

Evergreen Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2023-24 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 |

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Welcome to Evergreen Middle School, a place where originality, creativity, and leadership converge with high academic expectations. Our commitment to fostering 21st Century skills—collaboration and teamwork, creativity and innovation, critical thinking and problem-solving, and effective communication—extends beyond the classroom to every corner of our campus, ensuring students are well-prepared for the challenges of the future.

Embedded in our educational approach is our creed, emphasizing the core values of safety, responsibility, and respect. These principles guide our students not only academically but also in their interactions throughout the school community.

Our teachers are unwavering in their dedication to developing the whole child. Recognizing and nurturing each student's unique gifts, addressing areas of challenge, and fostering improvement are central to our mission. We strive to empower students to excel academically, socially, emotionally, and physically, shaping them into well-rounded individuals.

What sets Evergreen apart is the strong foundation of relationships we build—with our students, their parents, and the community. Our cohesive team, comprising teachers, aides, office employees, school nurse, bus drivers, and cafeteria, custodial, and maintenance workers, collectively owns the responsibility for your child's educational journey. Together, we create a safe, welcoming, and enjoyable learning environment.

We firmly believe that a robust education opens doors to a bright future. It is imperative that we collaborate to ensure every student's success. We invite you to experience our school firsthand—visit our campus, explore our classrooms, attend an athletic event, or join us for our Open House evening. You'll quickly understand why our motto resonates so deeply: "All students can learn, and TOGETHER we make the difference." Thank you for being a part of the Evergreen Middle School

2023-24 School Description and Mission Statement

community.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 5 | 88 |
| Grade 6 | 106 |
| Grade 7 | 106 |
| Grade 8 | 100 |
| Total Enrollment | 400 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 48.3% |
| Male | 51.8% |
| American Indian or Alaska Native | 2.8% |
| Asian | 2% |
| Black or African American | 0.3% |
| Filipino | 0.3% |
| Hispanic or Latino | 20% |
| Two or More Races | 4.8% |
| White | 70% |
| English Learners | 4.8% |
| Foster Youth | 1.5% |
| Homeless | 11.8% |
| Socioeconomically Disadvantaged | 56.5% |
| Students with Disabilities | 9.8% |

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

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) | 17.80 | 73.31 | 54.50 | 77.54 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 4.11 | 1.00 | 1.42 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 8.21 | 4.00 | 5.69 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.50 | 10.27 | 8.70 | 12.49 | 12115.80 | 4.41 |
| Unknown | 1.00 | 4.11 | 2.00 | 2.84 | 18854.30 | 6.86 |
| Total Teaching Positions | 24.30 | 100.00 | 70.30 | 100.00 | 274759.10 | 100.00 |

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

2021-22 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) | 18.70 | 78.90 | 56.10 | 81.32 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 4.22 | 4.00 | 5.80 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.00 | 8.44 | 2.00 | 2.90 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.00 | 4.22 | 5.20 | 7.65 | 11953.10 | 4.28 |
| Unknown | 1.00 | 4.22 | 1.60 | 2.33 | 15831.90 | 5.67 |
| Total Teaching Positions | 23.70 | 100.00 | 68.90 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 2.00 | 2.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.00 | 2.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 1.00 |
| Local Assignment Options | 1.50 | 0.00 |
| Total Out-of-Field Teachers | 2.50 | 1.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 9.5 | 7.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.9 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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. Health materials are continually updated, as new versions become available, to remain consistent with changes in the CA Health Framework and in local communities. 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 | August 2023 |
|--|-------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

| | | Adoption ? | 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 | Erika's Lighthouse, 2022 Prevention Organized to Educate Children on Trafficking, 2022 Botvin Life Skills, 2018 Health Smart ETR, 2021 Positive Prevention, 2021 Second Step (including Bullying Prevention Unit & Child Protection Unit), Grades Preschool-8, 201 | Yes | 0% |
| Visual and Performing Arts | N/A | | |

School Facility Conditions and Planned Improvements

The Evergreen Middle School campus received an overall GOOD rating on the Facility Inspection Tool (FIT) in November of 2023. The systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems are in all in GOOD repair at this attractive rural site. Repairs needed have been recorded and actions are being put in place to ensure repairs, if they have not already been completed.

We have continued to promote the physical safety of students at Evergreen Middle with 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

November 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| 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).

College and Career Ready

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.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 53 | 52 | 48 | 47 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 32 | 42 | 34 | 40 | 33 | 34 |

2022-23 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.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 387 | 375 | 96.90 | 3.10 | 52.00 |
| Female | 182 | 177 | 97.25 | 2.75 | 58.76 |
| Male | 205 | 198 | 96.59 | 3.41 | 45.96 |
| American Indian or Alaska Native | 12 | 11 | 91.67 | 8.33 | 54.55 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 74 | 97.37 | 2.63 | 51.35 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 33.33 |
| White | 276 | 267 | 96.74 | 3.26 | 53.56 |
| English Learners | 13 | 13 | 100.00 | 0.00 | 15.38 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 40 | 40 | 100.00 | 0.00 | 50.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 220 | 217 | 98.64 | 1.36 | 47.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 38 | 35 | 92.11 | 7.89 | 20.00 |

