*E*vergreen Elementary School District

Evergreen Elementary School

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Kathy Shepard, **Principal**
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2007-2008 School Accountability Report Card

Principal's Message

Our mission statement, "The Evergreen community respectfully nurtures and engages each student in realistic, meaningful, and collaborative learning," genuinely reflects the purpose and commitment of our school. The Evergreen community shares our vision of setting high expectations as we consistently work to achieve academic success for all students, promote a positive school climate, and maintain an emotionally, intellectually, socially, and physically safe school environment.

Evergreen offers its students a challenging and comprehensive program at every grade level and in every classroom. Our English Learners speak twenty-seven languages and represent 27% of the student population. We are proud of the fact that our students continue to meet high expectations and grade level standards, as evidenced by our 2007 Academic Performance Index of 893.

School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Evergreen Elementary, located in the southeast quadrant of the district's borders, served 692 kindergarten through sixth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 12.0% "Socioeconomically Disadvantaged," 23.0% "English Learners," and 6.8% "Students with Disabilities."

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	2.3%
American Indian	0.4%
Asian	60.3%
Caucasian	11.0%
Filipino	9.7%
Hispanic	15.5%
Pacific Islander	0.7%
Multiple or No Response	0.1%

Discipline & Climate for Learning

Students at Evergreen Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. The school supplements the district's discipline guidelines with the Respect Kids and Marzano programs.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, Friday Folders, and the school website.

The suspensions and expulsions table on the following page illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions.

Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			**District**		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	9	6	13	691	613	787
Suspension Rate	1.40%	0.88%	1.88%	5.17%	4.57%	5.90%
Expulsions	1	0	0	14	29	36
Expulsion Rate	0.16%	0.00%	0.00%	0.10%	0.22%	0.27%

Student Recognition

Evergreen Elementary recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Clean & Courteous Tables
- Caught Being Good Slips
- Perfect Attendance Awards
- Newsletter & Public Announcement Recognition
- Honor Roll
- Writer-of-the-Month
- Pizza with the Principal

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. In addition to an after-school program sponsored by the city of San Jose, extracurricular activities and programs include:

- Lunchtime Activities
- Expect Respect Game Days
- Basketball & Softball
- Remediation Classes
- Chess Club (4th-6th)
- Choir
- Art
- ABC Book Club
- Homework Club

School Leadership

Leadership at Evergreen Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Kathy Shepard for the past four years. Prior to this position, Ms. Shepard served as a district coordinator for teacher support programs, district literacy resource teacher, and classroom teacher.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include the following:

- Parent Teacher Association (PTA)
- Emergency Response Team (ERT)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Leadership Team
- Peer Coaches
- Student Study Team

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual. The school reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the most recent three-year period.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	88	90	77
1st	92	95	110
2nd	101	86	100
3rd	90	111	88
4th	101	98	117
5th	81	111	100
6th	92	90	100

Class Size

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from parent volunteers, instructional aides, and cross-age tutors.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	05	06	07	05	06	07	05	06	07	05	06	07
K	18	18	19	5	5	4	0	0	0	0	0	0
1st	18	19	18	5	5	6	0	0	0	0	0	0
2nd	18	19	18	5	4	5	0	0	0	0	0	0
3rd	20	20	19	4	5	4	0	0	0	0	0	0
4th	28	31	28	0	0	0	3	3	4	0	0	0
5th	29	31	31	0	0	0	2	3	3	0	0	0
6th	30	34	32	0	0	0	3	0	3	0	2	0
K-3	19	20	20	1	1	1	0	0	0	0	0	0
4th-6th	29	29	0	0	0	0	1	1	0	0	0	0

School Facilities & Safety

Evergreen Elementary, originally constructed in 1955, is currently comprised of 19 permanent classrooms, 13 portable classrooms, a psychologist/speech office, a YMCA day care room, a computer lab, a library, a cafeteria/multipurpose room, a kitchen, a staff lounge, a conference room, a stage, and two playgrounds.

The front office and health office were remodeled, and all restrooms were upgraded to meet ADA requirements in 2006. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. As a result of this bond, Evergreen Elementary is scheduled for construction of a new multipurpose room and nine additional classrooms beginning in summer 2008.

School Safety

The safety of students and staff is a primary concern of Evergreen Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in fall 2007 by the Emergency Response Team (ERT). Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Sexual harassment policy
- Notification to teachers
- Schoolwide dress code

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/15/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/ Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

Evergreen Elementary provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Evergreen Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

Typically, this includes the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted $540,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. Evergreen Elementary is scheduled to receive deferred maintenance-funded projects during 2007-08 that will include tank removal.

Counseling & Support Staff

In addition to academics, the staff at Evergreen Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.5
English Language Development (ELD) Aide	1	0.4
English Language Development (ELD) Teacher	1	1.0
Health Aide	1	1.0
Librarian	2	As Needed
Library Media Assistant	1	1.0
Nurse	1	As Needed
Occupational Therapist	1	0.4
One-on-One Aides	1	1.0
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	0.5
RSP Aide	1	0.3
SDC Aide	1	1.0
Special Day Class Teacher	1	1.0
Speech and Language Specialist	1	0.5

Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.

