Evergreen Institute of Excellence
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 Institute of Excellence
Street	19500 Learning Way
City, State, Zip	Cottonwood, CA 96022-9649
Phone Number	530-377-7850
Principal	Leila G. Dumore
Email Address	ldumore@evergreenusd.org
School Website	https://eie.evergreenusd.org
Grade Span	K-12
County-District-School (CDS) Code	52715226111629

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	https://www.evergreenusd.org

2025-26 School Description and Mission Statement

Evergreen Institute of Excellence, a Personalized Learning Public Charter School, empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, with the goal of creating responsible citizens, critical problem-solvers and lifelong learners. Families remain key to the success of the school and our students, coupled with highly qualified teachers and sound standards based curriculum that meets the existing state standards. The teamwork that exists between the families, the community, the staff and the students exemplifies an exceptional learning environment. Evergreen Institute of Excellence relies on three critical elements to successfully educate the student that includes the parent, the student and the highly qualified teacher. The parent educator and credentialed teacher develop the directional elements to help the student develop the personal learning tools to successfully master critical skills. Typically, EIE students have a strong parental leg of the triad, with the teacher acting as a coach to the parent supporting curriculum selections and techniques. Students are empowered to seek out individual activities in order to expand their learning experiences.

Students representing grades TK-6 are encouraged to explore subjects, classes, and projects of interest to ensure a more well-rounded, exciting learning experience. Students in grades 7-8 are encouraged to continue developing the skills required to successfully complete the rigor of high school through core subjects and a broad course of study. Finally, high school students continue to stretch themselves from where they are academically to successfully reaching specific goals set by each student towards a college degree or established vocational programs. Continuing in the Evergreen Union School District traditions – Evergreen Institute of Excellence offers TK-12 students sound, standards-based instruction with the expectation of parental involvement along with standards based curriculum. This free, public school charter is an excellent fit for parents who determine that this personalized, flexible learning education model is the best option for their children and/or family and will be actively participating in their children's education. Teachers and parents working together using appropriate resources will ensure each student maximizes achievement using the Common Core State Standards and California State Standards.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	7
Kindergarten	12
Grade 1	13
Grade 2	14
Grade 3	11
Grade 4	12
Grade 5	8
Grade 6	13
Grade 7	15
Grade 8	22
Grade 9	16
Grade 10	16
Grade 11	14
Grade 12	11
Total Enrollment	184

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	2.2
Black or African American	0.5
Hispanic or Latino	16.8
Two or More Races	9.2
White	71.2
Homeless	4.9
Socioeconomically Disadvantaged	57.1
Students with Disabilities	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)	8.3	93.25	56.1	81.32	234405.2	84
Intern Credential Holders Properly Assigned	0	0	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	0.6	6.75	1.6	2.33	15831.9	5.67
Total Teaching Positions	8.9	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)	12.7	98.45	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	0.2	1.55	1.2	1.81	14303.8	5.15
Total Teaching Positions	12.9	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)	11.5	95.83	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	0.5	4.17	5.7	8.58	13705.8	4.91
Total Teaching Positions	12	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	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	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)	0.00	0.00	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)	0.00	0.00	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

Evergreen Institute of Excellence uses a variety of Textbooks and Instructional Material. This personalized learning charter supports and provides choice of rigorous, standards based curriculum that the credentialed educational specialist and parents decide will be the best for each students' learning. Additional material and enrichment activities are chosen to further customize students' educational experience.

Year and month in which the data were collected	December 2025

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, K-6, 2016 StudySync, 6-8, 2016 Edmentum, 1-12, 2015 Bright Thinker K-12 BookShark, TK-12 Institute for Excellence in Writing, TK-12 Oak Meadow, TK-12 iReady K-12 Glencoe Literature Course 4, 5, American Literature, British Literature, 9-12	0
Mathematics	Eureka Math, K-5, 2012 Edmentum, 1-12, 2015 Bright Thinker K-12 Math U See, TK-12 Singapore Primary Mathematics, K-8 Singapore New Mathematics, 6-10 Teaching Textbooks, 3-12 iReady, K-12 Saxon, 1-12	0
Science	Scott Foresman, 1-4, 2006 Scott Foresman, 5, 2007 Glencoe Science, CA Edition, 6-8, 2007 Edmentum, 1-12, 2015 Bright Thinker K-12 FOSS Next Generation, 1-8 Holt McDougal Biology, 9-12 Holt McDougal, Earth Science, 9-12 Holt McDougal Physics, 9-12 Prentice Hall Earth Science, 9-12	0

