

# Evergreen Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Evergreen Elementary School
<b>Street</b>	3010 Fowler Road
<b>City, State, Zip</b>	San Jose CA, 95135
<b>Phone Number</b>	(408) 270-4966
<b>Principal</b>	Diana Nakano
<b>Email Address</b>	<a href="mailto:dnakano@eesd.org">dnakano@eesd.org</a>
<b>School Website</b>	<a href="https://evergreen.eesd.org/">https://evergreen.eesd.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	43-69435-6047138

## 2024-25 District Contact Information

<b>District Name</b>	Evergreen Elementary School District
<b>Phone Number</b>	(408) 270-6800
<b>Superintendent</b>	Dr. Antoine Hawkins
<b>Email Address</b>	<a href="mailto:ahawkins@eesd.org">ahawkins@eesd.org</a>
<b>District Website</b>	<a href="http://www.eesd.org">www.eesd.org</a>

## 2024-25 School Description and Mission Statement

Our vision states, "In collaboration with all vested members of our school community, we consistently work to achieve academic excellence for all students, celebrate and appreciate our students' diversity, promote a positive school climate, and maintain an emotionally, intellectually, socially, and physically safe school environment."

Guided by a team of passionate educators, we prioritize the holistic development of each student, fostering a growth mindset and a passion for lifelong learning. Our school is a place where students are encouraged to explore their interests, discover their strengths, and embrace challenges as opportunities for growth. We take pride in our commitment to creating a safe,

## 2024-25 School Description and Mission Statement

supportive, and inclusive environment that celebrates diversity and promotes equity. By fostering a culture of mutual respect and understanding, we empower our students to become compassionate, empathetic leaders who positively impact their communities. Through collaboration with families, stakeholders, and the broader community, Evergreen Elementary strives to be a beacon of educational excellence, preparing students to become responsible, engaged citizens and lifelong learners.

We serve 526 students from transitional kindergarten to sixth grade. Evergreen Elementary School last received the California Distinguished School Award in 2023. It previously received the award in 1995, 2000, and 2006. In 2016, Evergreen Elementary received the National Blue Ribbon Award, awarded by the US Department of Education.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	61
Grade 2	64
Grade 3	69
Grade 4	87
Grade 5	99
Grade 6	104
<b>Total Enrollment</b>	<b>584</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
Non-Binary	0
American Indian or Alaska Native	0.3
Asian	74.8
Black or African American	0.5
Filipino	5.3
Hispanic or Latino	13.5
Two or More Races	3.1
White	2.4
English Learners	14.7
Foster Youth	0.2
Homeless	0.7
Migrant	0.3
Socioeconomically Disadvantaged	11.1
Students with Disabilities	11.6

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.60	100.00	397.80	95.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.00	0.72	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.00	0.48	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	14.20	3.42	18854.30	6.86
<b>Total Teaching Positions</b>	24.60	100.00	417.10	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.80	99.78	375.70	91.28	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.50	1.09	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	11.20	2.74	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.22	3.80	0.92	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	16.20	3.96	15831.90	5.67
<b>Total Teaching Positions</b>	22.90	100.00	411.60	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.70	89.25	353.60	88.95	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.50	6.16	5.50	1.38	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.10	10.30	2.61	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.80	0.45	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.10	0.49	26.20	6.60	14303.80	5.15
<b>Total Teaching Positions</b>	24.30	100.00	397.60	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Evergreen School District held a Public Hearing on September 12, 2024, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

The California State Board of Education adopted the science programs at its November 2018 public meeting. Evergreen reviewed materials beginning in 2019 to determine the next steps. After an 18-month long process with the science adoption committee, the Board approved the NGSS science textbook adoption on April 15, 2021.

The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework.

