Evergreen 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 School
Street	416 Evergreen Lane
City, State, Zip	Yreka, California 96097
Phone Number	530-842-4912
Principal	Amy N. Dunlap
Email Address	adunlap@yrekausd.net
School Website	https://www.yrekausd.net/domain/16
County-District-School (CDS) Code	47705086067136

2023-24 District Contact Information

District Name	Yreka Union School District
Phone Number	530-842-1168
Superintendent	Rich Sullivan
Email Address	rsullivan@yrekausd.net
District Website	www.yrekausd.net

2023-24 School Description and Mission Statement

Principal's Message

Evergreen School strives to meet the educational needs of all students. A dedicated and talented teaching staff, with assistance from experienced paraprofessionals, provides a high quality program for our students. In addition, each classroom has a paraprofessional to provide instructional support during the school day. This combination of teachers and aides, as well as some creative scheduling, gives all students access to a strong program articulated across the grades. Additional services are available to meet the needs of our Special Education students and our English Language Learners (ELL). Evergreen Elementary is part of the Supporting Inclusive Practices state grant program. Special Education students are serviced in the classroom. This year, due to COVID funding, we are able to provide full day paraprofessionals in K- 3rd grade classes.

Our goal is to provide the best education possible. This can only be accomplished if teachers, parents, and students work as a team to provide a safe environment, support rigorous standards, and maintain open communication. Our entire staff is dedicated to this mission, and we invite you to be a part of our team. In January of 2007, we began our Siskiyou After School For Everyone (SAFE) program, which provides after-school support for a minimum of 84 students. At this time, the program serves over 300 students and includes a time for students to complete their homework, a recreational component, and an enrichment time.

Evergreen has a full time school counselor and two student support paraprofessionals. Students at Evergreen have access to three enrichment programs, art, music and PE. Evergreen School also implements Universal Design for Learning to include ALL students in the general education program with training from our MTSS grant. American Indian students are able to be served by our Early American Indian Education grant by a credentialed teacher. We have two full time intervention teachers to support underperforming students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	163
Grade 1	91
Grade 2	94
Grade 3	99
Total Enrollment	447

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5%
Male	55.5%
American Indian or Alaska Native	4.9%
Asian	2%
Black or African American	0.7%
Hispanic or Latino	22.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	13.2%
White	53%
English Learners	3.1%
Foster Youth	3.1%
Homeless	1.1%
Socioeconomically Disadvantaged	70.9%
Students with Disabilities	10.5%

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)	22.00	95.65	47.20	88.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.88	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.35	2.20	4.23	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.60	4.90	12115.80	4.41
Unknown	0.00	0.00	0.10	0.26	18854.30	6.86
Total Teaching Positions	23.00	100.00	53.20	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)	20.00	83.33	49.60	86.31	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	12.50	3.00	5.22	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.17	3.90	6.94	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.60	1.15	11953.10	4.28
Unknown	0.00	0.00	0.20	0.35	15831.90	5.67
Total Teaching Positions	24.00	100.00	57.50	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	1.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	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.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	8.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	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

Core subject area committees of teachers and administrators meet to review textbooks and instructional materials for adoption. Adoptions are consistent with the content and cycles of the State Curriculum Frameworks. Current, Standards-based textbooks and instructional materials are purchased and assigned to all students. The District has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Year and month in which the data were collected	January 2023

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

		Adoption?	Assigned Copy
Reading/Language Arts	McGraw Hill Wonders K-5 adopted 2016	Yes	0
Mathematics	Houghton Mifflin Math in Focus-Kindergarten, adopted 2015 Houghton Mifflin GO Math-1st-3rd Grade, adopted 2015	Yes	0
Science	TWIG Education - Science Adopted 2020	Yes	0
History-Social Science	Studies Weekly, adopted 2018	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0

School Facility Conditions and Planned Improvements

Evergreen Elementary School was built in four stages. The main building, ten classrooms, and office space were built in 1969. The multipurpose room and additional bathrooms were added in 1982. Six portable classrooms were added between 1990 and 1998. The kindergarten complex, four classrooms, workroom, and bathrooms were completed in 1995. The school has a large blacktop-covered playground, a large grass field, and a large playground area with a climbing apparatus, slides, bars, and swings. Preventive maintenance is a priority at Evergreen Elementary School. Classrooms have been regularly painted and wall coverings replaced on a scheduled basis.
The campus provides housing for one Special Day Class administered through the Siskiyou County Office of Education. Wheelchair access is available throughout the school for students with physical disabilities. The buildings and restrooms are in good condition, cleaned daily, and adequate for the number of students served. The District has a scheduled maintenance plan to ensure good repair of all facilities and grounds.

