Evergreen School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

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

2022-23 School Overview

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. The Transitional Kindergarten Program provides an instructional assistant all 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 TK- 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 implemented an Expanded Transitional Kindergarten program for students turning age five between December 2 and March 31st beginning in August, 2017. Evergreen has a full time school counselor and two student support paraprofessionals. Also, 2nd and 3rd grade students are able to participate in a weekly science lab organized by the Siskiyou County Office of Education. Students at Evergreen School are also introduced to music thanks to our district music teacher providing lessons once a week. 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	154
Grade 1	100
Grade 2	108
Grade 3	97
Total Enrollment	459

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	6.5
Asian	2.4
Black or African American	0.7
Filipino	0.0
Hispanic or Latino	19.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	14.2
White	55.6
English Learners	2.8
Foster Youth	1.7
Homeless	2.0
Migrant	0.0
Socioeconomically Disadvantaged	72.1
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)	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 Adoption?	Percent Students Lacking Own 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
Science Laboratory Equipment (grades 9-12)			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.

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 Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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			
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.

School Facility Conditions and Planned Improvements

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	20	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	18	N/A	33

2021-22 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	100	98	98.00	2.00	20.41
Female	57	56	98.25	1.75	25.00
Male	43	42	97.67	2.33	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	23	23	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	18	18	100.00	0.00	27.78
White	45	44	97.78	2.22	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	66	64	96.97	3.03	17.19
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	0.00

2021-22 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	101	98	97.03	2.97	25.51
Female	57	56	98.25	1.75	21.43
Male	44	42	95.45	4.55	30.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	23	23	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	18	18	100.00	0.00	27.78
White	46	44	95.65	4.35	34.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	66	64	96.97	3.03	17.19
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	8.33

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		13.87	21.53	28.5	29.47

2021-22 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	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, 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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	502	489	285	58.3
Female	242	235	134	57.0
Male	260	254	151	59.4
American Indian or Alaska Native	31	30	21	70.0
Asian	13	13	9	69.2
Black or African American	7	7	5	71.4
Filipino	0	0	0	0.0
Hispanic or Latino	97	93	55	59.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	73	70	41	58.6
White	270	265	146	55.1
English Learners	20	20	14	70.0
Foster Youth	14	11	5	45.5
Homeless	10	8	6	75.0
Socioeconomically Disadvantaged	382	369	232	62.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	57	43	75.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.04	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	1.71	3.54	0.20	3.17
Expulsions	0.00	0.00	0.00	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 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 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.

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	23	2	5	
1	22		5	
2	29		3	1
3	20	3	2	
Other	3	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	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		

2021-22 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

2021-22 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	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$9794.68	$2499.95	$7,294.70	$58,601.42
District	N/A	N/A	$9,594.28	
Percent Difference - School Site and District	N/A	N/A	-27.2	-12.7
State	N/A	N/A	$6,594	$74,053
Percent Difference - School Site and State	N/A	N/A	10.1	-23.3

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		$46,844
Mid-Range Teacher Salary		$73,398
Highest Teacher Salary		$93,345
Average Principal Salary (Elementary)		$116,457
Average Principal Salary (Middle)		$122,115
Average Principal Salary (High)		
Superintendent Salary		$136,296
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	7%	6%

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. The District has seven collaboration days scheduled during the school year. These are minimum days that allow time for staff collaboration and training. The primary focus of those days is utilizing grade level teams to work on improving instructional practices. The focus of this collaboration time has been to prepare for the implementation of the Common Core standards and improve instructional practices and assessment related to the Common Core implementation.   We have also worked as a staff to align our report cards to the new common core state standards.

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. We will also continue to work on improving writing instruction. For the previous three school years, we had two days each year dedicated to staff and professional development.   During 2017-2018 school year, professional development continues to address Common Core implementation and Positive Behavior Support Intervention. Teachers continue to have a minimum of 2 hours per month during their instructional day to meet as grade levels and work with an instructional coach. The District has provided several sets of Chrome Books and teachers have had the opportunity to attend Google Ed Tech Summits provided throughout the state during 2015-16. During the 2017-2018 school year, Evergreen school received a Supporting Inclusive Practices grant. The administrator and the resource specialist attended a training to better serve our special education population. We are currently fully including special education in our general education classrooms with instructional aide support. Now, with data derived from the CCSS results, 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 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	NA		