	Prentice Hall Chemistry, 9-12	
History-Social Science	Scott Foresman, K-4, 2006 Scott Foresman, CA Edition, 5, 2006 HOLT Reinhardt & Winston, 6-8, 2006 DBQ Project, 6-8, 2013 Edmentum, 1-12, 2015 Bright Thinker K-12 Story of the World, K-8 History of US, 5 & 8 TCI, 5-8, 2020 Glencoe World Geography, 9-12 Glencoe World History, 9-12 McDougal Littell Modern World History, 9-12 Glencoe The American Vision, 9-12 McDougal Littell Than Americans, 9-12 Glencoe US Government, 9-12 Prentice Hall Economics, 9-12	0
Foreign Language	Edmentum, 6-12 Bright Thinker 7-12	0
Health	Signs of Suicide, 2018 Prevention Organized to Educate Children on Trafficking, 2018 Botvin Life Skills, 2018 Edmentum, 6-12 Bright Thinker 9-12 Glencoe Health McGraw Hill Health Making Life Choices	0
Visual and Performing Arts	Edmentum, 6-12 Bright Thinker K-12 Oak Meadow TK-12	0
Science Laboratory Equipment (grades 9-12)	Edmentum Bright Thinker Oak Meadow Quality Science Labs	0

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

School Facility Conditions and Planned Improvements

Evergreen Institute of Excellence is presently and will continue to be housed on the Evergreen Middle School campus and the FIT report reflects the systems used. This year EIE now has their own FIT report, reflecting conditions of space used by EIE. Facilities are highly maintained by Evergreen Union School District.

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			
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation			
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		

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)	36	47	50	54	47	48
Mathematics (grades 3-8 and 11)	14	23	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	91	91	100.00	0.00	47.25
Female	44	44	100.00	0.00	43.18
Male	47	47	100.00	0.00	51.06
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	66	66	100.00	0.00	50.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	44.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	91	91	100.00	0.00	23.08
Female	44	44	100.00	0.00	13.64
Male	47	47	100.00	0.00	31.91
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	22.73
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	34	34	100.00	0.00	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	20.41	29.09	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	55	55	100.00	0.00	29.09
Female	29	29	100.00	0.00	13.79
Male	26	26	100.00	0.00	46.15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	32.43
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

EIE began their tenth school year August 2024. The cornerstone of our charter is to integrate career and academic learning for improving student achievement, throughout our system. We embrace EC 51228 (b) "…provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry."

EIE is offering CTE courses by building appropriate pathways in sectors for our local area that can be sustained over time. Our CTE Pathways are built using a variety of resources, thus breaking down barriers that many students may be facing. These resources include: in-person learning, online curriculum, utilizing community college classes, job shadowing and intern opportunities. The commitment to our High School 2 College option allows students to be successful community college students, enabling them to tap into existing local resources, while we continue to build our program.

As of June 2025 the following Pathways are fully sequenced: Agricultural Mechanics, Agriscience, Animal Science, Forestry & Natural Resources, Design, Visual and Media Arts, Performing Arts, Engineering and Heavy Construction, Child Development, Education, Software and Systems Development, Business Management, Patient Care, Machine and Forming Technology, Welding and Materials Joining, Systems Diagnostics, Services and Repair and Public Safety.
We have a direct agreement with Shasta School of Cosmetology to offer a Personal Services pathway which leads to a state license upon high school graduation.

2024-25 Career Technical Education Programs

Additional Pathways are being developed as resources and student interest are available.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	52
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.25
Graduates Who Completed All Courses Required for UC/CSU Admission	8.33

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
Grade 5	100	100	100	100	100
Grade 7	86	86	86	86	86
Grade 9	86	86	86	86	86

