John J. Montgomery Elementary

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

Evergreen Elementary School District
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School Description

John J. Montgomery continues to move forward with the implementation of programs, activities and strategies to offer a well balanced 21st Century educational experience for all students. The ultimate goal is to prepare students to be college and career ready after high school. Montgomery teachers take part in intense grade level collaborations and Professional Learning Communities weekly and receive ongoing professional development to support high levels of teaching and student learning. It is our goal that all students receive an educational experience that fosters their educational, social, emotional and physical individual learning needs meanwhile offering opportunities where students communicate, collaborate, think critically and are creative.

Two-way communication is a powerful link in our home/school partnership. In addition to traditional means of staying connected with our diverse community, we rely on our technological resources for communication. Let us know how you wish to become a part of the Montgomery School community.

School Mission Statement:

We, the staff of John J. Montgomery School, are committed to the processes of fostering an educational experience where their academic, social emotional and physical health individual learning needs are met meanwhile offering opportunities where students communicate, collaborate, think critically and create. We value the importance of every child succeeding and understand the importance of keeping all students on track towards mastery of the Common Core State Standards.

School Vision Statement:

John J. Montgomery Elementary School relies on the commitment of our entire school community to develop and build a shared vision towards a 21st Century Learner. We collaborate to create a partnership in which everyone sees himself or herself as accountable for maximizing each student's potential. Our vision stays current because staff and parents have developed a bond through participation in Kindergarten Orientation, Parent Teachers Association (PTA), family academic events; Young Authors Fair; Science Fair; Kindergarten Saturday workshop, enrichment and intervention program support, and the development of a school-wide comprehensive Title 1 plan. SSC, ELAC, DSLT, parent conferences, and written communications are conducted in the three dominant languages of our school community- English, Spanish and Vietnamese to ensure the ongoing collaboration between school and families.

After the thorough analysis of student academic data, survey result responses, school-wide needs assessment, classroom observations, and review of the Common Core State Standards, John J. Montgomery Elementary School staff created a 3 year student-centered plan that advocates for and fosters a strong academic program and builds a partnership with families meanwhile embedding the necessary skills for students to be 21st Century Career and College ready:

Goal #1: All students will have equal access to a rigorous instruction with high expectations necessary for successful transition from one grade to the next and to close the achievement gap (Leveled Literacy Model, ELD, Opportunities for Innovation and Creativity).

Goal #2: All students will demonstrate positive character qualities and social skill building and respect for self, cultural diversity and peers (Project Cornerstone ABC Program, Student Leadership and PE) and provided with enrichment opportunities (Music Classes, Arts, Leveled Literacy Model, Opportunities for Innovation and Creativity).

Goal #3: All students will persists and become self-directed learners and academic literate (Accountable Talk, Close Reading, Self and Peer Assessment, Student Goal Setting, Project Cornerstone ABC Program and Student Leadership)

Goal #5: Staff to participate in Professional Learning Communities and/or grade level collaboration weekly (PLC's).

Goal #6: Staff to provide instruction that is clear to students and is standards aligned (Teacher Clarity, Formal and Informal Assessments, Unpacking of Standards, Success Criteria, Student/Teacher Feedback).

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	68
Grade 1	69
Grade 2	59
Grade 3	82
Grade 4	91
Grade 5	96
Grade 6	93
Total Enrollment	558

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	30.6
Filipino	13.6
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.7
White	2.7
Two or More Races	1.8
Socioeconomically Disadvantaged	62.4
English Learners	41
Students with Disabilities	4.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
John J. Montgomery Elementary	14-15	15-16	16-17
With Full Credential	25	26	24
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			
John J. Montgomery 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.

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 Forseman 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 Forseman 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)

Montgomery Elementary School, originally constructed in 1975, is currently comprised of 29 permanent classrooms, a Special Day Class pre-school portable, an adult English Language Development (ELD) portable, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and two playgrounds. Over the past few years, a new two-story classroom building has been constructed, the front office was thoroughly renovated, and teaching walls were added to the primary building. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. The chart displays the results of the most recent facilities inspection.

Cleaning Process:
Montgomery 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 Montgomery 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: 11/24/2015				
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] 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

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**
ELA	38	34	61	63	44	48
Math	25	29	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.

