



# Cadwallader Elementary School

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

Maureen McClintock, Principal

mmclintock@eesd.org

cadwallader.eesd.org

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Evergreen Elementary School District

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

#### District Governing Board

Sylvia Alvarez  
Bonnie Mace  
Leila Welch  
Jim Zito

#### District Administration

Katherine Gomez  
**Superintendent**  
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 two years 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:

- celebrating and appreciating diversity within our community while establishing integrity, perseverance, respect and empathy.
- ensuring students have a safe environment in which they feel nurtured, valued, and empowered to develop a strong sense of self-worth to fulfill their hopes and dreams and be part of the community.
- 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.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	56
Grade 1	50
Grade 2	55
Grade 3	53
Grade 4	46
Grade 5	45
Grade 6	48
<b>Total Enrollment</b>	<b>353</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0
Asian	38.8
Filipino	10.2
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	0.8
White	7.1
Two or More Races	6.2
Socioeconomically Disadvantaged	42.5
English Learners	25.5
Students with Disabilities	7.6
Foster Youth	0

## 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	14-15	15-16	16-17
With Full Credential	20	18	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Evergreen Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	486
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cadwallader Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

\* "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

2015-16 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	99.9	0.1
High-Poverty Schools	100.0	0.0
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 2016-17)

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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	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)

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	
<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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	89	78	80	79	77	75	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	27.7	27.7	10.6

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	67	66	61	63	44	48
<b>Math</b>	55	66	57	60	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	48	46	95.8	80.4
<b>Male</b>	24	24	100.0	79.2
<b>Female</b>	24	22	91.7	81.8
<b>Asian</b>	21	21	100.0	76.2
<b>Hispanic or Latino</b>	12	10	83.3	80.0
<b>Socioeconomically Disadvantaged</b>	20	19	95.0	68.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 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 Met or Exceeded
<b>All Students</b>	<b>3</b>	52	52	100.0	61.5
	<b>4</b>	48	46	95.8	63.0
	<b>5</b>	48	46	95.8	71.7
	<b>6</b>	48	47	97.9	70.2
<b>Male</b>	<b>3</b>	34	34	100.0	52.9
	<b>4</b>	29	27	93.1	66.7
	<b>5</b>	24	24	100.0	70.8
	<b>6</b>	23	23	100.0	56.5
<b>Female</b>	<b>3</b>	18	18	100.0	77.8
	<b>4</b>	19	19	100.0	57.9
	<b>5</b>	24	22	91.7	72.7
	<b>6</b>	25	24	96.0	83.3
<b>Asian</b>	<b>3</b>	17	17	100.0	82.3
	<b>4</b>	15	15	100.0	86.7
	<b>5</b>	21	21	100.0	76.2
	<b>6</b>	20	20	100.0	95.0
<b>Hispanic or Latino</b>	<b>3</b>	19	19	100.0	42.1
	<b>4</b>	16	16	100.0	37.5
	<b>5</b>	12	10	83.3	70.0
	<b>6</b>	20	19	95.0	52.6
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	30	30	100.0	56.7
	<b>4</b>	19	17	89.5	64.7
	<b>5</b>	20	19	95.0	63.2
	<b>6</b>	21	21	100.0	66.7

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated

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

School Year 2015-16 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 Met or Exceeded
All Students	3	52	52	100.0	69.2
	4	48	47	97.9	70.2
	5	48	46	95.8	63.0
	6	48	47	97.9	59.6
Male	3	34	34	100.0	61.8
	4	29	28	96.5	78.6
	5	24	24	100.0	70.8
	6	23	23	100.0	56.5
Female	3	18	18	100.0	83.3
	4	19	19	100.0	57.9
	5	24	22	91.7	54.5
	6	25	24	96.0	62.5
Asian	3	17	17	100.0	88.2
	4	15	15	100.0	86.7
	5	21	21	100.0	61.9
	6	20	20	100.0	80.0
Hispanic or Latino	3	19	19	100.0	42.1
	4	16	16	100.0	62.5
	5	12	10	83.3	70.0
	6	20	19	95.0	42.1
Socioeconomically Disadvantaged	3	30	30	100.0	66.7
	4	19	18	94.7	72.2
	5	20	19	95.0	52.6
	6	21	21	100.0	47.6

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 (School Year 2016-17)

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 Trunk or Treat event 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, Lucky, Office Depot, 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 2017. 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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.8	0.4	0.5
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 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		71.4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	.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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	18	18	18	2	2	2	2	1	1			
1	19	23	23	3				2	2			
2	21	22	22	1			1	3	3			
3	25	23	23				2	2	2			
4	25	34	34				2				1	1
5	28	31	31				2	2	2			
6	33	31	31					2	2	2		

### 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 continuing to use 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,537	\$44,573
Mid-Range Teacher Salary	\$85,013	\$72,868
Highest Teacher Salary	\$98,623	\$92,972
Average Principal Salary (ES)	\$128,888	\$116,229
Average Principal Salary (MS)	\$134,504	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$185,850	\$201,784
Percent of District Budget		
Teacher Salaries	47%	39%
Administrative Salaries	5%	5%

\* 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:

- 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6895	2108	4787	93,186
District	♦	♦	\$6032	\$86,588
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			-20.6	7.6
Percent Difference: School Site/ State			-15.7	24.0

\* Cells with ♦ do not require data.