

# J. F. Smith Elementary School

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

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



### Evergreen Elementary School District

3188 Quimby Road  
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#### 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**

### 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

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) 532-2150 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	100
Grade 2	107
Grade 3	121
Grade 4	135
Grade 5	116
Grade 6	121
<b>Total Enrollment</b>	<b>798</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	75.2
Filipino	5
Hispanic or Latino	4.5
Native Hawaiian or Pacific Islander	0.5
White	10.4
Two or More Races	2.6
Socioeconomically Disadvantaged	8
English Learners	19.7
Students with Disabilities	7.1
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			
J. F. Smith Elementary School	13-14	14-15	15-16
With Full Credential		30	33
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	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

### 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
<b>Reading/Language Arts</b>	Adopted in 2009 (Grade K-6): MacMillan/McGraw Hill <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Adopted in 2008 (Grade K): Harcourt Adopted in 2008 (Grade 1-5): Houghton Mifflin Adopted in 2008 (Grade 6): Glencoe (MacMillan/McGraw Hill) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

#### School Facilities

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: 12/01/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<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 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
<b>5</b>	17.90	30.80	37.60

\* 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
<b>ELA</b>	86	61	44
<b>Math</b>	80	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.

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
<b>Science</b>	93	95	84	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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	77
<b>All Student at the School</b>	84
<b>Male</b>	80
<b>Female</b>	89
<b>Black or African American</b>	--
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	86
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	--
<b>Native Hawaiian or Pacific</b>	--
<b>White</b>	84
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	42
<b>Students with Disabilities</b>	--
<b>Foster Youth</b>	--

\* 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
<b>All Students</b>	<b>3</b>	122	121	99.2	2	13	21	64
	<b>4</b>	137	133	97.1	5	11	24	61
	<b>5</b>	119	117	98.3	7	9	38	46
	<b>6</b>	122	121	99.2	4	8	31	56
<b>Male</b>	<b>3</b>		60	49.2	3	20	22	55
	<b>4</b>		54	39.4	9	7	26	57
	<b>5</b>		70	58.8	10	10	40	40
	<b>6</b>		62	50.8	3	11	32	53
<b>Female</b>	<b>3</b>		61	50.0	0	7	20	74
	<b>4</b>		79	57.7	1	13	23	63
	<b>5</b>		47	39.5	2	6	36	55
	<b>6</b>		59	48.4	5	5	31	59
<b>Black or African American</b>	<b>5</b>		2	1.7	--	--	--	--
	<b>6</b>		3	2.5	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>5</b>		1	0.8	--	--	--	--
<b>Asian</b>	<b>3</b>		95	77.9	2	11	20	67
	<b>4</b>		99	72.3	4	10	23	63
	<b>5</b>		87	73.1	5	6	37	53
	<b>6</b>		90	73.8	2	10	29	59
<b>Filipino</b>	<b>3</b>		6	4.9	--	--	--	--
	<b>4</b>		7	5.1	--	--	--	--
	<b>5</b>		4	3.4	--	--	--	--
	<b>6</b>		10	8.2	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>		9	7.4	--	--	--	--
	<b>4</b>		4	2.9	--	--	--	--
	<b>5</b>		5	4.2	--	--	--	--
	<b>6</b>		5	4.1	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	<b>5</b>		1	0.8	--	--	--	--
	<b>6</b>		2	1.6	--	--	--	--
<b>White</b>	<b>3</b>		8	6.6	--	--	--	--
	<b>4</b>		19	13.9	5	11	37	47
	<b>5</b>		14	11.8	7	14	43	36
	<b>6</b>		9	7.4	--	--	--	--

**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
<b>Two or More Races</b>	3		2	1.6	--	--	--	--
	4		3	2.2	--	--	--	--
	5		3	2.5	--	--	--	--
	6		2	1.6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		1	0.8	--	--	--	--
	4		4	2.9	--	--	--	--
	5		1	0.8	--	--	--	--
	6		3	2.5	--	--	--	--
<b>English Learners</b>	3		40	32.8	3	10	23	65
	4		8	5.8	--	--	--	--
	5		16	13.4	31	19	50	0
	6		7	5.7	--	--	--	--
<b>Students with Disabilities</b>	3		10	8.2	--	--	--	--
	4		10	7.3	--	--	--	--
	5		8	6.7	--	--	--	--
	6		13	10.7	23	15	31	31
<b>Foster Youth</b>	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
<b>All Students</b>	3	122	121	99.2	1	7	34	58
	4	137	135	98.5	5	15	30	50
	5	119	117	98.3	9	24	25	42
	6	122	121	99.2	4	13	23	60
<b>Male</b>	3		60	49.2	2	8	35	55
	4		55	40.1	11	9	25	55
	5		70	58.8	10	23	26	41
	6		62	50.8	2	16	21	61

**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
Female	3		61	50.0	0	7	33	61
	4		80	58.4	1	19	33	48
	5		47	39.5	9	26	23	43
	6		59	48.4	7	10	25	58
Black or African American	5		2	1.7	--	--	--	--
	6		3	2.5	--	--	--	--
American Indian or Alaska Native	5		1	0.8	--	--	--	--
Asian	3		95	77.9	1	4	33	62
	4		101	73.7	4	14	28	54
	5		87	73.1	3	21	24	52
	6		90	73.8	3	9	21	67
Filipino	3		6	4.9	--	--	--	--
	4		7	5.1	--	--	--	--
	5		4	3.4	--	--	--	--
	6		10	8.2	--	--	--	--
Hispanic or Latino	3		9	7.4	--	--	--	--
	4		4	2.9	--	--	--	--
	5		5	4.2	--	--	--	--
	6		5	4.1	--	--	--	--
Native Hawaiian or Pacific Islander	5		1	0.8	--	--	--	--
	6		2	1.6	--	--	--	--
White	3		8	6.6	--	--	--	--
	4		19	13.9	11	26	32	32
	5		14	11.8	21	21	43	14
	6		9	7.4	--	--	--	--
Two or More Races	3		2	1.6	--	--	--	--
	4		3	2.2	--	--	--	--
	5		3	2.5	--	--	--	--
	6		2	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		1	0.8	--	--	--	--
	4		4	2.9	--	--	--	--
	5		1	0.8	--	--	--	--
	6		3	2.5	--	--	--	--

**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
English Learners	3		40	32.8	3	5	38	55
	4		9	6.6	--	--	--	--
	5		16	13.4	50	19	19	13
	6		7	5.7	--	--	--	--
Students with Disabilities	3		10	8.2	--	--	--	--
	4		10	7.3	--	--	--	--
	5		8	6.7	--	--	--	--
	6		13	10.7	23	31	15	31
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

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	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		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	23	21	25	2	2		3	3	4			
1	23	25	23				5	4	4			
2	24	24	23				5	4	5			
3	24	25	24				5	5	5			
4	34	30	34					4		4		4
5	30	29	29				3	4	4			
6	30	31	30				4	4	4			
Other		24						1				

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)	.813
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.

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/](http://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:

- 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, 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

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 2014-2015 school year is the transition into Common Core Standards. Also, the development of Professional Learning Communities whereby teacher collaborate on lesson design and student work.

FY 2013-14 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	\$82,899
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-21.9	4.8
Percent Difference: School Site/ State			0.5	19.9

\* Cells with ♦ do not require data.