



Katherine R. Smith Elementary

2025 Clarice Dr. • San Jose • 4082706751 • Grades K-6

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



**Evergreen
School District**

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

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Director of Pupil Services

Rick Navarro
Director of Operations

Principal's Message

Katherine Smith Elementary School is located in the northern section of the district's borders. Teachers, staff, and administrators continue to act on the principle that students come first. Katherine Smith Elementary School opened in 1962 and over the last fifty years has had a rich and diverse history with the Evergreen School District. The second school established in the District, it has been recognized as both a California Distinguished School (1987 and 2002) and a National Blue Ribbon School of Excellence (1988). Looking to the future, our children need to be prepared for an ever changing world. Katherine Smith School has been redesigned with that mission in mind—to create the most engaging and excellent education for our children—an education to serve them in the twenty-first century where we need to communicate, think critically, collaborate, and be innovative.

At Katherine Smith, we want to preserve the great tradition of this school while creating an innovative and fresh environment that looks to the future for inspiration. Staff at Katherine Smith dedicate themselves to a consistently improving the curriculum to engage students through purposeful, project-based approaches, integrating instructional technology to enact new knowledge, and creating a strong school culture to empower children to be great citizens of the world. We are creating thinkers, learners, workers, communicators, collaborators, and contributors who will be ready to take on any challenge in this ever changing world.

Katherine Smith has been nationally recognized as a Partnership for 21st Century Learning Exemplar (2014), a National Governor's Council National Champion School (2013), a New Tech Network Exemplary Demonstration Site (2016), and Buck Institute for Education PBL Exemplar (2017).

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 | 97 |
| Grade 1 | 74 |
| Grade 2 | 84 |
| Grade 3 | 81 |
| Grade 4 | 75 |
| Grade 5 | 83 |
| Grade 6 | 81 |
| Total Enrollment | 575 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.0 |
| American Indian or Alaska Native | 0.5 |
| Asian | 17.6 |
| Filipino | 6.3 |
| Hispanic or Latino | 66.1 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 2.8 |
| Socioeconomically Disadvantaged | 83.5 |
| English Learners | 56.5 |
| Students with Disabilities | 12.9 |
| Foster Youth | 1.0 |

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 | | | |
|---|-------|-------|-------|
| Katherine R. Smith Elementary | 16-17 | 17-18 | 18-19 |
| With Full Credential | 24 | 24 | 24 |
| 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 | | | |
|--|-------|-------|-------|
| Katherine R. Smith Elementary | 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 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 Foresman 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 Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0% |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Katherine Smith Elementary School was originally constructed in 1962. School facilities are currently comprised of 20 permanent classrooms, 15 portable classrooms, a S.T.E.M. (Science, Technology, Engineering, and Math) lab, a library, two staff parking lots, drop-off and pick-up areas, and a recently constructed office and library.

Cleaning Process:

Katherine 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 Katherine 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 |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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 | 15.0 | 22.0 | 63.0 | 65.0 | 48.0 | 50.0 |
| Math | 12.0 | 19.0 | 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 | 22.5 | 18.8 | 3.8 |

* 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 | 318 | 312 | 98.11 | 21.79 |
| Male | 162 | 159 | 98.15 | 19.50 |
| Female | 156 | 153 | 98.08 | 24.18 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 60 | 60 | 100.00 | 41.67 |
| Filipino | 21 | 21 | 100.00 | 33.33 |
| Hispanic or Latino | 206 | 202 | 98.06 | 16.83 |
| White | 11 | 11 | 100.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 258 | 252 | 97.67 | 21.43 |
| English Learners | 227 | 225 | 99.12 | 20.44 |
| Students with Disabilities | 50 | 46 | 92.00 | 6.52 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 | 318 | 313 | 98.43 | 18.53 |
| Male | 162 | 159 | 98.15 | 20.13 |
| Female | 156 | 154 | 98.72 | 16.88 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 60 | 60 | 100 | 41.67 |
| Filipino | 21 | 21 | 100 | 14.29 |
| Hispanic or Latino | 206 | 202 | 98.06 | 12.87 |
| White | 11 | 11 | 100 | 0 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 258 | 253 | 98.06 | 17.39 |
| English Learners | 227 | 225 | 99.12 | 16.89 |
| Students with Disabilities | 50 | 46 | 92 | 13.04 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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)

The following are ways in which parents and community members can volunteer their time:

- Parent representation on parent advisory groups, including Parent Teacher Association (PTA), School Site Council (SSC), District and School Leadership Team (DSLTL), English Language Acquisition Committee (ELAC), and Parent Safety Committee
- In-class and direct contact with children through tutoring, volunteering in the classroom, and/or as field trip chaperones
- Family involvement activities, such as Harvest Festival, Back-to-School Night and Exhibition Night (aka Open House), fundraising, Canned Food Drive, Movie Nights, and Holiday Family assistance
- Family Learning Workshops and Parent University — We encourage families to attend our family curriculum workshops and annual mini-conference
- Weekly Parent Pride meeting held every Wednesday that school is in session.

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 Katherine Smith Elementary School. Students are supervised before school and after school by teachers and administrators. Lunch and recess 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 Safety Plan was last reviewed and updated in February 2018 by the Emergency Response Team (ERT) and school safety committee. It will be reviewed again this winter with a revision submission date of February 15, 2019. 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, expectation, and procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, and 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 monthly on a rotating basis throughout the school year.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.0 | 0.0 | 0.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.2 |
| 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) | .75 |
| Psychologist | .42 |
| Social Worker | .11 |
| Nurse | .17 |
| Speech/Language/Hearing Specialist | .77 |
| Resource Specialist (non-teaching) | 1 |
| Other | 2 |
| 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 | 21 | 22 | 24 | 2 | | | 3 | 4 | 4 | | | |
| 1 | 22 | 23 | 25 | | | | 4 | 3 | 3 | | | |
| 2 | 21 | 24 | 24 | | | | 3 | 4 | 3 | | | |
| 3 | 23 | 23 | 23 | | | | 4 | 3 | 4 | | | |
| 4 | 27 | 32 | | | | | 3 | 1 | | | 1 | |
| 5 | 30 | 31 | 30 | | | | 3 | 3 | 5 | | | |
| 6 | 25 | 29 | 25 | 1 | 1 | | 3 | 1 | 3 | | 2 | |
| Other | | | 14 | | | 1 | | | | | | |

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

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences, workshops, and staff development meetings throughout the year. 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 which include innovative STEM (Science, Technology, Engineering, and Math) and PBL (Project-Based Learning) to increase critical thinking, communication, collaboration, and creativity.

We have a commitment to continuous improvement. Every faculty member participates in five to ten hours monthly in professional development focused in one of four areas: deeper learning, personalized learning, social emotional learning, and family and community resources and supports. Three full days without students are used to deliver trainings as well as meeting every Wednesday as an entire faculty. Every Thursday afternoon is used for grade-level specific learning and planning. Teachers also periodically use substitute release to design projects, conduct instructional rounds (peer classroom visits), use recent data to assess student needs to plan small group instruction, and extend learning through coaching opportunities.

| 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/.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,860 | \$593 | \$6,267 | \$128,391 |
| District | ◆ | ◆ | \$9,818 | \$95,035 |
| State | ◆ | ◆ | \$7,125 | \$80,910 |
| Percent Difference: School Site/District | | | -44.2 | 29.9 |
| Percent Difference: School Site/ State | | | -12.8 | 45.4 |

* 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.