2.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.0

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	1.5
Total Out-of-Field Teachers	2.5

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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, Social Science 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.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Reading, Grades TK-5 (6); 2016 StudySync, Grades (6) 7-8, 2016	Yes	0%
Mathematics	ST Math, Grade TK; 2021 Into Math, Grades K-8, 2021	Yes	0%
Science	Inspire Science, TK-8, 2019	Yes	0%
History-Social Science	Social Studies Alive!, Grades K-5, 2020 TCI, History Alive!, Grades 6-8, 2020	Yes	0%
Foreign Language	N/A		
Health	Signs of Suicide, 2018 Prevention Organized to Educate Children on Trafficking, 2018 Botvin Life Skills, 2018 Second Step, 2019 (including Bullying Prevention Unit & Child Protection Unit), Grades Preschool-8, 2019	Yes	0%
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The Evergreen Middle School campus received an overall exemplary rating on the Facility Inspection Tool (FIT) in December 2021. The systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems are in all in good repair at this site. We have continued to increase the physical safety of students at Evergreen Middle during the past year by adding fencing around our perimeter, ensuring our lockdown and fire alarm horns are working effectively, and consistently checking our two-way radios and Aeries Communication for staff to communicate concerns and communicate with families, respectively. Window blinds, window tinting, and the use of magnets on all locked doors are used to ensure safety should we need to go into lockdown. Any issues regarding facility repair are either a) promptly brought to the attention of the EUSD Safety Committee, who meets monthly, or more often if need be, to address areas that are a safety concern, or b) submitted as a maintenance request to the EUSD Maintenance Department.

Year and month of the most recent FIT report

December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	424	406	95.75	4.25	49.75
Female	194	190	97.94	2.06	56.32
Male	230	216	93.91	6.09	43.98
American Indian or Alaska Native	12	12	100	0	50
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	63	95.45	4.55	47.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	22	91.67	8.33	63.64
White	310	297	95.81	4.19	50.51
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	100	94	94	6	38.3
Military	--	--	--	--	--
Socioeconomically Disadvantaged	237	222	93.67	6.33	42.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90	10	15.56

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	425	407	95.76	4.24	32.43
Female	194	189	97.42	2.58	31.22
Male	231	218	94.37	5.63	33.49
American Indian or Alaska Native	12	12	100.00	0.00	25.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	64	95.52	4.48	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	22	91.67	8.33	36.36
White	310	297	95.81	4.19	33.33
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	102	96	94.12	5.88	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	238	223	93.70	6.30	22.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	11.11

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

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

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

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

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	34.85	N/A	35.55	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	198	94.74	5.26	34.85
Female	92	89	96.74	3.26	33.71
Male	117	109	93.16	6.84	35.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	30	96.77	3.23	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	159	151	94.97	5.03	38.41
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	48	44	91.67	8.33	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	116	107	92.24	7.76	22.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	20	83.33	16.67	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At Evergreen, families are critical members of the school leadership team and are actively offered a variety of options for contributing to the school's and student's success. Many family members and community members 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, therefore we will continue to make efforts to encourage parents to stay involved. The school uses monthly newsletters, frequent emails and social media posts to communicate with families and to keep them involved. For more information about how to get involved, please contact the Evergreen Middle School site Secretary at (530) 347-3411.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	479	458	123	26.9
Female	225	210	53	25.2
Male	254	248	70	28.2
American Indian or Alaska Native	14	12	4	33.3
Asian	8	8	2	25.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	82	76	28	36.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	26	12	46.2
White	345	332	77	23.2
English Learners	16	15	4	26.7
Foster Youth	14	13	2	15.4
Homeless	60	58	28	48.3
Socioeconomically Disadvantaged	271	264	89	33.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	57	20	35.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	15.10	4.59	7.10	2.34	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.38	2.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.59	0.00
Female	1.78	0.00
Male	7.09	0.00
American Indian or Alaska Native	7.14	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.54	0.00
White	4.64	0.00
English Learners	0.00	0.00
Foster Youth	7.14	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	4.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.62	0.00

2021-22 School Safety Plan

We review our Comprehensive School Safety Plan annually. We practice emergency drills including both lockdown and fire and hold trainings for staff on emergency preparedness and Covid protocols, annually. 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 have fencing lights keeping campus well lit when dark outside, as well as additional cameras. During the pandemic, the School Safety Plan has evolved to include safety protocol for staff and students when the campus is open to ensure the health and safety of all. Details regarding these safety protocols can be found in the EUSD Covid Prevention Plan on the EUSD website. Teachers regularly review the rules/expectations for safe, responsible student behavior. 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 mental, physical, social, and emotional health. We have incorporated prevention materials around bullying, suicide, and trafficking.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	30		4	
6	29		4	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	26		4	
6	27		4	
Other	21		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	34		4	
6	32		4	
Other	14	1		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28		8	
Mathematics	28		8	
Science	28		8	
Social Science	28		8	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28		8	
Mathematics	28		8	
Science	28		8	
Social Science	28		8	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		8	
Mathematics	26		8	
Science	26		8	
Social Science	26		8	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	1.0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8749.48	880.94	7868.54	65,144
District	N/A	N/A	7868.54	\$73,493
Percent Difference - School Site and District	N/A	N/A	0.0	-12.0
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-7.1	-23.4

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,332	\$51,450
Mid-Range Teacher Salary	\$75,795	\$80,263
Highest Teacher Salary	\$94,962	\$101,012
Average Principal Salary (Elementary)	\$114,024	\$128,082
Average Principal Salary (Middle)	\$114,024	\$132,453
Average Principal Salary (High)		\$134,792
Superintendent Salary	\$128,000	\$197,968
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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. The district continues to recognize 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2