

Evergreen Institute of Excellence

19500 Learning Way • Cottonwood, CA 96022 • 530-347-3411 ext 7550 • Grades K-12

Leila Dumore, Principal

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<http://www.evergreenusd.com/institute-of-excellence/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Evergreen Institute of Excellence

19500 Learning Way
Cottonwood, CA 96022
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District Governing Board

Michael Mitchell
Board President

Dede Barnes
Board Clerk

Christine Flood
Board Member

Jim Tomasini
Board Member

Brad Constant
Board Member

District Administration

Brad Mendenhall
Superintendent

Karen Provence

**Evergreen Elementary School
Principal TK-2**

Holly Jones

**Evergreen Elementary School
Principal 3-4**

Kristen Nobles

**Evergreen Middle School
Principal 5-8**

Nancy Veatch

**Bend Elementary School
Principal K-8/Asst Superintendent**

Leila G. Dumore

**Evergreen Institute of Excellence
Charter Director TK-12**

School Description

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. Students and parents representing grades TK-5 will be encouraged to explore subjects, classes, and projects of interest to ensure a more well-rounded, exciting learning experience. Students in grades 6-8 will be 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 will 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 increased parental involvement along with standards based curriculum. Families remain key to the success of the school 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 teacher develop the directional elements to help the student develop the personal learning tools to successfully complete the curriculum. Students grades TK-12 typically have a strong parental leg of the triangle, 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. This charter is an excellent fit for parents that determine 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 working together using appropriate resources will ensure each student maximizes achievement using the Common Core State Standards and California State Standards.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	9
Grade 2	14
Grade 3	4
Grade 4	9
Grade 5	10
Grade 6	6
Grade 7	14
Grade 8	16
Grade 9	8
Grade 10	8
Grade 11	11
Grade 12	4
Total Enrollment	127

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.6
Hispanic or Latino	15.7
White	74.8
Two or More Races	7.1
Socioeconomically Disadvantaged	51.2
Students with Disabilities	6.3
Homeless	3.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Evergreen Institute of	17-18	18-19	19-20
With Full Credential	8	7	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Evergreen Institute of	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Evergreen Institute of Excellence

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Expository Reading & Language Arts Writing Modules, 2014 Expeditionary Learning, 3-5, 2014 Treasures Reading, 2010 Benchmark Reading, K-5, 2016 StudySync, 6-8, 2016 Edmentum, 6-12, 2015 BookShark, TK-8 Institute for Excellence in Writing, TK-12 Oak Meadow, TK-12</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Eureka Math, K-5, 2012 Edmentum, 6-12, 2015 Math U See, TK-12 Singapore Primary Mathematics, K-8 Singapore New Mathematics, 6-10 Teaching Textbooks, 3-12</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Harcourt, K, 2007 Scott Foresman, 1-4, 2006 Scott Foresman, 5, 2007 Glencoe Science, CA Edition, 6-8, 2007 Edmentum, 6-12, 2015 FOSS Next Generation, 1-8</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>Scott Foresman, 1-4, 2006 Scott Foresman, CA Edition, 5, 2006 HOLT Reinhardt & Winston, 6-8, 2006 DBQ Project, 6-8, 2013 Edmentum, 6-12, 2015 Story of the World, 4-8 History of US, 8</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
<p>Foreign Language</p>	<p>Edmentum, 6-12, 2015</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
<p>Health</p>	<p>Signs of Suicide, 2018 Prevention Organized to Educate Children on Trafficking, 2018 Botvin Life Skills, 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Visual and Performing Arts</p>	<p>Edmentum, 6-12, 2015 Oak Meadow K-12</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	Edmentum, 6-12, 2015 BookShark, K-8 FOSS Next Generation, 1-8 Quality Science Labs 6-12 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Evergreen Institute of Excellence is presently and will continue to be housed on the Evergreen Middle School campus. Facilities are highly maintained by Evergreen Union School District.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	36	51	52	50	50
Math	13	14	39	42	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	--	--	--
7	7.7	38.5	15.4
9	--	--	--

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	70	97.22	35.71
Male	29	28	96.55	28.57
Female	43	42	97.67	40.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	54	53	98.15	37.74
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.35	36.59
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	70	97.22	14.29
Male	29	28	96.55	17.86
Female	43	42	97.67	11.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	54	53	98.15	11.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.35	14.63
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

At EIE, the Personalized Learning Education model expects parents to be involved and engaged with their students' education. We offer onsite parent training and 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 and check in with parents. EIE is committed to the Parent/Teacher/Student Triad encompassed by Community, Business Partners and Civic Involvement. These elements will 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 monthly Parent Community Gatherings, annual LCAP and/or school climate surveys.

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.

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 on campus, and we require all employees to wear a name badge whenever they are on campus. We encourage all staff and students "If you see something, say something", in regards to unfamiliar faces on site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.7	5.3	7.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.25

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.05
Psychologist	0.10
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.05
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									14	1		
1									9	1		
2									14	1		
3									4	1		
4									9	1		
5									10	1		
6									6	1		
Other**												

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	2	16			2	20			2	24		
Mathematics	2	17			2	18			2	31		
Science	1	19			2	18			2	23		
Social Science	2	20			3	20			3	23		

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Evergreen Union School District supports and encourages various forms of professional development. There 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. State and local data, needs assessments, and staff surveys drive the professional development. Most recently, the district has recognized 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,263	\$49,378
Mid-Range Teacher Salary	\$71,264	\$77,190
Highest Teacher Salary	\$89,285	\$96,607
Average Principal Salary (ES)	\$108,159	\$122,074
Average Principal Salary (MS)	\$108,108	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$120,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

All expenditures are paid through the Local Control Federal Funding (LCFF) Revenues.

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

Rate for Evergreen Institute of	2015-16	2016-17	2017-18
Dropout Rate	N/A	0	12.5
Graduation Rate	N/A	100	87.5

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7,386.91	454.57	6,932.35	58,630
District	N/A	N/A	7,868.54	\$68,824.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.9	-11.8
School Site/ State	-12.5	-15.3

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

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

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	21
% of pupils completing a CTE program and earning a high school diploma	66.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	23.62
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Career Technical Education Programs

EIE began their fourth school year in 2018-2019, with 34 high school students. A backbone piece 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 in the early implementation stage of offering CTE courses by building appropriate pathways in sectors for our local area that can be sustained over time. We were able to offer capstone courses in the 2018-2019 school year, thus increasing the number of CTE completers. 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.

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).

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.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	N/A

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

*Where there are student course enrollments of at least one student.