John J. Montgomery Elementary

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

School Description

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

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

School Mission Statement:

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

School Mission for English Learners Statement:

Montgomery staff will honor, embrace, and celebrate students' various cultures and languages while supporting and allowing for their expression. We will provide a rigorous, content rich curriculum to guide every student to reach English fluency through culturally relevant instruction, continuous improvement and accountability for students using research based principles. Utilizing 21st century skills, we will attend to students' social emotional needs, and build relationships that support and encourage students' desire to succeed.

School Vision Statement:

John J. Montgomery Elementary School relies on the commitment of our entire school community to develop and build a shared vision towards a 21st Century Learner. We collaborate as teams to ensure we are maximizing teaching and learning. Our vision stays current because staff and parents have developed a bond through participation in Kindergarten Orientation, Parent Teachers Association (PTA), family academic events; Science Fair; enrichment and intervention program support, and the development of a school-wide comprehensive Title 1 plan. SSC, ELAC, DSLT, parent conferences, and written communications are conducted in the two dominant languages of our school community- English and Spanish to ensure the ongoing collaboration between school and families.

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

Goal #1: All students will have equal access to a rigorous differentiated instruction with high expectations (21st Century Learner, Units of Study, Formative Assessments, Leveled Literacy Model, ELD, SEAL).

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

Goal #3: Staff to provide instruction that is clear to students and is standards aligned to ensure all skills and qualities of a learner are met (21st Century Learner, Teacher Collaboration/PLCs, Units of Student, SEAL, Effective Feedback, High Expectations, Teacher Clarity, Formal and Informal Assessments).

School Vision for English Learners Statement: All students will exit Montgomery Elementary proficient in the English language and prepared to be productive citizens in our global society.

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	51
Grade 1	49
Grade 2	69
Grade 3	70
Grade 4	60
Grade 5	73
Grade 6	88
Total Enrollment	460

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	36.3
Filipino	10.9
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	1.1
White	2.8
Socioeconomically Disadvantaged	62.0
English Learners	42.8
Students with Disabilities	7.2
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			
John J. Montgomery Elementary	16-17	17-18	18-19
With Full Credential	24	20	19
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			
John J. Montgomery 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 Forseman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Forseman Adopted in 2006: (Grade 1-6): Houghton Mifflin **The textbooks listed are from most recent adoption:**　　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)

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

Cleaning Process:

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

Maintenance & Repair:

A scheduled maintenance program is administered by Montgomery Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 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	35.0	39.0	63.0	65.0	48.0	50.0
Math	23.0	34.0	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	19.2	32.9	27.4

* 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	294	291	98.98	38.83
Male	149	146	97.99	41.10
Female	145	145	100.00	36.55
Black or African American	--	--	--	--
Asian	111	110	99.10	58.18
Filipino	29	29	100.00	51.72
Hispanic or Latino	126	125	99.21	18.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	15	15	100.00	53.33
Socioeconomically Disadvantaged	179	177	98.88	31.64
English Learners	176	175	99.43	37.14
Students with Disabilities	24	24	100.00	12.50
Students Receiving Migrant Education Services	--	--	--	--

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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
All Students	294	291	98.98	33.68
Male	149	146	97.99	39.73
Female	145	145	100	27.59
Black or African American	--	--	--	--
Asian	111	110	99.1	60.91
Filipino	29	29	100	27.59
Hispanic or Latino	126	125	99.21	12.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	15	15	100	33.33
Socioeconomically Disadvantaged	179	177	98.88	27.68
English Learners	176	175	99.43	36.57
Students with Disabilities	24	24	100	12.5
Students Receiving Migrant Education Services	--	--	--	--

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 and the community can be actively involved in the school's educational programs through the following:
- Back-to-School Night
- Open House
- English Learner Advisory Committee (ELAC)
- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- Title I Family Events- academic and music
- Volunteering in the classroom
- SEAL Parent Involvement
- Parent University

The school receives support from numerous local businesses and community organizations. Support and donations from PG&E, Target, Office Depot and other community donors have greatly added to the quality of instruction and overall school environment. In Fall 2018, KPMG Family For Literacy Program rewarded our school with a refurbishment of the library with an abundance of new books in English and Spanish, application of a fresh coat of paint on the walls, and the purchase of modern furniture that supports the development of literacy and 21st Century learning. In October 2018, our Music for Minors partners recognized John J. Montgomery Elementary as their 2018-2019 Champion School for Music. We are proud to have received these two special distinctions as it reflects the commitment we have in accelerating students in their reading performance and our vision in developing skills in the arts.

