

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Evergreen School	<b>District Name</b>	Yreka Union Elementary School District
<b>Street</b>	416 Evergreen Lane	<b>Phone Number</b>	530-842-1168
<b>City, State, Zip</b>	Yreka, California 96097	<b>Web Site</b>	www.yrekausd.net
<b>Phone Number</b>	530-842-1168	<b>Superintendent</b>	Dave Parsons
<b>Principal</b>	Dave Parsons	<b>E-mail Address</b>	dparsons@yrekausd.net
<b>E-mail Address</b>	dparsons@yrekausd	<b>CDS Code</b>	47705086067136

### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

#### 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. All grades participate in the State Class Size Reduction (CSR) program, and efforts are made to ensure that classes have 20 or fewer students. In addition, each classroom has a paraprofessional to provide instructional support two to three hours per 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. Our Curriculum Committee meets regularly to review programs to ensure that we are aligned to the California State Standards. Additional services are available to meet the needs of our Special Education students and our English Language Learners (ELL).

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 100 students and includes a time for students to complete their homework, a recreational portion lead by employees of our local YMCA, an enrichment time, and a portion of time dedicated to using the computer lab.

### Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

The School Site Council (SSC) is a major source of parent involvement, and all parents are invited to participate in monthly meetings. Each year, the Site Council coordinates many fundraising activities. They also assist in coordinating and staffing two student activities each year. One is the Winter Carnival and the other rotates between a Science Day, Fine Arts Day, or a Western Day.

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 Dave Parsons, Principal, at (530) 842-4912.

### Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	126
Grade 1	120
Grade 2	110
Grade 3	0
Grade 4	0
Grade 5	0
<b>Total Enrollment</b>	<b>356</b>

### Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	62
American Indian or Alaska Native	9	Two or More Races	
Asian	0.28	Socioeconomically Disadvantaged	68
Filipino		English Learners	4
Hispanic or Latino	15	Students with Disabilities	6
Native Hawaiian/Pacific Islander			

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	18.5	6	0	0	20.0	5	1	0	21	0	6	0
<b>1</b>	19.0	5	0	0	20.0	5	0	0	20.0	6	0	0
<b>2</b>	20.7	4	2	0	19.7	5	1	0	22.0	0	5	0
<b>3</b>	0.0	0	0	0	0.0	0	0	0	0	0	0	0
<b>4</b>	0.0	0	0	0	0.0	0	0	0	0	0	0	0
<b>5</b>	0.0	0	0	0	0.0	0	0	0	0	0	0	0
<b>K-3</b>	0.0	0	0	0	19.0	2	0	0	0	0	0	0
<b>3-4</b>	0.0	0	0	0	0.0	0	0	0	0	0	0	0
<b>4-8</b>	0.0	0	0	0	0.0	0	0	0	0	0	0	0
<b>Other</b>	0.0	0	0	0	0.0	0	0	0	0	0	0	0

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive 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 February 2010. 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, practice fire drills are conducted. Twice a year, drills for earthquake and intruders are practiced. 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. 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 until 8:15 A.M., when classrooms are opened. This is staffed with an aide, two adults serving food, and a fourth adult receiving money and documenting transactions into the computer. During recess, the individual classroom teachers monitor students. Three adult aides for each grade level supervise lunch. 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. An aide supervises 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.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.3	0.0	6.6	16.1	8.8
Expulsions	0.0	0.0	0.0	0.0	0.9	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. 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. In 1999-2000, the original ten classrooms qualified for State reconstruction, and new windows, cabinets, and air conditioning were installed. Hallways and restrooms were also modernized. We are proud of the Evergreen Elementary campus, and intend to continue the upkeep of all facilities. We have an outstanding custodial/maintenance staff, consisting of one day custodian and one evening custodian, who take great pride in the school and their work, and continually seek out ways to improve the school facility. 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.

All school sites have undergone modernization within the last three to 20 years. The buildings and restrooms are in good condition, cleaned daily, and adequate for the number of students served.

