Evergreen Elementary School

3010 Fowler Road • San Jose CA, 95135 • (408) 270-4966 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Evergreen Elementary School District
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School Description

Evergreen Elementary School is not just a neighborhood school; it is a community. 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." Over the past sixty-two years, we have grown from being the flagship school of the district to the largest of fifteen elementary schools of Evergreen School District. A school more than 60 years old often shows its age. However, Evergreen underwent a significant renovation in 2010 that added nine new classrooms, a state of the art multi-use room and upgraded landscape, giving the whole campus a more modern look and feel. Evergreen Elementary School opened a new Science, Technology, Engineering, Art and Math (STEAM) classroom this school year.

We serve 770 students from transitional kindergarten to sixth grade. Just as the population of California has changed over the past sixty years, Evergreen School's population has also changed. The ethnicity of our school population includes 40% Asian Indian students, 19% Vietnamese, 16% Chinese, 0.05% Filipino, 0.06% Hispanic and 0.07% White. The balance of ethnicities represented on our campus comprise American Indian or Alaskan Native, Japanese, Korean, Laotian, Cambodian, Tahitian, Guamanian and Black or African American.

A range of staff that includes certificated teaching staff, classified staff, School Psychologist, Speech Pathologist, Marriage and Family Therapist, Resource Specialist, English Language Assistant, Occupational Therapist, Instructional Coach, and Adaptive Physical Education Specialist, serve, educate, and support the children of Evergreen School. These staff members support the development of all aspects of student academics. Equally important to an academically successful student is one that is taught and nurtured emotionally, socially and physically. Having these many specialized resources on campus affords us the opportunity to educate the whole child.

Our experienced teaching staff shows a positive growth mindset in their approach to the Common Core State Standards. They examine and implement strategies necessary to teach the new standards and skills using collaboration, creativity, critical thinking and communication (the four C's). These skills prepare students to act as successful global citizens of the 21st century.

Our teachers especially hold to the belief that students need a strong educational foundation. They strive to make sure each student holds the basic skills needed for success in their academic future. For those students that struggle to achieve grade level standards expectations or who experience difficulty fitting in socially, staff members create a safety net with a variety of interventions.

The natural roles between staff and parents play equally in educating the whole student. The parents and community members highly value teaching the whole child. While they engage at different levels, most families choose to support their child at home and assist them with homework, making sure the student receives proper nutrition and sleep, and gets to school on time. A weekly newsletter, school-wide emails, and reminders on the state-of-the-art marquee in the front of the school inform parents of school events. Teachers communicate with parents through emails, telephone calls, in-person conferences and updates on progress through progress reports, and trimester report cards. Parents volunteer on field trips, in the classroom, and transport baggage to science camp for fifth grade students, and as Parent Teacher Association (PTA) Executive Board Members. Many parents also spend time on campus as full-time volunteers to support our staff.

Our staff and community work each day to uphold our values. We encourage, promote, and foster the inclusion of differences. Students use the four C's to demonstrate academic excellence. Parents and teachers help foster positivity. Staff and students embrace differences and errors for their ability to help us learn and grow. We model coping skills, and support problem solving with warmth and care.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	95
Grade 1	93
Grade 2	98
Grade 3	104
Grade 4	123
Grade 5	134
Grade 6	131
Total Enrollment	778

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.6
Asian	74.8
Filipino	4.6
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	0
White	4.1
Two or More Races	6.8
Socioeconomically Disadvantaged	8.1
English Learners	15.6
Students with Disabilities	6.7
Foster Youth	0

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			
Evergreen Elementary School	15-16	16-17	17-18
With Full Credential	31	29	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	
Evergreen Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	534
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Evergreen Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Evergreen School District held a Public Hearing on October 12, 2017, 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 and Frameworks, with final approval by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in September 2017 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.

Textbooks and Instructional Materials Year and month in which data were collected: April 14, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Adopted in April 16, 2015 (Grade K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Adopted in 2007 (Grade K): Pearson Scott Forseman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Forseman Adopted in 2006: (Grade 1-6): Houghton Mifflin **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

The district passed a facilities bond measure in 2006 that will allow for future modernization. As a result of this bond, Evergreen Elementary School has recently completed major construction. Nine new classrooms have been added, the new parking lot has been completed, and the new multi-purpose room serves hot lunches to our students on a daily basis as well as provides additional space for extra curricular activities. In 2013 the multi-use/library conversion was completed resulting in an enhanced library and computer lab for student and staff use. The chart displays the results of the most recent facilities inspection.

