



# Carolyn A. Clark Elementary

3701 Rue Mirassou Dr. • San Jose CA, 95148 • (408) 223-4560 • Grades K-6

Gina Juarez, Principal

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<https://cc.schoolloop.com>

## 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](http://www.eesd.org)

#### District Governing Board

Sylvia Alvarez  
Leila Welch  
Bonnie Mace  
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**

#### Principal's Message

Carolyn A. Clark School is dedicated to collaboratively creating a safe and friendly learning environment for our diverse population of students, families, staff, and community members. Each student will develop 21st century competencies, also known as the 4 Cs (communication, collaboration, critical thinking, and creativity), through Common Core State Standards-based Instruction, relying heavily upon technology, projects, and deeper-learning experiences. We will provide each student with a learning environment that promotes a lifelong love of learning and offers each student avenues to reach their full potential.

#### Mission Statement

Our school will provide children with a safe and nurturing environment to learn. Students will be challenged by rigorous academic standards, yet be given individual accommodations to help them be successful. To become positive contributing members of society, students need to learn how to process and evaluate information, so that they can make critical decisions academically, and for their own futures. Self-esteem will be developed through participating in activities and service learning projects that give students opportunities to help each other and the broader community. We must instill an attitude in which respect for the individual is stressed, and one in which students have a sense of being a valuable part of the school and the community. Our students will feel challenged by the academic standards we set for them. They should develop a sense of self worth, confidence, and independence from the opportunities provided for them. We will use the results of formal and informal assessments and surveys to evaluate our progress towards our goals. This assessment will drive our use of district and school level resources for staff development when we discover areas of need in our mission. With this as our mission, our students will become successful twenty-first century learners, productive members of society, ready to face the challenges of the future, and respect the lessons of the past through critical thinking, creativity, collaboration, and communication skills.

#### 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 a million residents.

Carolyn A. Clark Elementary School is located on the eastern side of the district's borders. The school is currently serving 682 students in grades TK through sixth on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

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 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	90
Grade 1	89
Grade 2	80
Grade 3	114
Grade 4	111
Grade 5	118
Grade 6	130
<b>Total Enrollment</b>	<b>732</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.1
Asian	77.5
Filipino	6.6
Hispanic or Latino	6.1
Native Hawaiian or Pacific Islander	0.4
White	3.3
Two or More Races	5.3
Socioeconomically Disadvantaged	7.8
English Learners	16.5
Students with Disabilities	2.7
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			
Carolyn A. Clark Elementary	14-15	15-16	16-17
With Full Credential	31	29.5	25.5
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			
Carolyn A. Clark Elementary	14-15	15-16	16-17
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

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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 9, 2014</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<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)

Clark Elementary School, originally constructed in 2004, is currently comprised of 38 permanent classrooms, a library, a cafeteria/multipurpose room, a staff lounge, and one playground. The district passed a facilities bond measure in 2006 that will allow for future modernization. As a result of this bond, three portable classrooms were added to the grounds in the summer of 2008. The chart displays the results of the most recent facilities inspection.

#### Cleaning Process:

Clark 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 Clark 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: 11/25/2015

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>	90	89	92	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>	8.5	26.3	60.2

\* 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>	83	83	61	63	44	48
<b>Math</b>	79	82	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
All Students	118	118	100.0	92.4
Male	58	58	100.0	91.4
Female	60	60	100.0	93.3
Asian	90	90	100.0	92.2

\* 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
All Students	3	114	112	98.3	82.1
	4	109	109	100.0	78.9
	5	118	118	100.0	88.1
	6	134	131	97.8	80.9
Male	3	49	49	100.0	77.5
	4	47	47	100.0	70.2
	5	58	58	100.0	86.2
	6	65	64	98.5	75.0
Female	3	65	63	96.9	85.7
	4	62	62	100.0	85.5
	5	60	60	100.0	90.0
	6	69	67	97.1	86.6
Asian	3	83	82	98.8	84.2
	4	83	83	100.0	86.8
	5	90	90	100.0	90.0
	6	108	107	99.1	83.2
Hispanic or Latino	3	12	12	100.0	66.7
Socioeconomically Disadvantaged	6	13	13	100.0	38.5