At-Risk Interventions

Evergreen Elementary provides remediation classes and Homework Center for students in grades two through six who require additional help with their studies. Homework Club is available for first grade students who may be struggling academically.

English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

GATE

A Gifted and Talented Education (GATE) program is offered for identified students. The units of study are thematic and vary throughout the year.

Student Achievement & Testing

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements. These include the Noyce Assessment, district proficiency assessments in reading, writing, and math, publishers' assessments, and on-demand assessments.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	9	
Similar Schools Rank	5	8	3	
All Students				
Actual Growth	14	-13	16	893
Asian				
Actual Growth	14	1	16	932
English Learners				
Actual Growth	-	-11	33	869

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Physical Fitness

In the spring of each year, Evergreen Elementary is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Trunk Extension Strength
- Body Composition
- Flexibility
- Upper Body Strength

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 53.5% of Evergreen Elementary's fifth grade students met or exceeded state fitness standards.

California Standards Test

The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards.

They also provide feedback on their success, given what they are expected to know in each grade level and subject. Students in grades 2-11 take an English/Language Arts and Mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: advanced (exceeds State Standards), proficient (meets Standards), basic, below basic, and far below basic. Students scoring at the proficient or advanced level meet State Standards in that content area. The combined percentage of students scoring at the "proficient" and "advanced" levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)
Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts															Math															Science		
	2			3			4			5			6			2			3			4			5			6			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																																	
School	72	80	80	68	63	68	78	83	80	74	64	82	61	74	60	79	87	84	80	70	85	80	87	79	75	64	82	62	72	66	69	55	77
District	64	69	68	51	56	54	66	68	67	59	60	61	53	57	57	77	77	75	74	75	75	68	70	71	62	65	58	55	59	58	47	52	57
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Males																																	
School	69	84	79	64	58	69	72	81	73	71	55	84	60	68	47	76	89	88	87	68	87	72	90	76	78	55	86	65	72	60	76	42	80
District	60	65	63	45	51	48	62	63	63	55	57	57	48	53	55	77	76	75	72	76	74	68	67	70	60	65	57	55	58	58	51	52	60
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Females																																	
School	75	76	80	71	68	66	86	83	88	78	74	79	62	81	74	84	84	80	73	72	84	88	83	83	72	74	77	58	72	72	61	70	73
District	69	74	72	56	61	60	71	72	72	62	64	64	58	61	60	76	78	77	75	75	77	69	73	71	63	66	60	55	60	60	43	52	56
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
Socioeconomically Disadvantaged																																	
School	40	*	64	38	*	*	33	45	67	73	22	77	50	55	41	53	*	64	62	*	*	44	45	53	60	13	85	56	64	45	60	17	62
District	42	51	49	30	30	31	44	47	44	39	39	43	35	38	37	62	63	60	57	60	59	48	49	50	44	47	42	41	41	40	26	31	37
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
Asian																																	
School	82	80	92	78	69	70	84	94	86	74	74	89	67	78	74	89	86	95	90	78	93	85	98	91	81	82	92	71	78	83	70	61	85
District	78	82	84	64	72	69	80	83	82	72	75	76	68	73	75	89	87	89	87	87	90	84	87	89	77	83	77	74	78	78	59	65	73
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60
Filipino																																	
School	71	*	*	69	86	*	80	79	86	*	*	85	75	82	*	79	*	*	77	79	*	*	86	86	*	*	85	67	82	*	*	*	62
District	74	73	67	53	62	55	69	73	69	63	63	66	55	60	64	80	84	70	81	78	80	74	78	76	72	62	61	60	62	69	47	57	60
State	61	68	69	46	53	53	66	69	70	60	60	62	53	60	60	72	74	75	74	76	76	70	73	75	63	67	67	56	59	59	41	43	51
Hispanic																																	
School	31	75	41	27	27	46	50	40	50	*	35	62	62	*	19	44	75	53	45	33	54	50	47	38	*	18	54	46	*	19	*	18	54
District	38	50	44	27	27	30	44	43	42	37	37	39	33	34	30	56	61	58	52	56	57	45	45	44	39	42	34	32	35	30	27	29	34
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
Caucasian																																	
School	75	*	92	77	*	*	91	93	*	*	82	80	33	*	*	83	*	83	85	*	*	82	93	*	*	64	73	40	*	*	*	82	87
District	77	82	78	67	77	75	84	81	85	75	80	74	68	78	77	87	88	85	84	88	85	81	78	86	71	80	69	63	72	71	67	73	78
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
Students with Disabilities																																	
School	*	*	*	*	*	*	31	*	*	*	18	*	*	*	*	*	*	*	*	*	*	15	*	*	*	9	*	*	*	*	*	0	*
District	26	24	28	13	21	22	23	25	24	15	17	17	16	19	16	39	40	37	39	39	38	26	30	28	26	19	19	21	18	15	16	16	22
State	19	23	23	13	16	16	19	20	21	15	14	15	10	12	12	33	34	34	29	31	31	22	25	27	17	18	19	11	12	12	12	14	16
English Learners																																	
School	64	67	85	23	28	28	44	42	57	47	8	*	25	18	*	76	75	91	46	44	78	44	58	65	67	17	*	25	27	*	27	8	*
District	52	58	58	24	25	26	43	40	36	21	18	26	12	12	14	70	68	69	59	56	59	48	47	50	38	30	29	23	19	19	18	15	22
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Norm-Referenced Tests

