

# Otis Butler Whaley Elementary School

2655 Alvin Avenue • San Jose CA, 95121 • (408) 270-6759 • Grades K-6

Tonya Trim, Principal

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## 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**

### Principal's Message

The O.B. Whaley School staff believes excellence lies in maintaining high expectations for ourselves and for the 494 students we serve. We collaborate to provide a program of academic excellence in which individual students' strengths, needs, and learning styles are recognized and supported. O.B. Whaley School was honored in 1989, 1997, and 2004 as a California Distinguished School, and in 1990 as a National Blue Ribbon School of Excellence. In 2004 and 2007, we were also honored as a Title I Achieving School.

Our ethnically diverse school community has a broad socioeconomic base. Through the "Home-School Compact," parents make an annual commitment to participate in their child's education. We recognize that parent involvement is key to student success, and we invite and encourage all parents to actively participate in the educational process.

Through a 21st Century Grant and a partnership with the City of San Jose and the YMCA, we provide an After School Enrichment and Safety (ASES), open to all students. Parents and school administrators are actively involved in San Jose's Strong Neighborhoods Initiative (SNI) and the West Evergreen Neighborhood Association (WENA).

### School Mission Statement

The mission of O.B. Whaley is to provide a challenging educational environment that allows all students to develop their ability to communicate effectively, think critically, analyze, problem solve, and apply what is learned in a technical and global world. A meaningful and effective education shall involve students in a planned program filled with active learning. Excellence shall permeate all learning and shall be reflected in all curricular areas.

Administration and faculty shall strive for professional excellence by staying current with state guidelines. We shall sustain accountability by continuously measuring our achievement against the district's high standards and our established yearly goals. School leaders shall provide staff access to the best thinking about curriculum and instruction through extensive staff development activities and inspire them through a collaborative environment to analyze and implement strategies that allow all students to reach their maximum physical and intellectual potential. A primary premise shall be that all students can and will be successful learners. By working with educational support services, emphasizing learning styles, and simultaneously involving parents in the process of educating their children, we shall strive for all students to experience success the first time around. Student success shall be measured by student performance. Students not achieving grade level proficiency will be identified early and offered assistance with early intervention and a program of accelerated learning.

We shall seek to give children a caring environment that maximizes self-esteem and inspires children's intrinsic desire to learn. We use School-wide Positive Behavioral Interventions & Supports (SW-PBIS) to promote student's ethical behavior, responsibility for self, and concern for others. The O.B. Whaley staff believes and expects that all students can and will behave in a reasonable manner to assure an optimum learning environment. Children shall feel valued for their unique talents and recognition shall be given when students have achieved academic and civic milestones. Above all, our environment shall be safe.

O.B. Whaley shall provide opportunities for parent and community collaboration that allows them involvement in the decision making process. We will provide educational opportunities that promote life-long learning for students and their families. We will welcome and encourage our families and community to embrace the value and responsibility of education to make every child's learning experience a successful one.

O.B. Whaley leaders shall inspire staff, parents and students to accomplish our mission through open communication, opportunities for everyone to be heard, their ideas respected, and responsiveness to individual concern. The resulting environment shall be one that celebrates diversity and provides everyone with a sense of satisfaction, well being, academic and social success.

### 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.

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	74
Grade 1	70
Grade 2	68
Grade 3	76
Grade 4	81
Grade 5	90
Grade 6	64
<b>Total Enrollment</b>	<b>523</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.6
Asian	27.3
Filipino	7.5
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	0.6
White	1.1
Two or More Races	1.5
Socioeconomically Disadvantaged	74.8
English Learners	55.6
Students with Disabilities	8
Foster Youth	0.4

## 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			
<b>Otis Butler Whaley Elementary School</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
With Full Credential	25	23	19.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
<b>Evergreen Elementary School District</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
With Full Credential	♦	♦	486
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
<b>Otis Butler Whaley Elementary School</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
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
<b>This School</b>	100.0	0.0
<b>Districtwide</b>		
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)

O.B. Whaley Elementary School, originally constructed in 1965, is currently comprised of 35 permanent classrooms, 16 portable classrooms, two Head Start classrooms, two computer labs, a library, a cafeteria/multipurpose room, a staff lounge, an ASES office, and two playgrounds.

Over the past few years, the school's new library was constructed, teaching walls and air conditioning units were installed in several classrooms, and lighting and roofing upgrades were completed. The athletic field was also completely reconstructed in December 2008. The chart displays the results of the most recent facilities inspection.