The California Social Science materials have been updated for the 2023/2024 school year.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Year and month in which the data were collected

September 12, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted on April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard	Yes	0.0%
<b>Mathematics</b>	Adopted on April 16, 2015 (Grade K-3): Engage NY Adopted on April 16, 2015 (Grade 4-5): Bridges Mathematics	Yes	0.0

	Adopted on April 16, 2015 (Grade 6-8): College Preparatory Mathematics Adopted On April 15, 2021 (Grade 8): Big Ideas Integrated Mathematics 1, Engage/National Geographic Learning, or CPM		
<b>Science</b>	Adopted on April 15, 2021(Grade K-5): Amplify Science CA NGSS 3D Adopted on April 15, 2021 (Grade 6-8): STEMscopes CA NGSS 3D, Accelerate Learning Inc.	Yes	0.0%
<b>History-Social Science</b>	Adopted in 2023: (Grade K); myWorld Interactive CA CAVVAS Adopted in 2023: (Grade 1-5): myWorld Interactive CA CAVVAS Adopted in 2023: (Grade 6) History Alive! Ancient World Adopted in 2023: (Grade 7-8): History Alive (7th Medieval World and Beyond / 8th United States through Industrialism)	Yes	0.0%

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

## School Facility Conditions and Planned Improvements

Evergreen Elementary School was originally constructed in 1955. The school facilities currently comprise 27 permanent classrooms, 7 portable classrooms, a psychologist/speech office/classroom, a computer lab, a library, a cafeteria/multipurpose room, a kitchen, a staff lounge, a conference room, and two playgrounds.

### Cleaning Process:

Evergreen Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed daily 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 and maintain sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair:

Evergreen Elementary School's custodial staff regularly administers a scheduled maintenance program, with heavy maintenance functions occurring during vacation periods. Additionally, the district administers a scheduled maintenance program to ensure that school grounds and facilities remain in excellent repair. When issues arise that require immediate attention, a work order process is used. 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 Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for significant repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature gave school districts flexibility in using these funds to meet general fund needs. To mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe, and in good repair.

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

October 25, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b>	X			

## School Facility Conditions and Planned Improvements

Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	81	82	65	65	46	47
<b>Mathematics</b> (grades 3-8 and 11)	83	83	60	61	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	361	354	98.06	1.94	81.64
<b>Female</b>	186	180	96.77	3.23	85.56
<b>Male</b>	175	174	99.43	0.57	77.59
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	273	270	98.90	1.10	88.89
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	16	100.00	0.00	68.75
<b>Hispanic or Latino</b>	48	44	91.67	8.33	47.73
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	83.33

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	30	27	90.00	10.00	33.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	45	44	97.78	2.22	47.73
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	35	33	94.29	5.71	33.33

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	361	354	98.06	1.94	83.05
<b>Female</b>	186	180	96.77	3.23	84.44
<b>Male</b>	175	174	99.43	0.57	81.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	273	270	98.90	1.10	92.22
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	16	100.00	0.00	50.00
<b>Hispanic or Latino</b>	48	44	91.67	8.33	45.45
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	83.33
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	30	27	90.00	10.00	59.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	45	44	97.78	2.22	45.45
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	35	33	94.29	5.71	36.36

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	62.00	63.92	51.51	51.66	30.29	30.73

## 2023-24 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
<b>All Students</b>	99	98	98.99	1.01	63.27
<b>Female</b>	45	44	97.78	2.22	70.45
<b>Male</b>	54	54	100.00	0.00	57.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	65	65	100.00	0.00	76.92
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	17	16	94.12	5.88	31.25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	26.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	15.38

## 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.

#### 2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.0%	99.0%	99.0%	98.0%	98.0%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Our staff values the importance of families and the community in the academic, social, and emotional success of our students. Parents participate in the Parent Teacher Association (PTA), the School Site Council (SSC), and the English Learners Advisory Committee (ELAC). Parents, guardians, and community members feel comfortable and connected to the school community. They regularly help in classrooms and chaperone field trips. Parents and guardians meet on campus to plan and prepare community activities and fundraisers.

One of our core values is embracing differences on our campus. International Day is an annual event that the PTA hosts. This event encourages family involvement and gives students a positive cultural identity. The PTA recruits volunteers to create booths displaying information about different countries. Many booths include a taste of native food and a craft project. Each student gets a stamp in a passport book. Once filled, they receive a small prize. An entertaining multicultural showcase of talent concludes the event. The show includes cultural dances, music, and songs. Families leave International Day with a sense of pride and value as an essential member of the Evergreen School family.

