

Evergreen School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Evergreen School
Street	416 Evergreen Lane
City, State, Zip	Yreka, California 96097
Phone Number	530-842-4912
Principal	Amy Dunlap
E-mail Address	adunlap@yrekausd.net
Web Site	www.yrekausd.net
CDS Code	47705086067136

District Contact Information	
District Name	Yreka Union School District
Phone Number	530-842-1168
Superintendent	Dave Parsons
E-mail Address	dparsons@yrekausd.net
Web Site	www.yrekausd.net

School Description and Mission Statement (School Year 2018-19)

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. In addition, each classroom has a paraprofessional to provide instructional support two to three hours per day. The Transitional Kindergarten Program provides an instructional assistant 5 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. 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 220 students and includes a time for students to complete their homework, a recreational component, an enrichment time, and a portion of time dedicated to using the computer lab.

During the 2012-2013 school year, third grade students began attending Evergreen. Our Kindergarten and TK program both offer full day programs. In addition, a Transition Kindergarten program has been in place since the 2011-2012 school year. Five additional classrooms were moved to Evergreen in the fall of 2013 to provide space for three additional classes, a room for our Resource program, and a room to house the school library.

Evergreen implemented an Expanded Transitional Kindergarten program for students turning age five between December 2 and February 28 beginning in August, 2017.

Evergreen added a full time school counselor for the 2018-2019 school year.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	140
Grade 1	104
Grade 2	92
Grade 3	108
Total Enrollment	444

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	13.7
Asian	4.1
Filipino	0.5
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	0.2
White	54.5
Socioeconomically Disadvantaged	70.5
English Learners	4.5
Students with Disabilities	5.2
Foster Youth	3.4

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	23	25	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December, 2018

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. The district has adopted McGraw Hill Wonders as the new English Language Arts curriculum to begin in the 2016-2017 school year. The Social Studies committee will evaluate materials and textbooks to be adopted for use in August, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Delta-FOSS-Full Option Science System	Yes	0
History-Social Science	DBA American Legacy Publishing Studies Weekly, Kindergarten-3rd, adopted June, 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 (Most Recent Year)

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. 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.

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. An air conditioning unit was added to Room 3 and rubberized roofing was installed on Room 22 at the beginning of the 2011-12 school year. Air conditioning was installed in Room 8 in July of 2013. The District relocated five classrooms to the Evergreen site between July and October 2013. The project provided room for three student classrooms, one resource room, and one room to be used as a school library.

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 is planned for insulation in June, 2019 on the upper playground area.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Leaking underground water pipes for heating replaced-December 2011. Underground sewer leak repaired and tree removed on east side of multi-purpose room to alleviate roots in water and sewer lines. New energy efficient boiler installed in the summer of 2018.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	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.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Ceiling damage in office repaired from leaks due to heavy snow pack on roof. Industrial foam coating installed on the roof of the main building in the fall of 2018.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>Broken windows in rooms 21, 22 replaced 2013</p> <p>Broken windows in cafeteria door, fire door, staff room door, office door, reading room door, and the doors of rooms 4 and 5 replaced following a break in.</p> <p>Fencing will be replaced following construction project to ensure gates can be locked to limit access to campus.</p> <p>School alarm system installed during fall of 2014.</p> <p>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).</p> <p>External cameras installed to provide a deterrent to vandalism taking place during non-school hours. (June 2016)</p> <p>Parking lot replacement and upgraded. Bioswale construction to assist with surface water drainage. (2015-16)</p> <p>Parking lot grading and re-asphalt project completed in August, 2016.</p> <p>Curbing placed around upper and lower playground apparatus to contain fall zone material (November, 2016)</p> <p>Wood fiber fall zone material installed on upper and lower playgrounds. (November, 2017)</p> <p>An electronic entry system was installed on the front door so all visitors must be electronically allowed to enter by the secretary.</p> <p>A new playground structure will be installed in June, 2019.</p>

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December, 2018	
Overall Rating	Exemplary

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	39.0	38.0	44.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	43.0	44.0	34.0	36.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	117	99.15	38.46
Male	62	61	98.39	39.34
Female	56	56	100.00	37.50
American Indian or Alaska Native	26	25	96.15	44.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.00	40.91
White	64	64	100.00	37.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	83	82	98.80	30.49
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	117	99.15	44.44
Male	62	61	98.39	49.18
Female	56	56	100	39.29
American Indian or Alaska Native	26	25	96.15	52
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	100	54.55
White	64	64	100	37.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	83	82	98.8	39.02
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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. During the 2013-2014 school year a district-wide parent lead Parent Teacher Organization was initiated. The PTO coordinated an ice cream social, magic show, and holiday photo shoot in the fall of 2014. In the 2017-2018 school year, the PTO organized a book fair and created a family game night at Evergreen School.

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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.9	2.1	0.2	6.8	6.6	3.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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, 2017. 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. A panic button alarm system was installed in 2014. There are four buttons which can trigger the alarm. One in the cafeteria, one in the kindergarten complex, and two in the office. 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 an aide, one adult serving food, and a third 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. Kindergarten has an additional supervisor, making it four 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. 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.

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	4		22	1	5		20	4	3	
1	21	1	4		20	3	1		21	3	2	
2	20	3	2		22		5		18	1	4	
3	24		5		17	4	2		22	1	4	
Other	3	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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)	1.0	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9794.68	\$2052.09	\$7,742.59	\$58,662.05
District	N/A	N/A	\$7,739.39	\$61,536
Percent Difference: School Site and District	N/A	N/A	0.0	-4.8
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	8.3	-7.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 (grades K-8)
- Gifted and Talented Education

(grades 4-8)

- 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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,534	\$44,375
Mid-Range Teacher Salary	\$62,795	\$65,926
Highest Teacher Salary	\$77,597	\$82,489
Average Principal Salary (Elementary)	\$109,885	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$141,039	\$121,894
Percent of Budget for Teacher Salaries	32.0	32.0
Percent of Budget for Administrative Salaries	6.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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. In addition, substitutes have been hired to allow teachers to collaborate for half a day during the school day. 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 continue to focus on improving our teaching of writing across the curriculum. 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. In 2017, we adopted new Social Studies Curriculum.