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

At EIE, the Personalized Flex-Based Learning Education model expects parents to be involved and engaged with their students' education. We offer onsite and virtual parent training/workshops in order to help parents be the best teacher on a daily basis. Parents and students meet regularly with the Personalized Learning Teacher, at minimum every 20-school days, to review student progress, set goals and check in with students and parents. Additionally- students, parents, teachers, and support staff connect regularly in order to maintain connections and relationship in a possible non-physical expanse of time. EIE community is very communicative with regular information being exchanged through a variety of methods, such as: Parent Square, email, text, phone calls and video conferencing. EIE is committed to the Parent/Teacher/Student Triad encompassed by Community, Business Partners and Civic Involvement. These elements allow students of Evergreen Institute of Excellence to be well rounded and better prepared for life beyond high school. Our Business Partners are open to job shadowing and internships, in addition to keeping us apprised about the skills and training needed in the every changing job market and career worlds. Additional opportunities for input comes through Parent/Teacher/Student meetings, EIE Advisory Council, annual LCAP and/or school climate surveys.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	0	0	0	0	0	0	8.2	8.9	8
Graduation Rate	100	100	100	100	100	100	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	11	100.0
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	202	194	1	0.5
Female	100	98	1	1.0
Male	102	96	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	1	2.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	0	0.0
White	144	136	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	0	0.0
Socioeconomically Disadvantaged	116	113	1	0.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	15	0	0.0

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	0	1.49	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	1.49	0.00
Female	0.00	0.00
Male	2.94	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	2.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.39	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

Currently, Evergreen Institute of Excellence maintains and moved to our own CSSP reviewed, updated and approved by the Evergreen Union School Board December 8, 2025. There will be an annual review in March with updates made by July of each school year moving forward. Evergreen Institute of Excellence (EIE) has been operating and following this plan under the Evergreen Middle School site specific plan, since the charter resides on that campus, beginning August 1, 2015. Previously, EIE used their charter petition to fulfill the Safety Plan requirements along with following and being under the umbrella of Evergreen Middle School's Safety Plan.

The laws have changed requiring EIE to have their own document. This plan mirrors the EUSD policies and Evergreen Middle School Plans. EIE has an Advisory Council instead of a Site Council, which has parent, student and staff representation. Evergreen Institute of Excellence is a public charter school, with the option of using our Charter Petition to cover the requirement of having an individualize, specific school CSSP. EIE's charter petition was approved June 2020 and is up for renewal June 2028. Due to EIE being located at the Evergreen Middle School campus, we are included into the Evergreen Middle School Safety Plan which is updated annually. EIE follows all EUSD Board Policies and procedures, as well as the EMS Safety Protocols that fall under Ed Code 32282 items A-M. EIE staff is included in the necessary trainings offered by the authorizing District. Evergreen practices lockdown procedures frequently throughout the year, and we have fire drills monthly. Every visitor must sign in and wear a VIP tag while outside of EIE wing. We encourage all staff and students "If you see something, say something", in regards to unfamiliar faces onsite.

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	1	36	0	0
6	3	48	0	0
Other	5	45	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	0	0	0	0
1	0	0	0	0
2	1	5	0	0
3	0	0	0	0
4	0	0	0	0
5	1	30	0	0
6	1	42	0	0
Other	6	40	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
3	1	5		
5	2	24		
6	2	36		
Other	8	40		

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	20	0	0
Mathematics	2	21	0	0
Science	2	7	0	0
Social Science	2	29	0	0

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	25		
Mathematics	2	24		
Science	1	13		
Social Science	2	32		

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	27		
Mathematics	2	26		
Science	3	8		
Social Science	2	34		

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	57

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	$9,374	0	$9,374	$74,447
District	N/A	N/A	$10,770	$79,778
Percent Difference - School Site and District	N/A	N/A	-13.9	-6.9
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-17.3	-13.6

Fiscal Year 2024-25 Types of Services Funded

All expenditures are paid through the Local Control Federal Funding (LCFF) Revenues. EIE receives very limited, if any, Federal monies and is not a Title 1 school. Therefore the funding will not meet/exceed other local District or State funding due to fewer funding sources.

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%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Evergreen Union School District supports and encourages various forms of professional development. For the District (our Authorizer), there is one day before school starts devoted to staff development, which encompasses experts either inside or outside our school district providing information to meet the unique needs of individuals and school sites. There may additional EUSD Professional Development days that we participate in, if it pertains to our program.
Additionally, Evergreen Institute of Excellence further supports professional development by providing additional Professional Development through extensive workshops/conferences dedicated to Personalized Flexed-Based learning. Other opportunities

Professional Development

to collaborate with similar personalized learning programs, participate in workshops/trainings specific to our type of program and areas of need such as ELA and Math. EIE Teachers participate in bi-weekly meetings focusing on local student achievement data, curriculum and parent development as teachers.

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	4	5	5