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
<b>All Students</b>	<b>3</b>	114	112	98.3	87.5
	<b>4</b>	109	108	99.1	82.4
	<b>5</b>	118	118	100.0	83.0
	<b>6</b>	134	131	97.8	76.3
<b>Male</b>	<b>3</b>	49	49	100.0	89.8
	<b>4</b>	47	46	97.9	80.4
	<b>5</b>	58	58	100.0	79.3
	<b>6</b>	65	64	98.5	73.4
<b>Female</b>	<b>3</b>	65	63	96.9	85.7
	<b>4</b>	62	62	100.0	83.9
	<b>5</b>	60	60	100.0	86.7
	<b>6</b>	69	67	97.1	79.1
<b>Asian</b>	<b>3</b>	83	82	98.8	90.2
	<b>4</b>	83	82	98.8	90.2
	<b>5</b>	90	90	100.0	87.8
	<b>6</b>	108	107	99.1	80.4
<b>Hispanic or Latino</b>	<b>3</b>	12	12	100.0	58.3
<b>Socioeconomically Disadvantaged</b>	<b>6</b>	13	13	100.0	53.9

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)

At Carolyn Clark Elementary School, parents are encouraged to be part of their child's educational experience. A few ways for parents to be involved at school are to volunteer in the classroom, become an ABC Reader in the classroom, become an Art Attack Docents in the classroom, become an active member of the Carolyn Clark PTA, participate in the Funvisor program supported by Project Cornerstone, to name a few. In addition to these opportunities, parents are encouraged to attend all PTA general meetings, along with PTA and School events, bi-monthly Coffee with the Principal, and informational nights. Parents are also given the opportunity to serve on various committees, such as, but not limited to School Site Council, ELAC, DAC, PAC, and the Walk n Roll Committee here at Clark.

#### 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) 223-4560 and Parminder Grewal, PTA president at pgrewal2002@gmail.com

### 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 Carolyn Clark Elementary School. Students are supervised before school and after school, during recess, and lunch by teachers, support staff, administrators, noon-duty supervisors, 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.

The School Site Safety Plan was last reviewed and updated in November 2012 by the Emergency Response Team (ERT) and updated by the School Site Council yearly, most recently in the spring of 2016. A safety meeting was held on October 5th, immediately following International Walk to School Day. The purpose of the meeting was to share any updates to the plan and gather input to update the Comprehensive School Safety Plan from students, staff and community members. Assistant Superintendent, Dan Deguara was present for part of the meeting. Any and all revisions to the plan are immediately communicated to both classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Notification to teachers
- Child abuse reporting procedures
- School-wide 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 drills are conducted monthly. Disaster, and lock-down drills are conducted on a rotating basis throughout the school year per the district's direction (fall & spring). A comprehensive school plan was developed with the input from the School Site Council, SJP, community members, and auxiliary staff during the 2012-2013 school year and is revised yearly.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.5	0.1	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		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)	.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.



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

**Professional Development provided for Teachers**

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Staff development occurred for the teachers on their second day back, as well as an all day in-service day in September, where the focus was school culture and collaboration. Our district has put the work group days on the principals to hold professional development specific to the work at each site. The focus continues to be building a positive school culture, that entails a growth mindset and that of continuous improvement and respect among the staff (the New Tech model). Along with improving school climate and culture, implementing the new Math and ELA curriculum through project-based and deeper learning remains at the forefront. On-going outside support is available for PD around common core lessons and PBL through Kay Brailier for those interested, as well as a New Tech coach to support the specific needs of our school from building school culture to deeper learning and project-based learning. Building capacity among our teachers continues to be a focus. The district also provides an optional series of PD, titled Twilight that many teachers participate in, including Clark teachers. Each grade-level at the site has a majority of the teachers trained in project-based learning. Site days and staff meetings will be devoted to building a culture of adult learning and inquiry through PLCs, and protocols that are reflective in nature. Our teachers were also surveyed and generated a list of topics for site days that range from google classroom to Path to Excel. Teachers will be supported with their on-going needs with Common Core, PBL, Instructional Planning, Collaboration and Coaching with the assistance of the sites Instructional Coach. The Instructional Coach and the Principal will continue to set the conditions to foster this work through on-going release-time, as well as providing the resources needed to support the teachers.

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:

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

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5468	1638	3830	91,761
District	♦	♦	\$6032	\$86,588
State	♦	♦	\$5,677	\$75,137
<b>Percent Difference: School Site/District</b>			-36.5	6.0
<b>Percent Difference: School Site/ State</b>			-32.5	22.1

\* Cells with ♦ do not require data.