

Millbrook Elementary School

3200 Millbrook Drive • San Jose CA, 95148 • (408) 270-6767 • Grades K-6

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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
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Bob Nuñez
Interim Superintendent
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Delores Perly
Chief Business Officer
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Director of Human Resources
Denise Williams
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Carole MacLean
Director of Pupil Services
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School Description

Millbrook Elementary School, one of eighteen schools in the Evergreen School District, opened in September 1985. A portion of our facility, the multipurpose room, is shared (joint use agreement) with the City of San Jose for classes, after school programming, and community activities/events. This includes a pre-school program and "Camp Rock," an after-school homework and recreation program, which is also available to Millbrook students through the City of San Jose. Our campus serves a student population that is ethnically, culturally, and linguistically diverse.

Common Core Standards and 21st Century Learning are pillars of our philosophy and include communication, creativity, collaboration and critical thinking into our instructional program. We continue to build relevance between the academics of school and real world experiences through meaningful lessons integrating technology. In recent years our teachers have implemented new curriculum programs in math and most noteworthy, last year, in language arts. A history/social science adoption is looming. We look forward to the Next Generation Science Standards in the near future. This includes the future addition of a STEM-type (science, technology, engineering and math) double-sized classroom to provide a lab setting where students can spread out and utilize unique space and resources to enhance their learning. As a school with a focus on the future, we are researching ways to transition to a global literacy focus where the goal is to develop the ability of all students throughout our school to identify, interpret, analyze, synthesize, create, use, communicate, and share new knowledge using the written word, multimedia, and communication technologies with a worldwide audience. The Millbrook working definition of global literacy includes the following:

Global Literacy is an understanding of how the world is organized and interconnected and the possibilities and constraints facing its people. Globally literate students analyze and think critically about the world and their roles in it. They become fluent investigators of the world, celebrating our diversity as global citizens.

It is evident, that Millbrook's global literacy specialty area, logically lends itself to our district's Profile of a Learner (POL) where the desired result is promoting students as learners, communicators, collaborators, critical thinkers, innovators, and advocates. Here, students are engaged in authentic learning that prepares them with the skills to be global minded citizens.

Additionally, Millbrook 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. As we always tell our students, it is important to have high expectations and set goals. This year is no exception. In addition to strong foundation skills, the 4 C's (communication, collaboration, creativity, and critical thinking) through the Common Core State Standards will be incorporated across the curriculum in our efforts to prepare our students for college and workplace. Through strategic, collaborative planning with teachers and parent leaders, we will meet the individual needs of all students. Additionally, we will address the academic challenges of those aforementioned standards as demonstrated by the California Assessment of Student Performance and Progress (CAASPP) along with other equally critical assessment pieces. Working together, the sky is the limit in what we can accomplish.

School Mission Statement:

The Millbrook community works together to provide students opportunities to take risks in a safe, nurturing environment. We provide challenging experiences, which address the needs of the whole child while promoting responsibility, respect, and compassion for others.

School Vision Statement:

Millbrook's vision is to foster thoughtful, caring, and creative students. They will be critical thinkers and problem solvers. Students will be confident, prepared for future success and achieve their academic and social potential.

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, behind Los Angeles and San Diego. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 1,000,000 residents.

Millbrook Elementary School is located on the east side of the district's borders. In the 2018-19, school year, we serve 621 students in grades kindergarten through sixth on a traditional calendar schedule.

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	96
Grade 1	70
Grade 2	98
Grade 3	94
Grade 4	92
Grade 5	108
Grade 6	108
Total Enrollment	666

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	55.1
Filipino	8.9
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	0.9
White	2.9
Socioeconomically Disadvantaged	36.9
English Learners	30.5
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			
Millbrook Elementary School	16-17	17-18	18-19
With Full Credential	25	27	26
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

Millbrook 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 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)

Millbrook Elementary School, originally constructed in 1985, is currently comprised of 38 permanent classrooms, an SDC room, four Parks & Recreation rooms, a computer lab, a library, a multipurpose room, a staff lounge, and one playground. Major remodeling projects on all facilities were completed between 2005 and 2007. The school recently built a new multipurpose room. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Millbrook 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 Millbrook 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	64.0	63.0	63.0	65.0	48.0	50.0
Math	61.0	63.0	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	9.5	21.0	59.0

* 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	413	409	99.03	62.59
Male	197	196	99.49	56.63
Female	216	213	98.61	68.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	225	224	99.56	77.23
Filipino	27	27	100.00	44.44
Hispanic or Latino	110	109	99.09	39.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.00	30.77
Two or More Races	23	23	100.00	69.57
Socioeconomically Disadvantaged	157	156	99.36	46.15
English Learners	207	206	99.52	64.56
Students with Disabilities	40	39	97.50	25.64
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	412	410	99.51	62.68
Male	197	197	100	63.96
Female	215	213	99.07	61.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	225	224	99.56	77.23
Filipino	27	27	100	55.56
Hispanic or Latino	109	109	100	40.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	30.77
Two or More Races	23	23	100	73.91
Socioeconomically Disadvantaged	156	156	100	42.95
English Learners	206	206	100	66.99
Students with Disabilities	40	39	97.5	28.21
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)

