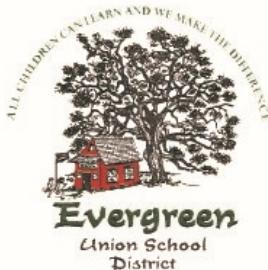# Evergreen School District
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

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.

2025-26 School Contact Information

School Name	Evergreen School District
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
Grade Span	
County-District-School (CDS) Code	52715226053516

2025-26 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

2025-26 School Description and Mission Statement

Evergreen Elementary School is located in the rural community of Cottonwood in Tehama County, approximately 140 miles north of Sacramento, California. One of five schools in the district, Evergreen serves around 600 students from preschool through 4th grade. The school is widely recognized for its warm, welcoming atmosphere, strong community ties, and a dedicated team of educators committed to delivering high-quality instruction to every student.

Evergreen Elementary provides a safe, nurturing, and positive learning environment where students are encouraged to build confidence and take ownership of their learning. The school places a strong emphasis on academic excellence, with rigorous instruction in English Language Arts and Mathematics, complemented by robust programs in Social-Emotional Learning, physical education, and music. Literacy is thoughtfully integrated into science and social studies, inspiring creativity, curiosity, and a respect for learning.

What distinguishes Evergreen is its deep commitment to fostering meaningful relationships with students and families, cultivating a school culture that is both supportive and inclusive. At the heart of Evergreen's mission is the belief that "All students can learn, and TOGETHER we make the difference."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	91
Grade 2	92
Grade 3	93
Grade 4	118
Grade 5	1
Total Enrollment	541

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	2.2
Asian	0.7
Filipino	0.2
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.9
White	74.9
English Learners	5.9
Foster Youth	1.7
Homeless	7.4
Socioeconomically Disadvantaged	60.1
Students with Disabilities	16.6

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.

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)	27.6	96.5	56.1	81.32	234405.2	84
Intern Credential Holders Properly Assigned	1	3.5	4	5.8	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2	2.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.2	7.65	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.6	2.33	15831.9	5.67
Total Teaching Positions	28.6	100	68.9	100	279044.8	100

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.

2022-23 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)	25	96.15	55.5	81.65	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.5	2.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	9.7	14.3	11746.9	4.23
Unknown/Incomplete/NA	1	3.85	1.2	1.81	14303.8	5.15
Total Teaching Positions	26	100	67.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23	92	50	74.75	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.6	3.91	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	8.5	12.73	12112.8	4.34
Unknown/Incomplete/NA	2	8	5.7	8.58	13705.8	4.91
Total Teaching Positions	25	100	67	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	0	0

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

2025-26 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 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Reading, Grades K-5 (6), 2016 StudySync, Grades (6) 7-8, 2016	0%
Mathematics	ST Math, Grade TK, 2021 Into Math, Grades K-8, 2021	0%
Science	Inspire Science, TK-8, 2019	0%
History-Social Science	Social Studies Alive! , Grades K-5, 2020 History Alive!, Grade 6-8, 2020	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 Character Strong, Grades Preschool-8, 2024. In addition, Bullying Prevention Unit & Child Protection Unit.	0%
Visual and Performing Arts	N/A	

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

School Facility Conditions and Planned Improvements

The Evergreen Elementary School campus received an overall GOOD rating on the Facility Inspection Tool (FIT) in November 2025. Most systems—including cleanliness, electrical, restrooms and fountains, safety, structural components, and external systems—were found to be in GOOD repair at this attractive rural site. The interior received a FAIR rating. All identified repair needs have been documented, and steps are being taken to address them, with some already completed.

We continue to prioritize the physical safety of students at Evergreen Elementary. Recent improvements include installing additional perimeter fencing, ensuring lockdown and fire-alarm horns function effectively, upgrading surveillance cameras for clearer imaging, and regularly testing our two-way radios and Aeries Communication system for staff and family communication. Window blinds, window tinting, and the use of magnets on locked doors further support safety procedures during potential lockdowns. A generator has also been installed to ensure access to potable water during planned public safety power shutoffs.

Any facility repair concerns are either:

a) promptly reported to the EUSD Safety Committee—which meets monthly, or more frequently as needed—to address safety issues, or

b) submitted as a maintenance request to the EUSD Maintenance Department.