The District participates in the State Deferred Maintenance Program and has a scheduled maintenance plan to ensure good repair of all facilities and grounds.

All students arriving between 7:45 A.M. to 8:15 A.M., before school begins, must go to the multi-purpose room where they are supervised until being released to their respective classrooms. 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.

During the July of 2008, cracks on the upper playground were repaired. During July 2007, carpet was replaced in the kindergarten complex and three portable classrooms. Flooring in the kindergarten bathrooms

was also replaced. During the summer of 2009, grading on the west side of the playground blacktop was completed to improve drainage. Grading of the rear entrance and parking lot was also completed. The interior of Room 3 was remodeled to add more space and a working sink for classroom use. The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	18	20	20	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.20	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	.2	---
Social Worker	0	---
Nurse	.3	---
Speech/Language/Hearing Specialist	.3	---
Resource Specialist (non-teaching)	0	---
Other	0	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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Core subject area committees of teachers and administrators meet to review textbooks and instructional materials for adoption. Those committees make recommendations to the District Curriculum Committee. The District Curriculum Committee then makes a recommendation to the local governing board. Classroom teachers are the majority of members on the District Curriculum Committee. 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. The district has adopted Pearson Reading Street as the new English Language Arts curriculum for the 2010/2011 school year.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Pearson Reading Street adopted 2010	0	Yes
Mathematics	Houghton Mifflin-Kindergarten Saxon Math-1st and 2nd grades	0	Yes
Science	Delta-FOSS-Full Option Science System	0	Yes
History-Social Science	Pearson Social Studies	0	Yes
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,422	\$4,899	\$2,523	\$53,539
District	---	---		\$52,662
Percent Difference: School Site and District	---	---		
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---		

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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

- Class Size Reduction (grades K-3)
- Title I (grades K-8)
- Gifted and Talented Education (grades 4-8)
- Title VII – Indian Education Funding

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$36,976	\$38,905
Mid-Range Teacher Salary	\$52,138	\$56,504
Highest Teacher Salary	\$61,360	\$71,750
Average Principal Salary (Elementary)	\$81,838	\$92,053
Average Principal Salary (Middle)	\$81,838	\$95,666
Average Principal Salary (High)	N/A	\$94,401
Superintendent Salary	\$117,103	\$111,055
Percent of Budget for Teacher Salaries	37.6	37.9
Percent of Budget for Administrative Salaries	4.8	6.8

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	34	44	44	44	49	49	46	50	52
Mathematics	50	51	51	51	54	54	43	46	48
Science	0	0	0	63	64	64	46	50	54
History-Social Science	0	0	0	59	57	57	36	41	44

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	40	50		
Female	48	52		
Black or African American				
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	28	39		
Native Hawaiian/Pacific Islander				
White	53	53		
Two or More Races	33	56		
Socioeconomically Disadvantaged	35	49		
English Learners	*	*		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	6 *	5 *
Similar Schools	3		

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-2	16	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-7	31	-13
Two or More Races			
Socioeconomically Disadvantaged			-28
English Learners			
Students with Disabilities			

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	773	796	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	805	813	838
Two or More Races			808
Socioeconomically Disadvantaged	739	760	712
English Learners			692
Students with Disabilities			580

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	25.0

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

First and second year teachers go through the Beginning Teacher Support and Assistance program (BTSA) 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.

Several days throughout the year are dedicated to staff and professional development. During the 2008-09 school year seven minimum days were held. The primary focus of those days was utilizing 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.

Our focus has also been on improving our teaching of writing. During the 2009-10 school year we will be focusing on how to implement Positive Behavior Support in our schools. 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 the 2009-2010 school year the Evergreen School staff completed the Academic Performance Survey (APS) with the assistance and support of the Siskiyou County Office of Education. Based on the needs assessment that was developed, staff development opportunities were scheduled for the 2010-2011 school year. These included Instructional Materials training for all teachers in the use of the newly adopted Pearson Reading Street reading curriculum. In addition, a staff member from each grade level attended the Aligning Curriculum and Assessment to Improve Student Learning series and the Pyramid Response to Intervention series.