



# J. F. Smith Elementary School

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

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<http://jfsmith.eesd.org/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Evergreen Elementary School District

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#### District Governing Board

Bonnie Mace, President  
Leila Welch, President Pro-Tem  
Jim Zito, Clerk  
Christopher Corpus, Trustee  
Marisa Hanson, Trustee

#### District Administration

Bob Nuñez  
Superintendent  
Bob Nuñez  
Interim Superintendent  
Dan Deguara  
Assistant Superintendent  
Delores Perly  
Chief Business Officer  
Carole Schmitt  
Director of Human Resources  
Denise Williams  
Director of Instruction  
Carole MacLean  
Director of Pupil Services  
Rick Navarro  
Director of Operations

### Principal's Message

James F. Smith Elementary School (JFS) is the 17th school to open in the Evergreen School District. It is located in the eastern foothills of the Mt. Hamilton Range. JFS, as it is often referred to, opened in the fall of 2000 with 190 students and nine teachers. Our enrollment is approximately 650 students and we have 25 fulltime teachers. Our curriculum is based on the California Standards of Achievement. JFS teachers are committed to providing a balanced curriculum that integrates technology and the latest researched-based teaching strategies. They take responsibility for their professional growth and provide training to their colleagues in areas of their individual expertise. JFS teachers are in leadership roles at the school and at the district level.

### Mission Statement

The mission of James Franklin Smith Elementary School is captured in our school motto: "Learning Today, Leading Tomorrow". We strive to develop the intellectual, physical and emotional capacities of each child by providing a strong foundation in academics and social-emotional growth. Our belief is that all children need to think critically and be able to adapt to the changing landscape of the 21st Century. Students acquire skills in analyzing, processing, and using information to make informed decisions and to collaborate and communicate with others. At JFS students develop self-esteem by participating in a caring school community which appreciates diversity, creativity, tolerance and mutual cooperation. Students learn in a traditional but progressive environment that will include innovative instructional strategies and technological advances. Our students will embrace the impact of technology on society and in their daily lives. Students will be active participants in their own learning by providing opportunities to create, build and explore. Students will ultimately extend these skills and talents to the local and global community as contributing members of society. Teachers will be responsible for guiding the learning process, setting goals and fulfilling instructional standards set forth by district and state mandates. Students will learn to make good choices and create a lifestyle that will promote a healthy body and mind. Students will develop leadership skills to help each student accomplish his or her goals.

### 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. San Jose is located in Santa Clara County also known as Silicon Valley. It has over one million residents. Evergreen school district is in the southeast of the valley and JFSmith is located in the area called Silver Creek. JFSmith provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. We have numerous after-school programs: academic, recreational and enrichment. We have partnerships with more than a few agencies: YMCA, PeaceMakers, YWCA, Starting Arts, Math Olympiad, Allstars United, Boy and Girl Scouts, Camp Galileo and many other smaller programs that provide extra-curricular activities for our students.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	92
Grade 1	75
Grade 2	95
Grade 3	94
Grade 4	102
Grade 5	97
Grade 6	128
<b>Total Enrollment</b>	<b>683</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	76.0
Filipino	4.2
Hispanic or Latino	5.4
Native Hawaiian or Pacific Islander	0.1
White	8.1
Socioeconomically Disadvantaged	10.5
English Learners	18.4
Students with Disabilities	8.1
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
J. F. Smith Elementary School	16-17	17-18	18-19
With Full Credential	28	27	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Evergreen Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	483
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
J. F. Smith Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Evergreen School District held a Public Hearing on October 18, 2018, 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, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2018 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.

The California State Board of Education adopted science programs at its November 2018 public meeting. Evergreen will review materials in 2019 to determine next steps. The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard <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 April 16, 2015 (Grade K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project <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> No <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

Note: Cells with N/A values do not require data.

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

James F. Smith Elementary School, originally constructed in 2000, is currently comprised of 31 permanent classrooms, a YMCA room, a conference room, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, two work rooms, and two playgrounds. The district passed a facilities bond measure in 2006 that will allow for future modernization at all school sites. The chart displays the results of the most recent facilities inspection.

#### Cleaning Process:

James F. Smith Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair:

A scheduled maintenance program is administered by James F. Smith Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair.