Contact Information:
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-6718.

State Priority: School Climate
The SARC provides the following information relevant to the 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 of primary concern to the Montgomery Elementary staff. The School Site Safety Plan was last reviewed and updated in February, 2018 by School Site Council and 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.

Students are supervised before school, during recess, and after school by teachers and school administration. Lunch supervision is provided by noon-duty supervisors and the administrator. 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. Key elements of the Safety Plan focus on the following:
• School rules & procedures
• Sexual harassment policy
• Notification to teachers
• Child abuse reporting procedures
• School-wide dress code
• Bully Prevention strategies
• Policies related to suspension/expulsion
• Disaster procedures/routine, emergency drills & Run Hide Defend
• Safe ingress & egress of pupils, parents, & school employees
• Whole Brain Teaching strategies and effective classroom management strategies

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 students and staff safety during a disaster. Fire, Earthquake, and Run-Hide-Defend drills are conducted on a rotating basis throughout the school year.

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

Student Council strives to improve the overall culture, safety, and school attendance.

Surveys (Youth Truth, Comprehensive School Safety Plan, & Developmental) are conducted to ensure there is voice and an opportunity for input in our safety and school-wide plans (Comprehensive School Safety Plan and School Improvement Plan).

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	0.0	0.2
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)	.69
Psychologist	.42
Social Worker	.11
Nurse	.17
Speech/Language/Hearing Specialist	.77
Resource Specialist (non-teaching)	1
Other	1
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	23	20	25		1		3	2	2			
1	23	25	25				3	2	2			
2	24	23	23				2	3	3			
3	23	23	23				4	3	3			
4	29	31	30				3	2	2			
5	31	32	31				3	1	2		2	
6	25	27	33	1	1		3	3	1			2

* 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, faculty meetings, professional development opportunities and teacher collaboration throughout the year. Targeted Professional Development and Grade level collaboration are strategies that most impact instruction and supports the training that teachers receive. Data is analyzed to help determine "next steps." Evergreen School District provides many professional development opportunities for Montgomery staff such as training in Professional Learning Communities, Equity PLC Forum, Tech Tuesdays, The Learning Cafe, annual 21st Century Conference and a variety of trainings throughout the summer. Our district office in conjunction with school principals and instructional coaches are currently in the second phase of implementation of our Profile of a Learner to ensure teaching and student learning reflects the skills of a 21st Century learner. Montgomery Elementary also provides unique staff development opportunities for teachers and staff such as consultation from The Core Collaborative on teaching clarity strategies, Impact Teams to drive collaboration to a deeper level, unpacking of standards to create Success Criteria, Learning Intentions with the goal to have clear lessons for students, and unpacking of the Profile of a Learner and how it fits into daily classroom activities. SEAL (Sobrato Early Academic Language) is a strong focus in the primary grades. Teachers receive intense professional development in teams throughout the early and can also participate in the Summer Bridge training.

Staff development at John J. Montgomery is directly aligned to the skills and concepts in the district's Profile of Learner. To ensure rigor is present in teaching and learning, and to better prepare students from grade to grade, we focus closely on Common Core State Standards. After closely reviewing the needs or our community and students, the school leadership has agreed to the following professional development:

- Opportunities to unpack the details of Profile of a Learner Outcomes and learn the teaching and learning shifts that are needed for 21st Century teaching and learning
- Design lessons and activities for the grade level unit guides
- Unpack standards to create Learning Targets and Success Criteria and scoring rubrics
- Build Common Formative Assessments
- Weekly teacher grade level collaboration and PLCs
- Site Thursdays reserved for PLCs and Professional Development
- Consultation provided by Core Collaborative for all grades

- Consulation provided by Sobrato Early Academic Language (SEAL) program for the primary grades
- Each grade level to be relieved by subs at least five 1/2 days to collaborate for ELD- Integrated and Designated strategies.
- One teacher inservice day at the beginning of the year and in September reserved for professional development and teacher collaboration

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	$6,396	$411	$5,984	$117,993
District	◆	◆	$9,818	$95,035
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			-48.5	21.6
Percent Difference: School Site/ State			-17.4	37.3

* 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.