During the 2004-05 school year, perimeter fencing was added to enclose the entire upper playground area. Additional fencing was placed along the sidewalk areas leading from the main campus to the kindergarten complex. This was done to ensure that students had no access to parking lot areas when walking between the main building and outside classrooms. In 2020, fencing surrounding was increased from 4' to 6' per the recommendations of the TAPs assessment. In 2023, privacy fencing was added for the Kindergarten complex.

The District has partnered with the Siskiyou Garden Parks and Greenway Association (SGPGA) to develop bioswales at Evergreen School to mitigate water run-off which eventually drains into Yreka Creek and has caused the deterioration of the front parking area and the upper asphalt covered playground in back of the school. The first phase of the bioswale project was completed in the fall of 2015 with the second phase to be completed by August of 2016. The second phase will be completed in conjunction with the front parking lot grading and re-asphalt project. The parking lot grading and re-asphalt project was completed in August, 2016.

A storm that occurred in January, 2018 caused leaking and damage to portions of the main building. Restoration work took place in the Evergreen office replacing ceiling drywall and insulation. Ongoing bioswale work was completed in 2017-18 to mitigate water run-off in the back parking lot area. Curbing was placed around the upper playground and kindergarten playground structures to contain fall zone material for improved playground safety. Wood fiber fall zones for both playgrounds were installed in the fall for 2017. The exterior of the kindergarten complex was painted in April, 2017 and rubberized roofing was installed on portable classroom Room 16 in September, 2017. The district installed a new energy efficient boiler in the main building during the summer of 2018. This boiler will be paid for using Prop 39 funding. Industrial foam coating was installed on the roof of the main Evergreen building to repair possible areas that could leak. An electronic entry system was installed on the front door so all visitors must be electronically allowed to enter by the secretary. A new playground structure was installed in June, 2019 on the upper playground area.

Year and month of the most recent FIT report	January 2023

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New energy efficient boiler installed in the Summer of 2018. Kitchen received new HVAC in the Spring of 2023
Interior: Interior Surfaces	X			Fall 2023 Cafeteria painted. New VTC flooring installed the Summer of 2022
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			All light fixtures have been upgraded to energy efficient LEDS and motion sensors have been added for occupancy.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bathrooms in the Evergreen lower complex updated to meet ADA requirements. Installed automatic faucets, new flooring, drinking fountain on the outside, widened sidewalk in front of doors, and installed privacy panel in front of the doors.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofs have been repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fencing will be replaced following construction project to ensure gates can be locked to limit access to campus. School alarm system installed during fall of 2014, and upgraded in 2019. Safety fence with locking gates placed between lower portables and kindergarten complex (September, 2015) and between the special day class and the fence surrounding the play field (January, 2016). External cameras installed to provide a deterrent to vandalism taking place during non-school hours. (June 2016) and expanded and upgraded in 2020. Bioswale construction to assist with surface water drainage. (2015-16) Curbing placed around upper and lower playground apparatus to contain fall zone material Wood fiber fall zone material installed on upper and lower playgrounds. (November, 2017) An electronic entry system was installed on the front door so all visitors must be electronically allowed to enter by the secretary. Fall of 2023 upgrades to exterior fencing with crash bars. Interior and exterior cameras updated in 2022

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)	20	35	29	29	47	46
Mathematics (grades 3-8 and 11)	26	40	18	21	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	99	95	95.96	4.04	34.74
Female	45	44	97.78	2.22	38.64
Male	54	51	94.44	5.56	31.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	35.29
White	55	51	92.73	7.27	39.22
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	60	95.24	4.76	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	99	95	95.96	4.04	40.00
Female	45	44	97.78	2.22	36.36
Male	54	51	94.44	5.56	43.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	23.53
White	55	51	92.73	7.27	45.10
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	60	95.24	4.76	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)			21.53	29.52	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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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

The School Site Council (SSC) is a major source of parent involvement, and all parents are invited to participate in monthly meetings. This school year a district-wide parent lead Parent Teacher Organization was initiated after two years of COVID restrictions.

Parents at Evergreen School are also involved in their child's classroom. Many volunteers are on-site each day and assist with many activities, such as centers, individual practice, paperwork, the library, and materials organization. They also host the four parties each year: at Halloween, the Winter Carnival, Valentine's Day, and the end-of-the-year culminating activity. Parents assist classroom teachers by providing additional supervision for field trips. They are an involved and valuable part of the Evergreen experience. For more information on how to become involved, contact Amy Dunlap, Principal, at (530) 842-4912.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	484	476	175	36.8
Female	217	213	71	33.3
Male	267	263	104	39.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	26	26	14	53.8
Asian	9	9	3	33.3
Black or African American	3	3	3	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	107	107	33	30.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	62	61	26	42.6
White	256	249	84	33.7
English Learners	17	17	7	41.2
Foster Youth	22	21	11	52.4
Homeless	11	9	6	66.7
Socioeconomically Disadvantaged	368	361	153	42.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	27	46.6