Parents are encouraged to actively participate in school activities. Parent workshops are offered during the school year that include a variety of topics and interests. This refers to our district's Parent University including Habits of Mind, Literacy Alive, Whole Child, Whole Family, College and Career Exploration, just to name a few! The Parent Advisory Committee, Parent Teacher Association (PTA), School Site Council, and English Learner Advisory Committee (ELAC), and Project Cornerstone Parent ABC Reading are also worthwhile opportunities for parent and community involvement. The PTA Newsletter, School Bulletin, PeachJar Website, Parent Link, Evergreen District Website and School Loop keep the public updated on opportunities for involvement at Millbrook Elementary School.

This is the 8th year of the Project Cornerstone ABC Reading Program and it has been quite successful. Parents are trained to read stories and conduct activities related to character skills once a month in their child's classroom. This program is truly one of our pillars of parent participation. This year, our parent ABC leader, actually conducted the training session for all the parents providing this service. I was well received and well attended. Coming from an actual parent, it truly exemplified the philosophy of the program.

The school also receives support from numerous local businesses and community organizations. Contributions and/or donations from City of San Jose, Girl Scouts, Cub Scouts, Evergreen Valley High School, Silver Creek High School, Young Rembrandts, Walk-n-Roll, Math Olympiad, Reflections, and San Jose Parks & Recreation have greatly added to the quality of instruction and overall school environment. When it comes to Rock-n-Roll, this year, Millbrook School continues with its maintenance status for this program and has received a commendation from the City of San Jose for our outstanding participation. Also, we support the community in a variety of ways included beautification projects, recycling, letters to military veterans, trick-or-treat for UNICEF, Second Harvest Food Drive, etc.

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) 270-6767.

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 Millbrook Elementary School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides. We provide extra noon time supervision for our newly implemented full day transitional kindergarten and kindergarten programs. These supervisors have all been trained in mandated child abuse and reporting as a prerequisite to their employment. 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 the 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:

- People and Programs
- Place (facility)
- School rules & 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, & 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. Faculty has been trained in Run, Hide, Defend procedures. Several of our staff members have been trained in Therapeutic Crisis Intervention techniques. Millbrook's Comprehensive Safety Plan is available and can be requested to view in the parent's area in the main office.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.1	0.0	0.0
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)	.75
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	22	25	24	1			3	2	4			
1	21	25	23	1			3	3	3			
2	24	25	25				4	4	4			
3	21	25	24				5	4	4			
4	33	31	31					3	3	3		
5	33	32	31				2	3	3	2	1	
6	27	28	31				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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. In addition, we regularly meet as Professional Learning Communities (PLC's) to improve our practices in regards to CA Common Core State Standards, Global Literacy, and 21st Century Learning. For the past few years, the district has sponsored staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

This year is no different in our efforts to continue the work. In addition, staff meetings, grade level meetings, and site in-service days are utilized for professional development. This year we endured the loss of our 50% Instructional Coach, teacher on special assignment. During the past several years, this individual met and collaborated with staff members to provide resources that support and encourage best practices and instructional strategies. This was quite a loss to our professional development program.

Additionally, teachers have opportunities to attend conferences and workshops outside the district and even on-line for their convenience. The many structures of PD offered can accommodate all who are interested in taking advantage of improving and refining their craft.

Two full days of professional staff development are provided in the Evergreen School District. One has traditionally taken place in August, when teachers return. The other takes place in late September. Thursdays are minimum days for students. The second and fourth Thursdays of the month are devoted to deep, meaningful district PLC work or site-determined needs that are timely and based on present topics of interest and implementation. Teachers may collaborate on the other remaining Thursdays, and often do so. They may also sign up for professional development at the district level. A few examples are our Twilight Series, Learning Cafe, and Culturally Responsive Learning.

Additionally, we have creatively added some professional development on five Wednesdays this school year. The teachers may choose to participate in our leadership team, Daily Five/CAFE, or grade level work. Specifically, our leadership team has been given the collaborative task of defining how we would like to stand out and be known for as a school. At the time of this writing, the Millbrook Community is leaning towards global literacy. This year's professional development also includes the district driven work regarding Profile of a Learner. For this year, our mentor text is Mastering Global Literacy,

Heidi Hayes Jacobs, Series Editor. We incorporate many of its basic tenets in professional development with the goal of having global literacy as our area of specialization.

Finally, for the 2018-19 school year, we have a team of teachers spanning grades 2-6 attending the Santa Clara County Office of Education's "Access for All" training, specific to English language learner needs. This year, they will attend four full workshop trainings, with follow up through the 2020-21 school year. This includes comprehensive training in the EL Roadmap publication from the CA Department of Education.

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/.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,011	\$216	\$5,795	\$107,060
District	◆	◆	\$9,818	\$95,035
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-51.5	11.9
Percent Difference: School Site/ State			-20.6	27.8

* 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.