

# J. F. Smith Elementary School

2220 Woodbury Lane • San Jose CA, 95121 • (408) 532-2150 • Grades K-6

Maureen McClintock, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Evergreen Elementary School District

3188 Quimby Road  
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#### District Governing Board

Sylvia Alvarez

Sylvia Arenas

Bonnie Mace

Vince Songcayawon

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#### District Administration

Katherine Gomez  
Superintendent

Kathy Shepard  
Superintendent

Dan Deguara  
Assistant Superintendent

Gary Kishimoto  
Director of Pupil Services

Carole Schmitt  
Director of Human Resources

Rob Smiley  
Director of Communications and  
Community Engagement

Denise Williams  
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Nelly Yang  
Director of Business Services

### Principal's Message

James F. Smith Elementary School (JFS) is the 17th school to open in the Evergreen School District. It is located in the eastern foothills of the Mt. Hamilton Range. JFS, as it is often referred to, opened in the fall of 2000 with 190 students and nine teachers. Our enrollment has grown to approximately 820 students and a teaching staff of 35.

Our curriculum is based on the California Standards of Achievement. JFS teachers are committed to providing a balanced curriculum that integrates technology and the latest researched-based teaching strategies. They take responsibility for their professional growth, and provide training to their colleagues. Many JFS teachers are in leadership roles at the school and at the district level.

This information reported herein reflects the dedication of students, parents, and teachers who work as a team to ensure students thrive both academically and socially.

### Mission Statement

The mission of the James Franklin Smith Elementary School is to develop the intellectual, physical and emotional capacities of each child to the fullest extent possible so that each can lead a fulfilling life as a productive worker, citizen, and contributing member of our society. To become good citizens and responsible adults, all children need to think creatively and critically, and be able to adapt to change. They need skills in acquiring, filtering, processing, and using information to make effective decisions and to communicate with others. They will develop self-esteem by participating in a caring school community which appreciates diversity and develops in children tolerance, mutual, cooperation towards team goals and a love for learning that will last a lifetime. Students will understand they are a part of a local and global community.

Students will learn in a non-traditional learning environment that will include various formats of technology and new age instructional strategies. Students will become 21st Century citizens who will embrace the impact of technology on our society and daily lives. Students will be active participants in their own learning. Teachers will be responsible for guiding the learning process, setting goals and fulfilling instructional standards set forth by district and state mandates.

Students will learn to make good choices and choose a life style that will promote a healthy body, mind and lifestyle. Students of James Franklin Smith School will develop skills in the classroom that will transcend to the work place.

Our students will be productive, compassionate and develop a firm understanding of the past and become active leaders in their future.

### Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen 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.

James F. Smith Elementary School is centrally located within the district's borders. In the 2012-13 school year, the school served approximately 820 students in grades TK-6 on a traditional calendar schedule.

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.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (408) 532-2150.

2013-14 Student Enrollment by Grade Level

| Grade Level  | Number of Students |
|--------------|--------------------|
| Kinder.      | 106                |
| Gr. 1        | 100                |
| Gr. 2        | 117                |
| Gr. 3        | 129                |
| Gr. 4        | 119                |
| Gr. 5        | 131                |
| Gr. 6        | 106                |
| <b>Total</b> | <b>808</b>         |

2013-14 Student Enrollment by Group

| Group                            | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 1.0                         |
| American Indian or Alaska Native | 0.1                         |
| Asian                            | 74.1                        |
| Filipino                         | 5.7                         |
| Hispanic or Latino               | 5.2                         |
| Native Hawaiian/Pacific Islander | 0.5                         |
| White                            | 10.1                        |
| Two or More Races                | 2.7                         |
| Socioeconomically Disadvantaged  | 8.7                         |
| English Learners                 | 21.3                        |
| Students with Disabilities       | 5.2                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

| J. F. Smith Elementary School                      | 12-13 | 13-14 | 14-15 |
|--|-------|-------|-------|
| <b>Fully Credentialed</b>                          | 31    |       |       |
| <b>Without Full Credential</b>                     | 0     |       |       |
| <b>Teaching Outside Subject Area of Competence</b> | 0     |       |       |
| Evergreen Elementary School District               | 12-13 | 13-14 | 14-15 |
| <b>Fully Credentialed</b>                          | ♦     | ♦     | 31    |
| <b>Without Full Credential</b>                     | ♦     | ♦     | 0     |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     | 0     |

