



Cadwallader Elementary School

3799 Cadwallader Avenue • San Jose, CA 95121 • (408) 270-4950 • Grades K-6

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



**Evergreen
School District**

Evergreen Elementary School District

3188 Quimby Road
San Jose CA, 95148
(408) 270-6800
www.eesd.org

District Governing Board

Sylvia Alvarez
Sylvia Arenas
Bonnie Mace
Vince Songcayawon
Jim Zito

District Administration

Katherine Gomez
Superintendent

Mustafa "Moe" Zwebti
Director of Technology

Dan Deguara
Assistant Superintendent

Gary Kishimoto
Director of Pupil Services

Carole Schmitt
Director of Human Resources

Charles Crosby
**Director of Communications and
Community Engagement**

Denise Williams
Director of Instruction

Nelly Yang
Chief Business Officer

Rick Navarro
Director of Operations

School Description

Cadwallader Elementary School is located in the center of the Evergreen School District in Southeast San Jose. Our school is a cohesive partnership of students, parents, educators, support staff, and community members. Our school community takes pride in providing a quality education in a caring, supportive, and challenging environment. We have rigorous academic expectations combined with a climate that promotes student creativity and respect for cultural diversity. Students are challenged to enthusiastically and willingly develop to their full potential.

With the ever present themes of life long learning and school pride, Cadwallader Elementary School provides all students with a motivating environment in which to learn. This is reflected in the prevalent atmosphere that says extraordinary learning happens here! Teachers are on the forefront of research-based practices that best respond to students' learning needs. All teachers communicate on a regular basis with parents and the support staff. They are open, caring, and dedicated individuals. Our group of highly qualified, effective educators demonstrate a positive attitude toward their profession, the Evergreen School District, and the Evergreen community they serve.

We were deemed a California Distinguished School and a Title 1 Academic Achieving School for the 2009-10 school year. For the 2010-11 school year, we were awarded the distinct honor of being a Title 1 Academic Achieving School for a second year in a row. Our API score for the 2012-13 school year was 895 and for the 2013-14 school year, we were awarded the Title 1 Academic Achieving School award for the third time! We are extremely proud of these accomplishments since it validates our efforts in ensuring that all students receive a well rounded education.

Cadwallader Vision

At Cadwallader we inspire, excite, and empower all students to become lifelong learners with the knowledge and critical thinking skills to reach their personal goals and have a positive impact in our world.

Cadwallader Mission

Our Cadwallader staff is committed to:

- modeling for students how to think critically, collaborate, and challenge themselves to have a growth mindset.
- inspiring students to achieve academic excellence in our ever changing world by developing lifelong learners using research based practices.
- ensuring students have a safe environment in which they feel valued, nourished, and empowered to develop a strong sense of self-worth to fulfill their hopes and dreams and be part of the community.
- celebrating and appreciating diversity within our community while establishing integrity, perseverance, respect and empathy.

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 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 at (408) 270-4950 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	52
Grade 1	54
Grade 2	56
Grade 3	46
Grade 4	46
Grade 5	50
Grade 6	62
Total Enrollment	366

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
Asian	38
Filipino	7.9
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	0.3
White	6.8
Two or More Races	4.9
Socioeconomically Disadvantaged	46.4
English Learners	25.4
Students with Disabilities	9.8
Foster Youth	0.3

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			
Cadwallader Elementary School	13-14	14-15	15-16
With Full Credential	20	20	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Evergreen Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cadwallader Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0		0
Vacant Teacher Positions	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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	98.4	1.6
Low-Poverty Schools	99.8	0.2

* 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 2015-16)

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
Reading/Language Arts	Adopted in 2009 (Grade K-6): MacMillan/McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Adopted in 2008 (Grade K): Harcourt Adopted in 2008 (Grade 1-5): Houghton Mifflin Adopted in 2008 (Grade 6): Glencoe (MacMillan/McGraw Hill) 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 Foresman 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 Foresman 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cadwallader Elementary School, originally constructed in 1966, is currently comprised of 20 permanent classrooms, eight portable classrooms, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and three playgrounds. Over the past five years, the school has been painted, the parking area has been upgraded, and improvements to electrical and data circuits have been completed. Other upgrades include rubber matting installed on the playgrounds, new track lighting in the multipurpose room, and a new hot water heater. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Cadwallader 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 Cadwallader 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 Evergreen School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance 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: 11/12/2015

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], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.00	32.00	22.00

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	67	61	44
Math	54	57	33

* 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.