2022-23 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.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 388 | 381 | 98.20 | 1.80 | 41.58 |
| Female | 182 | 179 | 98.35 | 1.65 | 43.26 |
| Male | 206 | 202 | 98.06 | 1.94 | 40.10 |
| American Indian or Alaska Native | 12 | 11 | 91.67 | 8.33 | 54.55 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 74 | 97.37 | 2.63 | 40.54 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 40.00 |
| White | 277 | 273 | 98.56 | 1.44 | 42.28 |
| English Learners | 13 | 13 | 100.00 | 0.00 | 15.38 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 40 | 40 | 100.00 | 0.00 | 32.50 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 221 | 219 | 99.10 | 0.90 | 33.79 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 37 | 94.87 | 5.13 | 5.41 |

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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 32.68 | 39.33 | 31.86 | 36.32 | 29.47 | 30.29 |

2022-23 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 184 | 181 | 98.37 | 1.63 | 39.78 |
| Female | 85 | 84 | 98.82 | 1.18 | 38.10 |
| Male | 99 | 97 | 97.98 | 2.02 | 41.24 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 39 | 39 | 100.00 | 0.00 | 41.03 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 50.00 |
| White | 124 | 121 | 97.58 | 2.42 | 39.67 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 20 | 20 | 100.00 | 0.00 | 40.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 108 | 108 | 100.00 | 0.00 | 37.96 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 13 | 92.86 | 7.14 | 15.38 |

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | | 100% | 100% | 100% | 100% |
| Grade 7 | | 100% | 100% | 100% | 100% |

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.

2023-24 Opportunities for Parental Involvement

At Evergreen Middle School, families are viewed as 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 to keep them involved.

For more information about how to get involved, please contact the Evergreen Middle School site Secretary at (530) 347-3411.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 433 | 419 | 106 | 25.3 |
| Female | 207 | 200 | 48 | 24.0 |
| Male | 226 | 219 | 58 | 26.5 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 12 | 12 | 2 | 16.7 |
| Asian | 8 | 8 | 0 | 0.0 |
| Black or African American | 1 | 1 | 1 | 100.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 87 | 84 | 20 | 23.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 24 | 21 | 9 | 42.9 |
| White | 300 | 292 | 74 | 25.3 |
| English Learners | 19 | 19 | 2 | 10.5 |
| Foster Youth | 6 | 6 | 1 | 16.7 |
| Homeless | 54 | 50 | 17 | 34.0 |
| Socioeconomically Disadvantaged | 257 | 247 | 76 | 30.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 51 | 49 | 23 | 46.9 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 4.59 | 9.48 | 9.01 | 2.34 | 4.34 | 3.81 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 9.01 | 0 |
| Female | 7.73 | 0 |
| Male | 10.18 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 16.67 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 6.9 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 16.67 | 0 |
| White | 9 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 11.11 | 0 |
| Socioeconomically Disadvantaged | 11.67 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 15.69 | 0 |

2023-24 School Safety Plan

We revise our Comprehensive School Safety Plan, annually. The plan includes a summary of Evergreen Middle School's vision, goals, and action plan to promote safety; general policies; and procedures for emergencies, exit route maps, and phone trees. Evergreen Middle School staff and students must be prepared for a variety of emergencies. This well-proposed plan for prompt and efficient action will minimize injuries and loss of life during a disaster. In every case, staff implements the following protocol - otherwise known as the "OODA" loop (observe, orient, decide, act). This plan was last reviewed, updated and Board approved in October 2023 and is available on our school website and in the school office and is shared with all staff during school wide staff meetings.

We will be moving to the platform AEGIX Spring 2024. The school safety plan will be updated accordingly.

We practice fire drills, monthly, lockdown drills, and hold trainings for staff on emergency preparedness annually.

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.

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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 0 | 0 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 0 |
| Science | 0 | 0 | 0 | 0 |
| Social Science | 0 | 0 | 0 | 0 |

2022-23 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 |

2022-23 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.4 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$12,866 | \$2,280 | \$10,586 | \$74,452 |
| District | N/A | N/A | \$10,770 | \$71,183 |
| Percent Difference - School Site and District | N/A | N/A | -1.7 | 4.5 |
| State | N/A | N/A | \$7,607 | \$75,753 |
| Percent Difference - School Site and State | N/A | N/A | 32.7 | -1.7 |

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$48,481 |
| Mid-Range Teacher Salary | \$77,813 | \$73,129 |
| Highest Teacher Salary | \$94,962 | \$99,406 |
| Average Principal Salary (Elementary) | \$110,161 | \$117,381 |
| Average Principal Salary (Middle) | \$124,727 | \$128,158 |
| Average Principal Salary (High) | \$0 | |
| Superintendent Salary | \$140,000 | \$138,991 |
| Percent of Budget for Teacher Salaries | 32.97% | 29.34% |
| Percent of Budget for Administrative Salaries | 5.91% | 5.99% |

Professional Development

Evergreen Union School District supports and encourages various forms of professional development. There are three days 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 3 |