Evergreen Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)
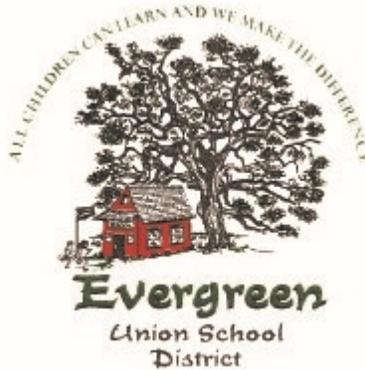
General Information about the School Accountability Report Card (SARC)

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 Elementary School
Street	19415 Hooker Creek Road
City, State, Zip	Cottonwood, CA 96022- 9649
Phone Number	(530) 347-3411
Principal	Mr. Kevin Gallagher
Email Address	kgallagher@evergreenusd.org
School Website	www.evergreenusd.org
County-District-School (CDS) Code	52715226053516

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

Evergreen Elementary School is located 140 miles north of Sacramento, California in rural Tehama County. The school is one of five in the district and serves approximately 600 preschool through 4th grade students. It is known for its inviting campus, strong community, and a staff that provides a quality education for all children at our school. Our school is known to provide a safe, loving, positive environment where children develop confidence in themselves and their ability to learn. Evergreen Elementary provides rigorous educational experiences in English Language Arts and Mathematics as well as Social/Emotional Learning, physical education, and music. Evergreen Elementary excels as a place of learning that promotes creativity, curiosity, and respect where literacy is embedded into Science and Social Science content areas. It is often noticed that our staff works hard to develop relationships with our families and students. At Evergreen, we firmly believe that "All students can learn, and TOGETHER we make the difference."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	87
Grade 2	107
Grade 3	110
Grade 4	99
Total Enrollment	525

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
American Indian or Alaska Native	1.9%
Asian	1.9%
Filipino	0.6%
Hispanic or Latino	18.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.3%
White	71.6%
English Learners	5.5%
Foster Youth	1.9%
Homeless	10.7%
Socioeconomically Disadvantaged	59.2%
Students with Disabilities	12.2%

A. Conditions of Learning

State Priority: Basic

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

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

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)	26.30	91.33	54.50	77.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.42	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.73	4.00	5.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.47	8.70	12.49	12115.80	4.41
Unknown	1.00	3.47	2.00	2.84	18854.30	6.86
Total Teaching Positions	28.80	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)	27.60	96.50	56.10	81.32	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.50	4.00	5.80	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	2.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.20	7.65	11953.10	4.28
Unknown	0.00	0.00	1.60	2.33	15831.90	5.67
Total Teaching Positions	28.60	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	0.00	0.00
Vacant Positions	0.50	0.00
Total Teachers Without Credentials and Misassignments	0.50	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.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2	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 K-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 History Alive!, Grade 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, 2019	Yes	0%
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

The Evergreen Elementary School campus received an overall GOOD rating on the Facility Inspection Tool (FIT) in November of 2023. The systems, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems are in all in GOOD repair at this attractive rural site; the interior received a rating of FAIR. 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 Elementary by adding fencing around our perimeter, ensuring our lockdown and fire alarm horns are working effectively, updating our surveillance cameras to give us better images, 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. We have installed a generator to ensure we have potable water during planned public safety power shutoffs.

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		One set of restrooms needs to be refurbished.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Leaky gutters have damaged roof eaves.
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)	42	46	48	47	47	46
Mathematics (grades 3-8 and 11)	45	47	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	208	206	99.04	0.96	46.12
Female	95	94	98.95	1.05	51.06
Male	113	112	99.12	0.88	41.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	53.33
White	152	150	98.68	1.32	45.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	137	99.28	0.72	40.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	32.14

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	208	206	99.04	0.96	47.09
Female	95	94	98.95	1.05	45.74
Male	113	112	99.12	0.88	48.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	60.00
White	152	150	98.68	1.32	46.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	38.46
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	137	99.28	0.72	40.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	25.00

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)			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					
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

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 and community members volunteer at the school and participate as decision makers on the Site Council, the English Learner Advisory Committee (ELAC), and our Parent Club.

The school uses monthly newsletters, frequent emails, and social media posts to communicate with families to keep them involved.

Volunteers are allowed on campus to provide support to teachers and students. To volunteer at our school, please call our 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	570	554	144	26.0
Female	263	257	62	24.1
Male	307	297	82	27.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	10	10	3	30.0
Asian	10	10	3	30.0
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	107	102	29	28.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	29	29	9	31.0
White	410	399	100	25.1
English Learners	34	34	11	32.4
Foster Youth	17	13	1	7.7
Homeless	66	65	22	33.8
Socioeconomically Disadvantaged	373	358	100	27.9
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	81	79	19	24.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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	0.83	0.72	0.35	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	0.35	0
Female	0	0
Male	0.65	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	0.49	0
English Learners	0	0
Foster Youth	0	0
Homeless	1.52	0
Socioeconomically Disadvantaged	0.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.23	0

2023-24 School Safety Plan

We revise our Comprehensive School Safety Plan, annually. The plan includes a summary of Evergreen Elementary School's vision, goals, and action plan to promote safety; general policies; and procedures for emergencies, exit route maps, and phone trees. Evergreen Elementary 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.

The plans are available on our school website and in the school office, and we share it with all staff during a school wide staff meeting each August.

We practice fire drills, monthly, lockdown drills, every other month, and hold trainings for staff on emergency preparedness annually. We will be moving to the platform AEGIX Spring 2024. The school safety plan will be updated accordingly.

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	18	6		
1	17	4	2	
2	14	5		
3	17	5		
4	25		4	
Other	17	3		

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	17	6		
1	20	5		
2	21		5	
3	22	1	3	
4	21		3	
Other	12	3		

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
K	21	1	5	0
1	22	1	3	0
2	21	0	5	0
3	22	0	5	0
4	25	0	4	0
5	0	0	0	0
6	0	0	0	0
Other	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	750

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)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	$12,590	$2,231	$10,359	$69,649
District	N/A	N/A	$10,770	$71,183
Percent Difference - School Site and District	N/A	N/A	-3.9	-2.2
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	30.6	-8.4

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