A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

#### Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	83.0	83.0	63.0	65.0	48.0	50.0
Math	79.0	80.0	60.0	61.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.5	27.8	34.0

\* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	424	420	99.06	82.62
Male	220	218	99.09	79.36
Female	204	202	99.02	86.14
Black or African American	--	--	--	--
Asian	328	326	99.39	86.20
Filipino	14	14	100.00	71.43
Hispanic or Latino	21	21	100.00	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.00	74.19
Two or More Races	19	19	100.00	78.95
Socioeconomically Disadvantaged	47	46	97.87	69.57
English Learners	148	146	98.65	78.08
Students with Disabilities	40	40	100.00	45.00

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	424	423	99.76	80.14
Male	220	219	99.55	82.65
Female	204	204	100	77.45
Black or African American	--	--	--	--
Asian	328	328	100	84.76
Filipino	14	14	100	64.29
Hispanic or Latino	21	21	100	47.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	77.42
Two or More Races	19	19	100	57.89
Socioeconomically Disadvantaged	47	47	100	59.57
English Learners	148	148	100	75
Students with Disabilities	40	40	100	52.5

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

James F. Smith School has developed a strong Parent Teacher Association that supports our total school program. Our School Site Council, which consists of parents and teachers, meets bi-monthly to promote ways to enhance the programs and services of JFS. Our English Language Advisory Council (ELAC) provides parent involvement in the monitoring of services for second-language learners. Many parents provide support as classroom assistants and chaperones on field trips and school activities. In addition, an Arts Attack program has parent volunteers who work in classrooms once a month creating art projects that support our curriculum. PTA supports Starting Arts and Math Olympiad and plans social events for the entire school such as Walk-a-Thon, Walk to School, Bingo Nights, Family Picnic and more. At the beginning of the year, our PTA holds a first day of school parent welcome breakfast inviting parents to socialize and participate in supporting JFS school events. PTA uses their funds to generously donate money to each classroom. Parent committees are generated throughout the school year as needed. Contact our PTA at [jfspta.org](http://jfspta.org). or view their website news at [eesd.org/JFS](http://eesd.org/JFS)

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The safety of students and staff is a primary concern of James F. Smith Elementary School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon supervisors. 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. We also have security cameras placed at strategic locations with a monitor in the school office. There is also a designated area for student drop-off and pick-up at the front and side of the school.

The School Site Safety Plan was last reviewed and updated in December 2018 by the School Site Council and Emergency Response Team. Any revisions to the plan are immediately communicated to classified and certificated staff and to the Emergency Response Team (ERT). The School Safety Plan will be reviewed again this winter and revised as needed by February 15, 2019. Any changes and/or revisions will be approved by the safety committee and communicated to ERT.

Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Schoolwide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Traffic Safety

JFSmith 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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.4	0.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.4	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.05
Library Media Teacher (Librarian)	.03
Library Media Services Staff (Paraprofessional)	.81
Psychologist	.42
Social Worker	.11
Nurse	.17
Speech/Language/Hearing Specialist	.77
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	23	23				4	4	4			
1	24	25	25				3	3	3			
2	24	25	24				4	4	4			
3	23	25	24				5	4	4			
4	31	30	34				4	3				3
5	30	32	32				4	4	2			1
6	31	29	32				4	4	4			

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Professional Development provided for Teachers**

All Years: Evergreen School District provides workshops concentrating on strategies for ELL, culturally responsive teaching and technology integration which is on-going. The second and fourth Thursdays of each month are set aside as minimum days for site and district in-services. All Wednesday afternoons are available for grade level collaboration and a variety of curriculum professional staff development.

2016-17 Staff members participated in Instructional Rounds protocol to hone their ability to extract best teaching practices and strategies from their experienced colleagues. Collaboration time allowed for grade level articulation and sharing of student data generated Inquiry questions and the development of evidence used to guide instructional changes and practices.

2017-18 Staff members developed and honed their work in the grade level Professional Learning Communities building on their Instructional Rounds knowledge and curriculum study. Teachers did an in-depth look at the Next Generation Science Standards and 'unpacked the standards matching curriculum needs and materials. Experts conducted staff in-services to guide standards-based alignment.

2018-19 We will continue to focus on Professional Learning Communities whereby teachers analyze student work and collaborate on Lesson Design to meet the needs of the students. Teachers are given time to observe, collaborate, and discuss instructional practices and student work with the assistance and support of the principal and expert colleagues. Additionally, we have a strategic plan for integrating computer standards through progressive robotics and coding. This year, our budget supported a part-time STEAM coordinator to organize and assist with the building of a hands-on STEAM lab. The coordinator collaborates with all grade levels to develop relevant lessons integrating the core science/math objectives of the Next Generation Science Standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,731	\$50,084
Mid-Range Teacher Salary	\$90,182	\$80,256
Highest Teacher Salary	\$104,376	\$100,154
Average Principal Salary (ES)	\$138,740	\$125,899
Average Principal Salary (MS)	\$141,310	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,425	\$222,447
Percent of District Budget		
Teacher Salaries	43.0	37.0
Administrative Salaries	5.0	5.0

\* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,049	\$200	\$5,849	\$99,684
District	◆	◆	\$9,818	\$95,035
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-50.7	4.8
Percent Difference: School Site/ State			-19.7	20.8

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**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: LeyVa, 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 <https://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.