Year and month of the most recent FIT report	November 2025

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		Two pairs of restrooms need to be refurbished.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Storm drainage needed at play structure entrance.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	62	50	54	47	48
Mathematics (grades 3-8 and 11)	44	49	40	43	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	209	99.05	0.95	62.20
Female	108	107	99.07	0.93	59.81
Male	103	102	99.03	0.97	64.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	48.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	160	159	99.38	0.62	66.04
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	37.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	89	98.89	1.11	61.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	46.88

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	211	209	99.05	0.95	48.80
Female	108	107	99.07	0.93	39.25
Male	103	102	99.03	0.97	58.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	37.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	160	159	99.38	0.62	51.57
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	31.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	89	98.89	1.11	47.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	28.13

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			32.69	41.63	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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.

2025-26 Opportunities for Parental Involvement

Families are essential partners in school leadership and student success. We provide a range of meaningful opportunities for parents and community members to participate, including the School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Parent Club. Many families generously contribute their time and insights through these groups.To keep families informed and engaged, the school shares regular monthly newsletters, timely email updates, and information through our social media channels.
Volunteers are always welcome on campus to support both teachers and students. If you are interested in volunteering, please contact our site secretary at 530-347-3411 for additional details.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	568	82	14.4
Female	282	278	37	13.3
Male	303	290	45	15.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	2	16.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	105	103	20	19.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	24	5	20.8
White	433	420	52	12.4
English Learners	37	37	7	18.9
Foster Youth	--	--	--	--
Homeless	51	50	10	20.0
Socioeconomically Disadvantaged	365	355	62	17.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	107	28	26.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	**School 2023-24**	**School 2024-25**	**District 2022-23**	**District 2023-24**	**District 2024-25**	**State 2022-23**	**State 2023-24**	**State 2024-25**
0.35	0.51	0.51	3.81	2.56	2.73	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	**School 2023-24**	**School 2024-25**	**District 2022-23**	**District 2023-24**	**District 2024-25**	**State 2022-23**	**State 2023-24**	**State 2024-25**
0	0	0	0	0.08	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.51	0.00
Female	0.00	0.00
Male	0.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	0.46	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.90	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Each year, Evergreen Elementary School reviews and updates its Comprehensive School Safety Plan to ensure it remains current, effective, and aligned with best practices. This plan outlines the school's vision, goals, and action steps for maintaining a safe and secure learning environment. It includes general safety policies, emergency procedures, evacuation route maps, and communication protocols to guide responses in a wide range of situations.The plan is designed to ensure that all staff and students are well-prepared for emergencies, with the overarching goal of minimizing harm and protecting lives. In any emergency, staff follow the "OODA" loop—Observe, Orient, Decide, Act—to respond quickly and effectively.The most recent plan was reviewed, updated, and approved by the Board in November 2025. It is publicly available on the school website, accessible in the front office, and shared with all staff during a schoolwide meeting each August. To maintain a high level of readiness, the school conducts regular emergency drills, including monthly fire drills, bi-monthly lockdown drills, and annual emergency preparedness training for staff. The plan is continually reviewed and revised to remain responsive to evolving safety needs.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	0	4	0
1	25	0	4	0
2	23	0	4	0
3	23	0	5	0
4	27	0	4	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	22		4	
2	23		4	
3	23		4	
4	23		5	
Other	17	1		

2024-25 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	1355

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$79,778
Percent Difference - School Site and District	N/A	N/A	-3.9	-9.3
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-3.9	-13.1

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$57,967	$55,248
Mid-Range Teacher Salary	$85,591	$80,746
Highest Teacher Salary	$107,235	$109,655
Average Principal Salary (Elementary)	$126,113	$133,828
Average Principal Salary (Middle)	$138,026	$142,253
Average Principal Salary (High)		
Superintendent Salary	$161,200	$155,954
Percent of Budget for Teacher Salaries	28.87%	25.26%
Percent of Budget for Administrative Salaries	6.49%	6.12%

Professional Development

Evergreen Union School District actively supports and promotes a wide range of professional development opportunities for staff. Each year, the district hosts two dedicated staff development days featuring sessions led by district experts or outside professionals. These trainings are tailored to meet the specific needs of individual educators and school sites. In addition, staff are released early every Friday to participate in Professional Learning Communities (PLCs). This dedicated time allows for collaboration and targeted professional learning, often supported by content-area specialists, to strengthen instructional practices. Professional development priorities are guided by state and local data, needs assessments, and staff surveys. The district remains committed to rebuilding and sustaining an exemplary system that simplifies, clarifies, and aligns social-emotional and academic instruction for all students. Currently, professional learning across grade levels and subject areas focuses on fostering collective efficacy and building shared expertise through collaborative and intentional learning experiences.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2