Evergreen Institute of Excellence
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Evergreen Institute of Excellence
Street	19500 Learning Way
City, State, Zip	Cottonwood, CA 96022
Phone Number	530-377-7850
Principal	Leila G. Dumore
Email Address	ldumore@evergreenusd.org
School Website	https://eie.evergreenusd.org
County-District-School (CDS) Code	52715220132597

2023-24 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

2023-24 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, thus 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.

2023-24 School Description and Mission Statement

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 begin 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 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 work together using appropriate resources will ensure each student maximizes achievement using the Common Core State Standards and California State Standards.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	9
Grade 2	9
Grade 3	8
Grade 4	9
Grade 5	7
Grade 6	20
Grade 7	10
Grade 8	19
Grade 9	14
Grade 10	7
Grade 11	16
Grade 12	9
Total Enrollment	146

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	1.4%
Black or African American	0.7%
Hispanic or Latino	16.4%
Two or More Races	6.2%
White	75.3%
English Learners	0.7%
Homeless	1.4%
Socioeconomically Disadvantaged	54.8%
Students with Disabilities	7.5%

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.

2020-21 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)	3.20	40.13	54.50	77.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.42	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	5.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.70	59.75	8.70	12.49	12115.80	4.41
Unknown	0.00	0.00	2.00	2.84	18854.30	6.86
Total Teaching Positions	8.00	100.00	70.30	100.00	274759.10	100.00

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.

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)	4.10	45.61	56.10	81.32	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	5.80	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	2.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.20	47.61	5.20	7.65	11953.10	4.28
Unknown	0.60	6.79	1.60	2.33	15831.90	5.67
Total Teaching Positions	8.90	100.00	68.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.70	4.20
Total Out-of-Field Teachers	4.70	4.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	Benchmark Reading, K-6, 2016 StudySync, 6-8, 2016 Edmentum, 1-12, 2015 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	Yes	0
Mathematics	Eureka Math, K-5, 2012 Edmentum, 1-12, 2015 Math U See, TK-12 Singapore Primary Mathematics, K-8 Singapore New Mathematics, 6-10 Teaching Textbooks, 3-12 iReady, K-12 Saxon Algebra 2, 9-12	Yes	0
Science	Scott Foresman, 1-4, 2006 Scott Foresman, 5, 2007 Glencoe Science, CA Edition, 6-8, 2007 Edmentum, 1-12, 2015 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 Prentice Hall Chemistry, 9-12	No	0
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 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	No	0
Foreign Language	Edmentum, 6-12	Yes	0
Health	Signs of Suicide, 2018 Prevention Organized to Educate Children on Trafficking, 2018 Botvin Life Skills, 2018 Edmentum, 6-12 Glencoe Health McGraw Hill Health Making Life Choices	Yes	0
Visual and Performing Arts	Edmentum, 6-12 Oak Meadow TK-12	Yes	0

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 2023

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: 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			

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	35	48	47	47	46
Mathematics (grades 3-8 and 11)	10	18	34	40	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	88	88	100.00	0.00	35.23
Female	47	47	100.00	0.00	40.43
Male	41	41	100.00	0.00	29.27
American Indian or Alaska Native	--	--	--	--	--
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	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	39.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	88	88	100.00	0.00	18.18
Female	47	47	100.00	0.00	8.51
Male	41	41	100.00	0.00	29.27
American Indian or Alaska Native	--	--	--	--	--
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	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	66	100.00	0.00	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	13.73
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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	34.09	38.00	31.86	36.32	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	50	100.00	0.00	38.00
Female	29	29	100.00	0.00	31.03
Male	21	21	100.00	0.00	47.62
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	41.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

EIE began their eighth school year August 2022. 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 2022 the following Pathways are fully sequenced: Agricultural Mechanics, Animal Science, Design, Visual and Media 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.
Additional Pathways are being developed as resources and student interest are available.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	10

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	--	--	--	--	--
Grade 7	55	55	55	55	55
Grade 9	47	47	47	47	47

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.

2023-24 Opportunities for Parental Involvement

At EIE, the Personalized 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 parents. Additionally, students, parents, teachers, 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--	0	--	--	0	9.4	7.8	8.2
Graduation Rate	--	--	100	--	--	100	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	12	12	100.0
Female	--	--	--
Male	--	--	--
Non-Binary			
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	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	160	157	3	1.9
Female	82	80	1	1.3
Male	78	77	2	2.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	28	27	1	3.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	0	0.0
White	118	116	2	1.7
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	5	5	0	0.0
Socioeconomically Disadvantaged	96	93	3	3.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	16	16	0	0.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	2.34	4.34	3.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Due to EIE being located at the middle school campus, we are included into the Evergreen Middle School Safety Plan which is updated annually. We review our Safety Plan annually in September. 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. EIE is under the Evergreen Union School District's COVID guidelines and procedures, adopted by the EUSD Board of Trustees, and we follow them as such.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
5	2	12		
6	2	36		
Other	8	30		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
5	3	30		
6	2	24		
Other	7	35		

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	1	20		
Science	2	16		
Social Science	2	24		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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		
Mathematics	1	15		
Science	2	12		
Social Science	1	23		

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

2022-23 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	730

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$71,518
Percent Difference - School Site and District	N/A	N/A	-13.9	4.0
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	20.8	-1.7

Fiscal Year 2022-23 Types of Services Funded

All expenditures are paid through the Local Control Federal Funding (LCFF) Revenues. EIE receives very limited Federal monies and is not a Title 1 school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,247	$48,481
Mid-Range Teacher Salary	$78,575	$73,129
Highest Teacher Salary	$95,892	$99,406
Average Principal Salary (Elementary)	$122,904	$117,381
Average Principal Salary (Middle)	$122,904	$128,158
Average Principal Salary (High)	$122,904	
Superintendent Salary	$140,000	$138,991
Percent of Budget for Teacher Salaries	32.97%	29.34%
Percent of Budget for Administrative Salaries	5.91%	5.99%

2022-23 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), here are two days 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. 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 collaboration or deeper learning in specific areas needing further development or growth provided by experts in the content area or topic. EIE staff are invited and participate in the Professional Development

Professional Development

opportunities that pertain to our Personalized Learning model.
Additionally, Evergreen Institute of Excellence further supports professional development by providing opportunities 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5