Teacher Misassignments and Vacant Teacher Positions at this School

| J. F. Smith Elementary School       | 12-13 | 13-14 | 14-15 |
|-------------------------------------|-------|-------|-------|
| <b>Teachers of English Learners</b> | 0     | 0     |       |
| <b>Total Teacher Misassignments</b> | 0     | 0     |       |
| <b>Vacant Teacher Positions</b>     | 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.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| <b>This School</b>  | 100.00                              | 0.00                                    |
| <b>Districtwide</b>   |                                     |   |
| <b>All Schools</b>  | 99.89                               | 0.11                                    |
| <b>High-Poverty Schools</b>   | 100.00                              | 0.00                                    |
| <b>Low-Poverty Schools</b>  | 99.83                               | 0.17                                    |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

Evergreen School District held a Public Hearing on October 9, 2014, 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 2014 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: October 9, 2014   |  |
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
| <p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>  | Adopted in 2009 (Grade K-6): MacMillan/McGraw Hill   |
| <p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>            | Adopted in 2008 (Grade K): Harcourt<br>Adopted in 2008 (Grade 1-5): Houghton Mifflin<br>Adopted in 2008 (Grade 6): Glencoe (MacMillan/McGraw Hill)               |
| <p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>                | Adopted in 2007 (Grade K): Pearson Scott Foresman<br>Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill<br>Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston |
| <p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p> | Adopted in 2006: (Kinder): Pearson Scott Foresman<br>Adopted in 2006: (Grade 1-6): Houghton Mifflin  |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

James F. Smith Elementary School, originally constructed in 2000, is currently comprised of 31 permanent classrooms, a YMCA room, a conference room, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, two work rooms, and two playgrounds. The district passed a facilities bond measure in 2006 that will allow for future modernization at all school sites. The chart displays the results of the most recent facilities inspection.

**Cleaning Process:**

James F. Smith 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 James F. Smith 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: 12/30/2014**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 11-12  | 12-13 | 13-14 | 11-12    | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science   | 93   | 93    | 95    | 81       | 79    | 79    | 60    | 59    | 60    |

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

| STAR Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 10-11  | 11-12 | 12-13 | 10-11    | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA   | 89   | 90    | 90    | 71       | 75    | 73    | 54    | 56    | 55    |
| Math  | 93   | 92    | 93    | 76       | 76    | 74    | 49    | 50    | 50    |
| HSS   |  |       |       | 69       | 73    | 74    | 48    | 49    | 49    |

\* STAR Program was last administered in 2012-13. 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.

| Academic Performance Index Ranks - Three-Year Comparison |         |         |         |
|--|---------|---------|---------|
| API Rank   | 2010-11 | 2011-12 | 2012-13 |
| Statewide  | 10      | 10      | 10      |
| Similar Schools  | 8       | 5       | 6       |

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 11.9  | 27.6   | 53.7   |

\* 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.

| 2013-14 CAASPP Results by Student Group       |   |
|---|---|
| Group   | Percent of Students Scoring at Proficient or Advanced |
|   | Science (grades 5, 8, and 10)                         |
| All Students in the LEA                       | 79  |
| All Student at the School                     | 95  |
| Male  | 97  |
| Female  | 94  |
| Black or African American                     |   |
| American Indian or Alaska Native              |   |
| Asian   | 96  |
| Filipino                                      | 100   |
| Hispanic or Latino                            |   |
| Native Hawaiian/Pacific Islander              |   |
| White   |   |
| Two or More Races                             |   |
| Socioeconomically Disadvantaged               |   |
| English Learners                              |   |
| Students with Disabilities                    |   |
| Students Receiving Migrant Education Services |   |

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

| API Growth by Student Group – Three-Year Comparison |                   |       |       |
|---|-------------------|-------|-------|
| Group   | Actual API Change |       |       |
|   | 10-11             | 11-12 | 12-13 |
| All Students at the School                          | 9                 | -4    | 4     |
| Black or African American                           |                   |       |       |
| American Indian or Alaska Native                    |                   |       |       |
| Asian   | 8                 | -1    | 1     |
| Filipino  |                   |       |       |
| Hispanic or Latino                                  |                   |       |       |
| Native Hawaiian/Pacific Islander                    |                   |       |       |
| White   |                   |       |       |
| Two or More Races                                   |                   |       |       |
| Socioeconomically Disadvantaged                     |                   |       |       |
| English Learners                                    | 0                 | -2    | 21    |
| Students with Disabilities                          |                   |       |       |

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

James F. Smith School has developed a strong Parent Teacher Association that supports our total school program. Our School Site Council, which consists of parents and teachers, meets monthly to monitor the learning environment. Our English Language Advisory Council (ELAC) provides parent involvement in the monitoring of services for second-language learners. Many parents provide support as classroom assistants and chaperones on field trips and school activities. Our Project Cornerstone ABC program consists of parents visiting classrooms once a month to read books and discuss positive ways to address/prevent bullying. In addition, an Arts Attack program has parent volunteers who work in classrooms once a month creating art projects that support our curriculum as well as contributing to our auction for our PTA Under the Tuscan Moon fundraising event. At the beginning of the year, our PTA offers school tours to new parents and also holds a first day of school parent welcome breakfast inviting parents to participate in supporting JFS. Parent committees are generated throughout the school year as needed. Contact our PTA at [jfspta.org](http://jfspta.org).