Norm-Referenced Tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only.

The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition(CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08). The district does not currently have a Visual & Performing Arts curriculum adoption.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			**Math**		
	3			**3**		
	05	**06**	**07**	**05**	**06**	**07**
All Students						
School	**61**	**51**	**58**	**83**	**78**	**83**
District	49	52	49	72	74	73
State	36	37	38	55	55	56
Males						
School	62	47	62	87	77	85
Females						
School	60	56	53	80	80	82
Socioeconomically Disadvantaged						
School	46	*	*	69	*	*
Asian						
School	73	60	66	94	89	86
Filipino						
School	46	57	*	77	79	*
Hispanic						
School	18	20	31	64	40	62
Caucasian						
School	77	*	*	85	*	*
English Learners						
School	23	20	28	62	68	83

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K	Mathematics	Harcourt Brace	2001	Yes
1st-6th	Mathematics	Pearson Scott Foresman	2001	Yes
K-6	Reading Language Arts	Houghton Mifflin	2003	Yes
6th	Science	Holt, Rinehart & Winston	2007	Yes
1st-5th	Science	MacMillan/McGraw Hill	2007	Yes
K	Science	Pearson Scott Foresman	2007	Yes
1st-6th	Social Science/History	Houghton Mifflin	2006	Yes
K	Social Science/History	Pearson Scott Foresman	2006	Yes

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading.

The library has a large inventory and also a wireless mobile cart of 32 laptops to which students have access. There is also a 21-workstation computer lab where students are scheduled to visit and to work on specified programs, and have an opportunity to create multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success. The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Accelerated Reader, Math Blasters, and KidPix foster students' independent study skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit http://www.sjlibrary.org/about/contacts/branches.htm.

Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Evergreen Elementary staffed 31 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			**District**
	04-05	05-06	06-07	06-07
Fully Credentialed	29	29	31	602
Without Full Credentials	0	0	0	5
Working Outside Subject	0	0	0	3

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

• Possession of a Bachelor's Degree
• Possession of an appropriate California teaching credential
• Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	93.50%	6.50%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

Parent & Community Involvement

Evergreen School has an active and supportive Parent/Teacher Association that coordinates many parent and student activities for the school. Parents serve as Site Council members and English Language Advisory Committee members, parent volunteers, classroom aides, field trip chaperones, noon duty supervisors, and at-home teacher helpers. Parents also provide clerical help for the teachers and sponsor staff recognition activities.

The PTA sponsors family nights throughout the school year, including Family International Night, Science Night, and Literacy Night. Parents may also participate in the Project Cornerstone-sponosored ABC Book Program. This particular aspect of the program allows parents to implement a lesson plan that uses literacy to address student issues and promote values.

The school also receives support from numerous local businesses and community organizations. Support and/or donations from Target, Washington Mutual, Yahoo, YMCA, Evergreen Valley High School, and Chaboya Middle School have greatly added to the quality of instruction and overall school environment.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the state was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.

The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	$63,231
District	$63,838
Percentage of Variation	0.96%
School & State	
All Elementary School Districts	$61,005
Percentage of Variation	3.65%

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed within the chart.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	$44,368	$39,984
Mid-Range Teachers	$71,795	$63,798
Highest Teachers	$83,910	$79,204
Elementary School Principals	$109,145	$99,820
Middle School Principals	$113,590	$102,340
Superintendent	$180,250	$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.0%	43.0%
Administrative Salaries	6.0%	5.0%

District Expenditures & Revenue Sources

Evergreen School District spent an average of $6,343 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$4,254
From Restricted Sources	$97
From Unrestricted Sources	$4,157
District	
From Unrestricted Sources	$4,785
Percentage of Variation between School & District	13.12%
State	
From Unrestricted Sources	$4,943
Percentage of Variation between School & State	15.90%

In addition to general state funding, all schools within the district received state and federal categorical funding for the following support programs:

• Title I, Targeted Assistance
• Title II, Staff Development
• Title III, Economic Impact Aid
• Title IV, Safe & Drug Free Schools & Communities
• Title V, Innovative Programs
• Peer Assistance & Review (PAR)
• School & Library Improvement Program
• Gifted & Talented Education (GATE)
• Tobacco Use Prevention Education (TUPE)