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**
Science	61	38	46	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**
5	22.1	27.4	23.2

* 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 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	95	95	100.0	46.3
Male	56	56	100.0	48.2
Female	39	39	100.0	43.6
Asian	25	25	100.0	64.0
Filipino	19	19	100.0	73.7
Hispanic or Latino	47	47	100.0	25.5
Socioeconomically Disadvantaged	59	59	100.0	30.5
English Learners	35	35	100.0	28.6

* 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	81	79	97.5	32.9
	4	95	91	95.8	32.2
	5	95	95	100.0	37.9
	6	96	91	94.8	34.1
Male	3	44	42	95.5	35.7
	4	41	41	100.0	40.0
	5	56	56	100.0	30.4
	6	44	42	95.5	35.7
Female	3	37	37	100.0	29.7
	4	54	50	92.6	26.0
	5	39	39	100.0	48.7
	6	52	49	94.2	32.6
Asian	3	32	32	100.0	53.1
	4	27	25	92.6	52.0
	5	25	25	100.0	52.0
	6	26	26	100.0	53.9
Filipino	4	13	13	100.0	41.7
	5	19	19	100.0	63.2
	6	14	13	92.9	61.5
Hispanic or Latino	3	35	33	94.3	15.2
	4	43	43	100.0	11.6
	5	47	47	100.0	21.3
	6	44	42	95.5	21.4

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**
Socioeconomically Disadvantaged	3	55	54	98.2	24.1
	4	61	58	95.1	24.6
	5	59	59	100.0	22.0
	6	60	57	95.0	31.6
English Learners	3	40	39	97.5	30.8
	4	43	42	97.7	19.1
	5	35	35	100.0	14.3
	6	23	22	95.7	

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	81	78	96.3	39.7
	4	95	94	99.0	26.6
	5	95	95	100.0	24.2
	6	96	92	95.8	26.1
Male	3	44	42	95.5	45.2
	4	41	40	97.6	32.5
	5	56	56	100.0	26.8
	6	44	43	97.7	32.6
Female	3	37	36	97.3	33.3
	4	54	54	100.0	22.2
	5	39	39	100.0	20.5
	6	52	49	94.2	20.4
Asian	3	32	32	100.0	68.8
	4	27	27	100.0	44.4
	5	25	25	100.0	52.0
	6	26	26	100.0	57.7
Filipino	4	13	12	92.3	41.7
	5	19	19	100.0	36.8
	6	14	13	92.9	38.5

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
Hispanic or Latino	3	35	32	91.4	18.8
	4	43	43	100.0	7.0
	5	47	47	100.0	4.3
	6	44	42	95.5	7.1
Socioeconomically Disadvantaged	3	55	53	96.4	32.1
	4	61	60	98.4	20.0
	5	59	59	100.0	10.2
	6	60	58	96.7	25.9
English Learners	3	40	39	97.5	38.5
	4	43	43	100.0	20.9
	5	35	35	100.0	5.7
	6	23	22	95.7	

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)
Parents and the community can be actively involved in the school's educational programs through the following:
• Back-to-School Night
• English Learner Advisory Committee (ELAC)
• Open House
• Parent-Teacher Association (PTA)
• School Site Council (SSC)
• Title I Mini-Conference & Title I Family Nights

The school receives support from numerous local businesses and community organizations. Support and donations from PG&E, Target, and Office Depot have greatly added to the quality of instruction and overall 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) 270-6718.

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 Montgomery 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 of the school. The School Site Safety Plan is reviewed yearly and updated by the Emergency Response Team (ERT). 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 Run-Hide-Defend drills are conducted on a rotating basis throughout the school year.

4th-6th grade students participate in the Project Cornerstone program where they development leadership skills and help create a school environment that is positive and safe for all.

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	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 3	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)	.688
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	20	24	24	1			3	3	3			
1	23	22	22				3	2	2			
2	24	22	22				4	4	4			
3	25	21	21		1	1	4	3	3			
4	30	30	30				3	3	3			
5	30	31	31				3	3	3			
6	29	27	27				4	4	4			
Other	13	11	11	1	1	1						

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Grade level collaboration is the strategy and work that most influences instruction and supports the training that teachers receive. 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. Evergreen School District provides many professional development opportunities for Montgomery staff such as training in Professional Learning Communities and Culturally and Linguistically Responsive Teaching and Learning. Montgomery staff has participated in Visual Thinking Strategies (VTS) teacher training and coaching for the past two years. Step Up to Writing is widely visible in classrooms thanks to the training and focus the staff has given to the program. School administration and site leadership work hand in hand to decide on teacher professional development opportunities every year.

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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5736	1779	3958	84,867
District	♦	♦	$1337	$86,588
State	♦	♦	$5,677	$75,137
Percent Difference: School Site/District			196.0	-2.0
Percent Difference: School Site/ State			-30.3	12.9

* Cells with ♦ do not require data.

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.