2014-15 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	77
All Student at the School	78
Male	85
Female	73
Black or African American	--
Asian	80
Filipino	--
Hispanic or Latino	70
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	68	89	78	78	79	77	59	60	56

* Results are for 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	47	47	100.0	9	19	38	34
	4	46	45	97.8	24	11	33	31
	5	50	50	100.0	18	14	42	26
	6	63	63	100.0	10	27	33	30
Male	3		27	57.4	7	22	37	33
	4		20	43.5	20	10	35	35
	5		24	48.0	25	17	29	29
	6		29	46.0	14	41	31	14
Female	3		20	42.6	10	15	40	35
	4		25	54.3	28	12	32	28
	5		26	52.0	12	12	54	23
	6		34	54.0	6	15	35	44
Black or African American	4		1	2.2	--	--	--	--
	5		1	2.0	--	--	--	--
	6		1	1.6	--	--	--	--
Asian	3		15	31.9	0	13	33	53
	4		18	39.1	11	17	28	44
	5		21	42.0	5	14	33	48
	6		20	31.7	5	15	35	45
Filipino	3		8	17.0	--	--	--	--
	4		4	8.7	--	--	--	--
	5		6	12.0	--	--	--	--
	6		6	9.5	--	--	--	--
Hispanic or Latino	3		16	34.0	19	19	56	6
	4		12	26.1	33	0	33	33
	5		20	40.0	30	10	45	15
	6		32	50.8	13	34	28	25
Native Hawaiian or Pacific Islander	3		1	2.1	--	--	--	--
White	3		3	6.4	--	--	--	--
	4		8	17.4	--	--	--	--
	5		1	2.0	--	--	--	--
	6		3	4.8	--	--	--	--
Two or More Races	3		4	8.5	--	--	--	--
	4		1	2.2	--	--	--	--
	5		1	2.0	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		11	23.4	9	45	36	9
	4		10	21.7	--	--	--	--
	5		10	20.0	--	--	--	--
	6		10	15.9	--	--	--	--
English Learners	3		20	42.6	15	25	35	25
	4		4	8.7	--	--	--	--
	5		9	18.0	--	--	--	--
	6		9	14.3	--	--	--	--
Students with Disabilities	3		2	4.3	--	--	--	--
	4		4	8.7	--	--	--	--
	5		6	12.0	--	--	--	--
	6		4	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	47	47	100.0	6	19	51	23
	4	46	46	100.0	20	26	28	26
	5	50	50	100.0	34	24	32	10
	6	63	63	100.0	21	29	21	29
Male	3		27	57.4	4	15	63	19
	4		21	45.7	14	14	33	38
	5		24	48.0	38	8	42	13
	6		29	46.0	24	34	17	21
Female	3		20	42.6	10	25	35	30
	4		25	54.3	24	36	24	16
	5		26	52.0	31	38	23	8
	6		34	54.0	18	24	24	35

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	2.2	--	--	--	--
	5		1	2.0	--	--	--	--
	6		1	1.6	--	--	--	--
Asian	3		15	31.9	0	7	53	40
	4		19	41.3	5	26	32	37
	5		21	42.0	10	33	43	14
	6		20	31.7	10	15	20	50
Filipino	3		8	17.0	--	--	--	--
	4		4	8.7	--	--	--	--
	5		6	12.0	--	--	--	--
	6		6	9.5	--	--	--	--
Hispanic or Latino	3		16	34.0	13	38	50	0
	4		12	26.1	25	17	33	25
	5		20	40.0	45	20	25	10
	6		32	50.8	25	41	19	16
Native Hawaiian or Pacific Islander	3		1	2.1	--	--	--	--
White	3		3	6.4	--	--	--	--
	4		8	17.4	--	--	--	--
	5		1	2.0	--	--	--	--
	6		3	4.8	--	--	--	--
Two or More Races	3		4	8.5	--	--	--	--
	4		1	2.2	--	--	--	--
	5		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		11	23.4	0	36	64	0
	4		10	21.7	--	--	--	--
	5		10	20.0	--	--	--	--
	6		10	15.9	--	--	--	--
English Learners	3		20	42.6	5	30	55	10
	4		4	8.7	--	--	--	--
	5		9	18.0	--	--	--	--
	6		9	14.3	--	--	--	--
Students with Disabilities	3		2	4.3	--	--	--	--
	4		4	8.7	--	--	--	--
	5		6	12.0	--	--	--	--
	6		4	6.3	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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

