

# Evergreen Unified 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/fq/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

<b>School Name</b>	Evergreen Unified School District
<b>Street</b>	19500 Learning Way
<b>City, State, Zip</b>	Cottonwood, CA 96022-9649
<b>Phone Number</b>	(530) 347-3411
<b>Principal</b>	Mr. Troy White
<b>Email Address</b>	<a href="mailto:twhite@evergreenusd.org">twhite@evergreenusd.org</a>
<b>School Website</b>	<a href="http://www.evergreenusd.org">www.evergreenusd.org</a>
<b>Grade Span</b>	5-8
<b>County-District-School (CDS) Code</b>	52715226111629

## 2025-26 District Contact Information

<b>District Name</b>	Evergreen Union School District
<b>Phone Number</b>	(530) 347-3411
<b>Superintendent</b>	Brad Mendenhall
<b>Email Address</b>	<a href="mailto:bmendenhall@evergreenusd.org">bmendenhall@evergreenusd.org</a>
<b>District Website</b>	<a href="http://www.evergreenusd.org">www.evergreenusd.org</a>

## 2025-26 School Description and Mission Statement

Welcome to Evergreen Middle School, a place where originality, creativity, and leadership converge with high academic expectations. Our commitment to fostering 21st Century skills—collaboration and teamwork, creativity and innovation, critical thinking and problem-solving, and effective communication—extends beyond the classroom to every corner of our campus, ensuring students are well-prepared for the challenges of the future. Embedded in our educational approach is our creed, emphasizing the core values of safety, responsibility, and respect. These principles guide our students not only academically but also in their interactions throughout the school community.

Our teachers are deeply committed to supporting the growth of the whole child. They work to recognize and cultivate each student's unique strengths, address areas for growth, and encourage continuous improvement. Our mission is to empower students to thrive academically, socially, emotionally, and physically, helping them become well-rounded individuals.

What sets Evergreen apart is the strong foundation of relationships we build—with our students, their parents, and the community. Our cohesive team, comprising teachers, aides, office employees, school nurse, bus drivers, cafeteria, custodial, and maintenance workers, collectively owns the responsibility for your child's educational journey. Together, we create a safe, welcoming, and enjoyable learning environment. We firmly believe that a robust education opens doors to a bright future. It is imperative that we collaborate to ensure every student's success. We invite you to experience our school firsthand—visit our campus, explore our classrooms, attend an athletic event, or join us for our Open House evening. You'll quickly understand why our motto resonates so deeply: "All students can learn, and TOGETHER we make the difference." Thank you for being a part of the Evergreen Middle School community.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	108
Grade 6	94
Grade 7	103
Grade 8	94
<b>Total Enrollment</b>	<b>399</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
American Indian or Alaska Native	1
Asian	1.3
Filipino	0.5
Hispanic or Latino	18.3
Two or More Races	5.8
White	73.2
English Learners	5
Foster Youth	0.8
Homeless	8.5
Migrant	0.3
Socioeconomically Disadvantaged	56.1
Students with Disabilities	12.8

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.7	78.9	56.1	81.32	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	4.22	4	5.8	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2	8.44	2	2.9	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1	4.22	5.2	7.65	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	4.22	1.6	2.33	15831.9	5.67
<b>Total Teaching Positions</b>	23.7	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.4	79.52	55.5	81.65	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.5	6.83	1.5	2.21	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.9	13.61	9.7	14.3	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1.2	1.81	14303.8	5.15
<b>Total Teaching Positions</b>	21.9	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16	69.6	50	74.75	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.6	11.4	2.6	3.91	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4.35	8.5	12.73	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.3	14.66	5.7	8.58	13705.8	4.91
<b>Total Teaching Positions</b>	22.9	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
<b>Permits and Waivers</b>	0.00	0.5	1.6
<b>Misassignments</b>	2.00	1	0.9
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	1.5	2.6

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	1	1
<b>Local Assignment Options</b>	0.00	1.9	0
<b>Total Out-of-Field Teachers</b>	1.00	2.9	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6	3.7	8.8
<b>No credential, permit or authorization to teach</b> (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 for their own use.

Year and month in which the data were collected	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Reading, Grades TK-5 (6); 2016 StudySync, Grades (6) 7-8, 2016	0%
<b>Mathematics</b>	ST Math, Grade TK; 2021 Into Math, Grades K-8, 2021	0%
<b>Science</b>	Inspire Science, TK-8, 2019	0%
<b>History-Social Science</b>	Social Studies Alive!, Grades K-5, 2020 TCI, History Alive!, Grades 6-8, 2020	0%
<b>Foreign Language</b>	N/A	NA
<b>Health</b>	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 (including Bullying Prevention Unit & Child Protection Unit), Grades Preschool-8, 201	0%
<b>Visual and Performing Arts</b>	N/A	

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

## School Facility Conditions and Planned Improvements

The Evergreen Middle School campus received an overall Good rating on the Facility Inspection Tool (FIT) in November 2025. The systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems are in all in GOOD repair at this attractive rural site. Repairs needed have been recorded and actions are being put in place to ensure repairs, if they have not already been completed.

We have continued to promote the physical safety of students at Evergreen Middle with fencing around our perimeter, ensuring our lockdown and fire alarm horns are working effectively, and consistently checking our two-way radios and Aeries Communication for staff to communicate concerns and communicate with families, respectively. Window blinds, window tinting, and the use of magnets on all locked doors are used to ensure safety should we need to go into lockdown.