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	0.00	0.00	0.00	1.71	3.54	5.21	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.19	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

School Safety is a top priority at the District level, and at the site level. The School Safety Plan is updated yearly, and was last reviewed in September, 20197. The current plan addresses the following issues:

- Safe ingress and egress
- Safe and orderly school environment
- Site rules and procedures
- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Teacher notification of student behavior
- Sexual harassment
- Board policy dress code

Each month, fire drills are conducted. Twice a year, drills for earthquake and intruders are practiced. A panic button alarm system was installed in 2014. Visitor sign-in procedures were recently updated. All visitors, volunteers, and substitute teachers wear ID tags. A representative from the Yreka Police Department has visited the campus and made suggestions to improve security. In addition, the administrators in the district have met with the Chief of the Yreka Police Department several times to discuss school safety policies. A representative from the Yreka Fire Department visited campus during a fire drill and made suggestions to improve our fire evacuation procedures. These processes and procedures make Evergreen Elementary School a safe place. Evergreen Elementary School provides direct supervision from 7:45 A.M. until students leave at 2:20 P.M. The school is open at 7:45 A.M. Students arriving between 7:45 and 8:15 A.M. are required to reside in the multipurpose room or are supervised on the playground until 8:15 A.M., when classrooms are opened. This is staffed with 5 aides, one adult serving food, and another adult receiving money and documenting transactions into the computer. During recess, the individual classroom teachers monitor students. 4 adult aides for each grade level supervise lunch. Kindergarten has additional

2023-24 School Safety Plan

supervisors, making it 6 supervisors on the playground. At the end of the day, students are escorted to the front of the school, where they ride the bus, are picked up by a parent/guardian, or walk directly home. Many students attend the afterschool SAFE program as well. This program is available every school day except the last day of school. It goes from 2:20-6:00. Two aides supervise the bus pickup and drop-off area. Visitors on campus are required to stop at the office to register and receive identification badges. Proof of identification is requested if they are unknown to the office personnel, and the reason for the visitation is required. The entire staff is aware of the need to be on alert for anyone on campus without the identification badge. During school hours, the front doors of the school are locked. Visitors must press a button to ask for entrance into the school. The school secretary can view the visitor on a screen at her desk and then press a button to unlock the door to let the visitor enter. This was installed in 2018. Sliding glass barrier installed in main office in 2019.

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.

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	16	7		
1	21	1	4	
2	23	4		1
3	22		4	
Other	5	1		

2021-22 Elementary 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 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	19	8		
1	19	4	1	
2	20	2	3	
3	24		4	
Other	7	2		

2022-23 Elementary 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 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

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	
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	19,526.92	4,275.33	15,251.59	70,792.00
District	N/A	N/A	15,251.59	70,792.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	66.9	-6.8

Fiscal Year 2022-23 Types of Services Funded

These programs and services are provided at the school either through categorical funds and grants or other sources that support and assist students:

- Class Size Reduction (grades K-3)
- Title I
- Title VI– Indian Education Funding
- SAFE After School Program
- Late bus at 4:10 to allow students to remain after school for additional support.
- Early Childhood American Indian Education Grant
- Supporting Inclusive Practices Grant, TK-3rd
- Multi-Tiered Systems of Support SUMS Grant

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		$48,481
Mid-Range Teacher Salary		$73,129
Highest Teacher Salary		$99,406
Average Principal Salary (Elementary)		$117,381
Average Principal Salary (Middle)		$128,158
Average Principal Salary (High)		
Superintendent Salary		$138,991
Percent of Budget for Teacher Salaries	32.1%	29.34%
Percent of Budget for Administrative Salaries	5.57%	5.99%

Professional Development

First and second year teachers go through the Alliance for Teacher Excellence program (ATE) to support them in the early years of their career. Teachers attend staff trainings and workshops that are relevant to their work assignments.

Several days throughout the year are dedicated to staff and professional development. During the school year seven minimum days are held for district white collaboration. The primary focus of those days is to provide professional development to teachers. Additionally, we have on average three other minimum days throughout the month that are set aside for grade level teams to work on improving instructional practices. Staff has been introduced to the idea of Professional Learning Communities where they use a structure to work in their grade level teams to improve assessment and instructional practices.

During the 2009-10 school year we focused on how to implement Positive Behavior Support in our schools. We continue to meet as a school to improve our PBIS program.

With data derived from the CCSS results and local assessments, we are identifying areas to focus further professional development to increase student achievement. During the 2022-2023 school year, our entire K-3rd grade teaching staff is a

Professional Development

part of the Getting Reading Right grant through our county office of education. We meet as a staff once a month during our minimum days to learn about the best practices in reading instruction using the science of reading methods. We continued work on this grant for the 2023-2024 school year.

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	3	3	3