PTA plays a vital role in supporting students and staff. They host a "Welcome Back to School" breakfast and a direct donation drive that supports the staff's work during the school year. The funds support teacher budgets, technology on campus, assemblies, field trips, and several other initiatives. The PTA assists with supporting the purchase of library resources as well. Evergreen parent and community support allows us to be successful in supporting the students' academic, social, and emotional needs.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	601	598	42	7.0
Female	297	297	16	5.4
Male	304	301	26	8.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	442	440	25	5.7
Black or African American	--	--	--	--
Filipino	31	31	2	6.5
Hispanic or Latino	89	88	11	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	1	5.0
White	14	14	2	14.3
English Learners	92	91	14	15.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	101	100	12	12.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	79	17	21.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.17	0.66	0.5	1.19	1.62	1.87	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0.03	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.50	0.00
Female	0.00	0.00
Male	0.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.23	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	2.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The safety of students and staff is a top priority at Evergreen Elementary School. Students are supervised before school, during recess, and after school by teachers, staff members, and the principal. Lunch supervision is provided by noon supervisors and the principal. All visitors to the campus sign in at the office and wear a visitor's pass at all times during their

## 2024-25 School Safety Plan

stay on school grounds. The Comprehensive Safe School Plan was last reviewed and updated in November 2024 and approved by our Board of Trustees in December of 2024.

The Comprehensive School Safety Plan is crucial to ensure the well-being of students, staff, faculty, and volunteers while on campus. The plan encompasses various aspects of safety, including emergency preparedness, crisis response procedures, physical security measures, and strategies to promote a positive school climate. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and safe earthquake standards. The school's disaster preparedness plan includes steps for ensuring students' and staff's safety during a disaster. Fire, disaster, and lock down drills are conducted on a rotating basis throughout the school year.

## 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.

## 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
K	21	1	2	
1	20	2	1	
2	21	1	3	
3	20	2	2	
4	31		3	
5	31		3	
6	31		3	
Other	14	1		

## 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	24		3	
1	20	2	1	
2	22		3	
3	21	1	3	
4	29		3	
5	31		3	
6	30		3	
Other	9	2		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	18	1	2	
2	20	1	2	
3	23		3	
4	29		3	
5	23	1	3	
6	25	1	3	
Other	10	2		

## 2023-24 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	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$7,454	\$156.07	\$7297	\$110,849.68
District	N/A	N/A	\$2406	\$108,700
Percent Difference - School Site and District	N/A	N/A	100.8	2.0
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-38.5	14.0

## Fiscal Year 2023-24 Types of Services Funded

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

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: (LeyVa, Holly Oak, Katherine Smith, Montgomery, O.B. Whaley, and Cedar Grove)
- Title II, Staff Development
- Title III, Limited English Proficient

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$65,180	\$58,553
<b>Mid-Range Teacher Salary</b>	\$105,472	\$93,924
<b>Highest Teacher Salary</b>	\$121,395	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$161,456	\$149,898
<b>Average Principal Salary (Middle)</b>	\$164,446	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$275,000	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	36%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Professional Development is delivered on Wednesday mornings and district-specific Thursday afternoons, scheduled throughout the school year. The first Wednesday of each month focuses on "Kid Coaching," which includes supporting our EL population. Teachers use the ELlevation and iReady platforms for data collection to determine any additional support our struggling learners and English language learners may need. This data collection is used to develop both small-group and Designated ELD instruction.

The second Wednesday of each month focuses on our Positive Behavior Interventions and Supports (PBIS) implementation. Thus far this school year, the PBIS team has taken the SAS (Self Assessment Survey) and continues to monitor our PBIS Behavior Matrix on a needs basis. In the past, teachers have written lessons to support the behavior teaching matrix, and the principal and staff members created Google Slides for direct instruction and teaching for specific areas of campus they are supporting. The PBIS team is now reviewing a series of videos to use, in conjunction with our lesson plans, that will be used school-wide to ensure we review our expectations with our students often throughout the school year. We have also used some of the time during our PBIS meetings to discuss the positive behavior reinforcement system we have implemented to recognize our students following the "Eagle Values" positively. The systems are monitored often to ensure compliance and any need for modifications.

The third Wednesday of each month focuses on teachers "perfecting teaching practices". During the third Wednesday of the month, teachers are given time to collaborate with members of their grade level to work on new curricula such as iReady, Amplify Science/Stemscopes, and/or Second Step.

The fourth Wednesday of each month is a general staff meeting and/or a time to discuss equity and inclusion after our Instructional Leadership Team (ILT) meets with the district-wide ILT group.

The three additional Thursday afternoons scheduled throughout the school year further extend our time to work on these topics. In addition, two full-day staff professional development days are offered District-wide, during which teachers self-register for classes to enhance their own professional development.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	2