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 of James F. Smith Elementary School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. 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 and side of the school.

The School Site Safety Plan was last reviewed and updated in December 2012 by the School Site Council. Any revisions to the plan are immediately communicated to classified and certificated staff and to the Emergency Response Team (ERT).

Key elements of the Safety Plan focus on the following:

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

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.

| Suspensions and Expulsions |       |       |       |
|----------------------------|-------|-------|-------|
| School                     | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 0.1   | 0.0   | 0.0   |
| Expulsions Rate            | 0.0   | 0.0   | 0.0   |
| District                   | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 1.6   | 0.8   | 0.8   |
| Expulsions Rate            | 0.0   | 0.0   | 0.0   |
| State                      | 11-12 | 12-13 | 13-14 |
| Suspensions Rate           | 5.7   | 5.1   | 4.4   |
| Expulsions Rate            | 0.1   | 0.1   | 0.1   |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria |        |          |
|--|--------|----------|
| AYP Criteria   | School | District |
| Made AYP Overall   |        |          |
| Met Participation Rate: English-Language Arts            |        |          |
| Met Participation Rate: Mathematics                      |        |          |
| Met Percent Proficient: English-Language Arts            |        |          |
| Met Percent Proficient: Mathematics                      |        |          |
| Met API Criteria   |        |          |

| 2014-15 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 |        | 83.3      |

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| 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)                          | .028      |
| Library Media Services Staff (Paraprofessional)            | .69       |
| Psychologist   | .4        |
| Social Worker  |           |
| Nurse  | .11       |
| Speech/Language/Hearing Specialist                         | .4        |
| Resource Specialist  | 1.0       |
| 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 |      |    |    |                       |    |    |       |    |    |     |    |    |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size                             |      |    |    | Number of Classrooms* |    |    |       |    |    |     |    |    |
|  |      |    |    | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |
| Grade  | 12   | 13 | 14 | 12                    | 13 | 14 | 12    | 13 | 14 | 12  | 13 | 14 |
| Kinder.  | 23.8 | 23 | 21 | 0                     | 2  | 2  | 4     | 3  | 3  | 0   |    |    |
| Gr. 1  | 23.7 | 23 | 25 | 0                     |    |    | 7     | 5  | 4  | 0   |    |    |
| Gr. 2  | 24   | 21 | 23 | 0                     | 1  | 1  | 5     | 5  | 4  | 0   |    |    |
| Gr. 3  | 23.8 | 23 | 22 | 0                     | 1  | 1  | 5     | 4  | 5  | 0   |    |    |
| Gr. 4  | 26.5 | 34 | 30 | 0                     |    |    | 4     |    | 4  | 0   | 4  |    |
| Gr. 5  | 29.8 | 26 | 26 | 0                     | 1  | 1  | 4     | 3  | 4  | 0   |    |    |
| Gr. 6  | 30   | 28 | 27 | 0                     | 1  | 1  | 4     | 3  | 3  | 0   |    |    |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| FY 2012-13 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts in Same Category |
| Beginning Teacher Salary                       | \$49,401        | \$41,507                                     |
| Mid-Range Teacher Salary                       | \$79,939        | \$67,890                                     |
| Highest Teacher Salary                         | \$92,975        | \$86,174                                     |
| Average Principal Salary (ES)                  | \$119,119       | \$109,131                                    |
| Average Principal Salary (MS)                  | \$126,476       | \$111,937                                    |
| Average Principal Salary (HS)                  | \$0             | \$109,837                                    |
| Superintendent Salary                          | \$180,000       | \$185,462                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 49              | 42   |
| Administrative Salaries                        | 5               | 6  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

| Level                                    | Expenditures Per Pupil |            |              | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
|  | Total                  | Restricted | Unrestricted |                        |
| School Site                              | 4,798                  | 86         | 4,712        | 84,883                 |
| District                                 | ♦                      | ♦          | \$6032       | \$80,971               |
| State                                    | ♦                      | ♦          | \$4,690      | \$70,788               |
| Percent Difference: School Site/District |                        |            | -21.9        | 4.8                    |
| Percent Difference: School Site/ State   |                        |            | 0.5          | 19.9                   |

**Types of Services Funded at J. F. Smith Elementary School**

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

**Professional Development provided for Teachers at J. F. Smith Elementary School**

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. The second and fourth Thursdays of each month are set aside as minimum days for site and district in-services. This focus for the 2013-2014 school year is the transition into Common Core Standards.