Parent participation in the school's improvement is ensured through the collaborative efforts of the School Site Council (SSC), the English Language Advisory Council (ELAC), and the Parent Teacher Association (PTA). The PTA is an organization that seeks to unite the school staff and community through positive activities. The SSC meets regularly to monitor the instructional program and give input regarding the School Site Plan.

In addition to daily classroom volunteer opportunities, and attending field trips, Title I Family Nights are held during the year that include such themes as Family Art Night, Family Literacy Night, and Family Science Night. This year, our district-wide Family Authorship nights are held at Cadwallader throughout the year.

Parents have also gotten involved in the Walk and Roll program that the City of San Jose is sponsoring through a multi-year grant. Wednesdays are Walk and Roll days where parents are encouraged to walk to school with their students to be involved in a schoolwide event, to get some healthy exercise, and to help with the traffic congestion around the school. Parents also volunteer to help with the direction of traffic in the front of the school.

Our PTA hosts a Harvest Festival in the fall and a Valentine's Dance in February.

Cadwallader also receives support from numerous local businesses and community organizations. Continual program support and donations from Evergreen Valley Church, SaveMart, Target, Walmart, Panda Express, Wells Fargo Bank, and the City of San Jose have added to the quality of instruction and have enhanced our school environment.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-4950.

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 Cadwallader Elementary. Students are supervised before school, during recesses, and after school by teachers and the administrator. 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 of the school and the side of the field.

The School Site Safety Plan will be updated and revised in March of 2016. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- 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, earthquake, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.81	0.81	0.44
Expulsions Rate	0.04	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	17	18	18	2	2	2	2	2	1			
1	24	19	23		3		1		2			
2	24	21	22		1		2	1	3			
3	23	25	23				3	2	2			
4	27	25	34				2	2				1
5	33	28	31				1	2	2	1		
6	30	33	31				2		2		2	

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)	.563
Psychologist	.41
Social Worker	
Nurse	.16
Speech/Language/Hearing Specialist	.77
Resource Specialist	1
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,883	\$43,091
Mid-Range Teacher Salary	\$82,337	\$70,247
Highest Teacher Salary	\$95,645	\$89,152
Average Principal Salary (ES)	\$123,466	\$112,492
Average Principal Salary (MS)	\$130,270	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,000	\$192,072
Percent of District Budget		
Teacher Salaries	48%	41%
Administrative Salaries	5%	6%

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

Types of Services Funded

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: 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, the county, and the state. 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.

Professional Development provided for Teachers

Throughout the year, staff members build teaching skills and concepts through participation in conferences and workshops off site such as Readers and Writers Workshop trainings. On site, from 2012-2015 teachers participated in professional development for Visual Thinking Strategies during the transition to Common Core Standards. This was part of a three year professional development plan. This year, Accountable Talk is a strategy all teachers are implementing within content areas for students to use complete sentences in order to build on collaborative conversations while including evidence to support their statements. Our site instructional coach works with the entire staff, grade levels and individual teachers to enhance instruction, implement technology into classroom lessons, and continue to focus on the new Common Core Standards. Annually, the district has sponsored a staff development day where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Throughout the year, teachers across the district also participate in monthly professional development that is tailored to their grade levels.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,826	383	5,443	88,265
District	♦	♦	\$6032	\$82,899
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-9.8	9.0
Percent Difference: School Site/ State			16.1	24.7

* Cells with ♦ do not require data.