Any issues regarding facility repair are either a) promptly brought to the attention of the EUSD Safety Committee, who meets monthly, or more often if need be, to address areas that are a safety concern, or b) submitted as a maintenance request to the EUSD Maintenance Department.

### Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			One bathroom needs a new sink
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			

### 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)	54	50	50	54	47	48
Mathematics (grades 3-8 and 11)	44	43	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	402	387	96.27	3.73	49.87
Female	183	173	94.54	5.46	56.65
Male	219	214	97.72	2.28	44.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	70	66	94.29	5.71	37.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	45.83
White	296	286	96.62	3.38	53.15
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	36	36	100.00	0.00	55.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	186	176	94.62	5.38	43.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	55	100.00	0.00	12.73

## 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	402	386	96.02	3.98	43.01
Female	183	172	93.99	6.01	40.70
Male	219	214	97.72	2.28	44.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	70	66	94.29	5.71	42.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	54.17
White	296	285	96.28	3.72	42.81
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	36	35	97.22	2.78	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	186	175	94.09	5.91	34.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	55	100.00	0.00	14.55

## 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
<b>Science</b> (grades 5, 8 and high school)	31.58	40.11	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
<b>All Students</b>	200	191	95.50	4.50	40.31
<b>Female</b>	91	84	92.31	7.69	34.52
<b>Male</b>	109	107	98.17	1.83	44.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	33	30	90.91	9.09	20.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	45.45
<b>White</b>	152	147	96.71	3.29	44.90
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	38.89
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	96	89	92.71	7.29	34.83
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	27	100.00	0.00	18.52

## 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	99	100	100	100	100
Grade 7	91	92	93	92	92

## 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 Evergreen Middle School, families are viewed as critical members of the school leadership team and are actively offered a variety of options for contributing to the school's and student's success. Many family members and community members are involved on many different levels, including the School Site Council (SSC), Parent Club, field trips, fundraisers, and Action Team Committees. We recognize that parent involvement drops off dramatically after elementary school, therefore we will continue to make efforts to encourage parents to stay involved.

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

For more information about how to get involved, please contact the Evergreen Middle School site Secretary at (530) 347-3411.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	421	61	14.5
Female	195	192	27	14.1
Male	231	229	34	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	74	6	8.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	6	23.1
White	314	309	47	15.2
English Learners	20	20	0	0.0
Foster Youth	--	--	--	--
Homeless	42	42	7	16.7
Socioeconomically Disadvantaged	248	246	48	19.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	61	11	18.0

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
9.01	6.16	6.34	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	6.34	0.00
Female	4.10	0.00
Male	8.23	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	8.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.69	0.00
White	5.73	0.00
English Learners	15.00	0.00
Foster Youth	0.00	0.00
Homeless	9.52	0.00
Socioeconomically Disadvantaged	8.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.84	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

We revise our Comprehensive School Safety Plan, annually. The plan includes a summary of Evergreen Middle School's vision, goals, and action plan to promote safety; general policies; and procedures for emergencies, exit route maps, and phone trees. Evergreen Middle School staff and students must be prepared for a variety of emergencies. This well-proposed plan for prompt and efficient action will minimize injuries and loss of life during a disaster. In every case, staff implements the following protocol - otherwise known as the "OODA" loop (observe, orient, decide, act). This plan was last reviewed, updated and Board approved in October 2025 and is available on our school website and in the school office and is shared with all staff during school wide staff meetings.

The school safety plan is updated accordingly.

We practice fire drills, monthly, lockdown drills, and hold trainings for staff on emergency preparedness annually.

Teachers regularly review the rules/expectations for safe, responsible student behavior. In addition, we have a Personal Growth class for upper grade students to assist with creating and maintaining a positive school climate. The class addresses mental, physical, social, and emotional health. We have incorporated prevention materials around bullying, suicide, and trafficking.

## 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 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	4030

## 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)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
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	\$12,866	\$2,280	\$10,586	\$74,452
District	N/A	N/A	\$10,770	\$79,778
Percent Difference - School Site and District	N/A	N/A	-1.7	-2.6
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-1.7	-6.4

## Fiscal Year 2024-25 Types of Services Funded

Title I funds support paraprofessional salaries and benefits to provide direct student assistance, as well as professional development for staff. Additional Local Control Funding Formula (LCFF) revenues and other state funds are used to purchase standards-aligned instructional materials, replenish consumable supplies, and continue investing in classroom technology. Concentration and supplemental LCFF funds are used to provide increased and/or improved services for the students who generate these 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 supports and encourages various forms of professional development. There are three days devoted to staff development, which encompasses experts either inside or outside our school district providing information to meet the unique needs of individuals and school sites. In addition, every Friday staff are released from instruction early so that they can participate as Professionals Learning in Community (PLC) opportunities; these times are devoted strictly to

## Professional Development

collaboration or deeper learning in specific areas needing further development or growth provided by experts in the content area or topic. State and local data, needs assessments, and staff surveys drive the professional development. The district continues to recognize a need to (re) build an exemplary system with a focus to simplify, clarify, and prioritize/align the social emotional and academic instruction our students receive. Professional development across grade level and content area groups are presently focused on this opportunity to learn together and develop collective efficacy.

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

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