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 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 School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the 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 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 roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/03/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	93	86	77	75	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
Subject	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	78	79	63	63	48	48
Math	81	82	60	60	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.2	24.6	61.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	125	124	99.2	86.3
Male	64	64	100.0	82.8
Female	61	60	98.4	90.0
Asian	98	97	99.0	93.8
Socioeconomically Disadvantaged	11	10	90.9	60.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	497	494	99.4	78.74
Male	251	249	99.2	73.49
Female	246	245	99.59	84.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	375	374	99.73	84.49
Filipino	17	17	100	64.71
Hispanic or Latino	36	35	97.22	48.57
White	17	16	94.12	50
Two or More Races	38	38	100	68.42
Socioeconomically Disadvantaged	41	41	100	39.02
English Learners	135	134	99.26	67.16
Students with Disabilities	43	42	97.67	23.81
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17 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	497	496	99.8	82.06
Male	251	250	99.6	79.6
Female	246	246	100	84.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	375	375	100	89.07
Filipino	17	17	100	70.59
Hispanic or Latino	36	35	97.22	34.29
White	17	17	100	47.06
Two or More Races	38	38	100	81.58
Socioeconomically Disadvantaged	41	41	100	36.59
English Learners	135	135	100	74.07
Students with Disabilities	43	42	97.67	26.19
Students Receiving Migrant Education Services	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
The staff values the importance of families and 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). Parent volunteers frequently visit classrooms, facilitate small groups, help with clerical tasks, assist in the computer lab, or chaperone field trips. Parents meet on campus to plan and prepare community activities and fundraisers. Our parent-led ABC Reader program improves the climate on our campus. Parent volunteers plan and deliver anti-bullying lessons in each classroom once a month.

One of our core values is embracing differences on our campus. International Day is an annual event that PTA hosts. This event encourages family involvement, and gives students a positive cultural identity. The PTA recruits volunteers to create a booth that displays 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 World Showcase Talent Show concludes the event. The show includes cultural dances, music and song. Families leave International Day with a sense of pride and value as an important member of the Evergreen School family.

PTA plays a vital role 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. They also encourage community building through activities such as bi-monthly movie nights and end of the year school carnival.

Without the Evergreen parent and community support, the staff would not be as successful in supporting the students' academic, social, and emotional needs.

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
The safety of students and staff is a primary concern at Evergreen Elementary School. Students are supervised before school, during recess, and after school by teachers and principal. Lunch supervision is provided by noon-duties. All visitors to the campus must sign in at the 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 Comprehensive School Site Safety Plan was last reviewed and updated in the first part of 2018. All revisions to the plan are immediately communicated to classified and certificated staff.

Key elements of the Safety Plan focuses on the following:
• School rules and procedures
• Sexual harassment policy
• Child abuse reporting procedures
• School-wide dress code
• Policies related to suspensions and expulsions
• Disaster procedures/routines and emergency drills
• Safe ingress and egress of pupils, parents and school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and sate earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff safety during a disaster. Fire, disaster, and lock down are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.2	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.4	0.5	0.4
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		71.4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.41
Social Worker	
Nurse	.16
Speech/Language/Hearing Specialist	.77
Resource Specialist	
Other	as needed
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
	Average Class Size			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	21	21	24	2	2		3	3	4			
1	25	22	25		2		4	2	3			
2	25	23	25				4	4	4			
3	25	25	24				5	5	5			
4	29	32	30				4	4	4			
5	30	30	33				4	4	1			3
6	28	31	32	1			4	4	4			
Other		12	11		1	1						

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

Professional Development provided for Teachers

Teachers build their teaching skills through participation in staff meetings and staff development opportunities. Over the past two years, teachers have been engaged with the development of our STEAM space and STEAM instruction. Last year, teachers met to develop a STEAM three year implementation plan. The principal guided the teachers to determine what they wanted out of their STEAM instruction. Some of the items teachers wanted in our STEAM program include modification to the school structure and schedule in order to accommodate STEAM instruction, restructure current Science Fair and facilitate student participation in problem based learning throug STEAM investigations, open ended inquiry and authentic, real work problems. All STEAM professional staff development is anchored in teacher acquisition of learning the Next Generation Standards The focus of our site staff development this year is to continue our development of our STEAM (Science, Technology, Engineering, Art and Math) space and the implementation of STEAM activities, lesson, and/or units. The services of our instructional coach and science coach are available to teachers choosing to take advantage of these services. Time is given to all teachers to support them with their STEAM implementation. Each second and fourth Wednesday each month as well as the second and fourth Thursday each month is given to teachers to develop their STEAM implementation. Prior to each of the Wednesday meetings, grade level PLC teams meet to discuss the goals and objectives of what they want to accomplish over the two days of STEAM preparation.

Other Wednesday staff development include having a staff meeting on the first Wednesday of the month. The third Wednesday of the month is dedicated to kid coaching. During kid coaching teachers meet together as a grade level to discuss student concerns. After each teacher discusses their concerns, the rest of the team suggest interventions they may have used for another student.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$54,638	$48,678
Mid-Range Teacher Salary	$88,414	$78,254
Highest Teacher Salary	$102,408	$96,372
Average Principal Salary (ES)	$131,080	$122,364
Average Principal Salary (MS)	$138,539	$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$191,425	$212,818
Percent of District Budget		
Teacher Salaries	44%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	5412	280	3628	92,867
District	♦	♦	$5728	$91,113
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-44.9	1.9
Percent Difference: School Site/ State			-57.8	16.9

* Cells with ♦ do not require data.

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:

• Economic Impact Aid
• School & Library Improvement Program
• Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
• Title II, Staff Development
• Title III, Limited English Proficient

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.