#### Cleaning Process:

O.B. Whaley 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 O.B. Whaley 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: 11/28/2015

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>	48	33	40	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>	16.9	30.3	22.5

\* 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>	31	36	61	63	44	48
<b>Math</b>	25	30	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	88	88	100.0	39.8
Male	44	44	100.0	38.6
Female	44	44	100.0	40.9
Asian	23	23	100.0	56.5
Hispanic or Latino	58	58	100.0	31.0
Socioeconomically Disadvantaged	71	71	100.0	36.6
English Learners	36	36	100.0	13.9
Students with Disabilities	11	11	100.0	45.5
Students Receiving Migrant Education Services	13	13	100.0	38.5

\* 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	76	76	100.0	27.6
	4	79	78	98.7	29.5
	5	89	89	100.0	44.9
	6	69	69	100.0	42.0
Male	3	46	46	100.0	23.9
	4	40	39	97.5	33.3
	5	44	44	100.0	43.2
	6	33	33	100.0	30.3
Female	3	30	30	100.0	33.3
	4	39	39	100.0	25.6
	5	45	45	100.0	46.7
	6	36	36	100.0	52.8
Asian	3	21	21	100.0	42.9
	4	22	22	100.0	45.5
	5	23	23	100.0	65.2
	6	23	23	100.0	47.8
Hispanic or Latino	3	41	41	100.0	14.6
	4	43	42	97.7	16.7
	5	59	59	100.0	32.2
	6	39	39	100.0	38.5

**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	54	54	100.0	24.1
	4	58	57	98.3	24.6
	5	72	72	100.0	43.1
	6	52	52	100.0	38.5
English Learners	3	43	43	100.0	11.6
	4	40	40	100.0	2.5
	5	36	36	100.0	13.9
	6	27	27	100.0	14.8
Students with Disabilities	5	11	11	100.0	18.2
Students Receiving Migrant Education Services	5	13	13	100.0	30.8

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	76	76	100.0	44.7
	4	79	79	100.0	27.9
	5	88	88	100.0	21.6
	6	69	69	100.0	26.1
Male	3	46	46	100.0	39.1
	4	40	40	100.0	35.0
	5	44	44	100.0	27.3
	6	33	33	100.0	12.1
Female	3	30	30	100.0	53.3
	4	39	39	100.0	20.5
	5	44	44	100.0	15.9
	6	36	36	100.0	38.9
Asian	3	21	21	100.0	71.4
	4	22	22	100.0	45.5
	5	23	23	100.0	39.1
	6	23	23	100.0	39.1

**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	41	41	100.0	29.3
	4	43	43	100.0	20.9
	5	58	58	100.0	13.8
	6	39	39	100.0	17.9
Socioeconomically Disadvantaged	3	54	54	100.0	40.7
	4	58	58	100.0	22.4
	5	71	71	100.0	25.4
	6	52	52	100.0	25.0
English Learners	3	43	43	100.0	30.2
	4	40	40	100.0	12.5
	5	36	36	100.0	11.1
	6	27	27	100.0	7.4
Students with Disabilities	5	11	11	100.0	
Students Receiving Migrant Education Services	5	13	13	100.0	46.1

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 are very supportive of the educational program at O.B. Whaley Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in activities, and joining school committees and councils such as the English Learner Advisory Committee and School Site Council. The PTA enthusiastically supports the school community.

Throughout the year, parent/family participation activities are listed on the school's webpage. The school offers several parent-student workshops throughout the year and an annual Family Literacy Mini-Conference in October.

The school also receives support from numerous local businesses and community organizations. Contributions from West Evergreen Neighborhood Association 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) 270-6759.

#### 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 O.B. Whaley Elementary School. Students are supervised before school, during recess, and after school by teachers, administrators, and support staff. Lunch supervision is provided by noon-duty aides. 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 is able to be locked along the full perimeter, and all visitors must pass through the front office in order to access the campus during school hours.

The School Site Safety Plan was last reviewed and updated in February 2016 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, disaster, 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	0.2	0.6	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	2012-2013	2010-2011
Year in Program Improvement	Year 2	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)	.75
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	25	23	23		1	1	3	3	3			
1	21	23	23	2			1	3	3			
2	23	25	25				4	3	3			
3	20	20	20	2	1	1	4	4	4			
4	28	28	28				2	3	3			
5	29	34	34				3				2	2
6	32	32	32				1	2	2	2	1	1

#### Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsors five to seven staff development days annually in which its members participate in Professional Learning Communities. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

An Instructional Coach provides school-wide and teacher specific staff development, with a focus on implementing the Common Core approach to teaching and learning. Selected Wednesdays and Thursdays will be scheduled for staff development activities and planning.

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/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5804	1666	4138	89,762
District	♦	♦	\$1337	\$86,588
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			209.5	3.7
Percent Difference: School Site/ State			-27.1	19.5

\* 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.