

Quimby Oak Middle School

3190 Quimby Road • San Jose CA, 95148 • (408) 270-6735 • Grades 7-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Evergreen Elementary School District

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School Description

Quimby Oak Middle School, in the Evergreen School District, was established in 1968 and is located at the base of the Evergreen foothills in southeast San Jose. Quimby Oak attained the status of a California Distinguished School in 1992, 1996, 2001, 2013, and 2019. In 2015, Quimby Oak was awarded the Gold Ribbon Schools Award for outstanding implementation of the Common Core State Standards.

Quimby Oak Middle School's mission is to empower young minds to be proactive, lifelong learners who think critically and communicate effectively. Quimby Oak inspires young adults to be thoughtful and resilient contributors to society.

At Quimby Oak, we believe in choice. We are keen to the needs of our students and fundamentally understand that learners are unique. Quimby is proud to offer parents and students two instructional program choices. Whether you select the Lobo Comprehensive Program (LCP) or Lobo School of Innovation (LSI), an exciting two-year experience awaits. By providing choice between a fully project-based program, and a rigorous comprehensive program, our students are offered cutting edge opportunities that prepare them for the demands of high school, college and career. Our guarantee is that both choices deliver students an excellent academic experience where students can master the Evergreen Profile of a Learner attributes of being a learner, advocate, communicator, collaborator, critical thinker, and innovator before leaving us to the next phase of their educational journey.

Quimby's Lobo School of Innovation (LSI) is a wall to wall Project-Based Learning model that offers students a 1:1 digital learning environment with co-taught classrooms. LSI is partnered with the New Tech Network, a network of schools, that is dedicated to transforming teaching and learning around the country. LSI meets both CCSS and NGSS requirements through collaborative projects in all core courses. Students in LSI continue to participate in campus wide electives and PE classes to promote integration across the campus. Students interested in music have the opportunity to participate in Concert Band, Symphonic Band, and Jazz Ensemble. Through Project-Based Learning, LSI ignites mastery of five student outcomes: Knowledge & Thinking, Written Communication, Oral Communication, Collaboration and Agency.

Quimby's Lobo Comprehensive Program (LCP) is a traditional model that also meets both CCSS and NGSS standard integration. LCP is an anchored program offering students rigorous and meaningful learning opportunities. Each LCP student is offered diverse elective choice, PE, and four core courses. Students in LCP have the opportunity to enroll in options like: wrestling, volleyball, art, hip hop dance, yearbook, coding, peer advisory, and more. Students have daily access to technology making digital learning opportunities rich and engaging. Language Arts, Social Studies / History, Math and Science classes support students to build strong communication skills and challenge deep critical thinking.

The pillars of Quimby Oak Middle School are to develop Leadership, to Own your choices, to be Respectful, to be Open-minded and Studious. That is our LOBOS Anthem. In 2018, we launched our school-wide Positive Behavioral Incentives and Supports (PBIS) initiative. We designed a "Caught Ya" where students are recognized and honored for demonstrating our school-wide values. The purpose of school wide PBIS is to establish a climate in which appropriate behavior is the norm and encourages good character and values by all students.

Regardless of the instructional choice, all students are guaranteed a full, well-rounded middle school experience. With over 900 7th and 8th grade students representing both LCP and LSI, Quimby's strength lies in a spirited, unified, and inclusive school culture. All Quimby Oak Lobos have pride!

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	490
Grade 8	490
Total Enrollment	980

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	58.7
Filipino	7.7
Hispanic or Latino	21.7
Native Hawaiian or Pacific Islander	0.7
White	5.3
Two or More Races	4.3
Socioeconomically Disadvantaged	29.6
English Learners	11
Students with Disabilities	5
Foster Youth	0.2
Homeless	0.1

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 for Quimby Oak Middle	17-18	18-19	19-20
With Full Credential	42	46	40
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Evergreen Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	41
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Quimby Oak Middle School

Indicator	17-18	18-19	19-20
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 2019-20)

Evergreen School District held a Public Hearing on October 10, 2010, 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 2019-20 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: September 2019

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 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 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: (Grade 7-8): McDougall-Littel The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Quimby Oak Middle School, originally constructed in 1968, is currently comprised of 37 permanent classrooms, eight portable classrooms, two computer labs, a library, a gymnasium, a staff lounge, and an athletic field.

During the 2017-2018 school year, a new two story facility was added to the campus offering six new classrooms, one conference room, and additional staff and student restroom facilities.

The school has been thoroughly modernized over the past decade. Renovations occurred in 2007 and included remodeling of the science classrooms, student restrooms, upgrading of campus sidewalks, and new construction of the library, faculty room, and office. The blacktop was expanded in fall 2008 and eight new portables were added for the Math Department over the summer of 2008. In 2012, a room was remodeled into a Project Based Learning classroom. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Quimby Oak Middle 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 Quimby Oak Middle 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: November 22, 2019

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	70	71	65	66	50	50
Math	62	61	61	61	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.9	29.1	27.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	985	980	99.49	71.40
Male	458	456	99.56	64.18
Female	527	524	99.43	77.67
Black or African American	12	12	100.00	41.67
American Indian or Alaska Native	--	--	--	--
Asian	574	571	99.48	84.94
Filipino	69	69	100.00	69.57
Hispanic or Latino	221	219	99.10	41.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100.00	61.22
Two or More Races	48	48	100.00	75.00
Socioeconomically Disadvantaged	305	302	99.02	56.95
English Learners	273	271	99.27	57.20
Students with Disabilities	48	46	95.83	8.70
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	985	981	99.59	60.78
Male	458	456	99.56	59.47
Female	527	525	99.62	61.90
Black or African American	12	12	100.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	574	572	99.65	77.62
Filipino	69	69	100.00	53.62
Hispanic or Latino	221	219	99.10	24.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	50	100.00	52.08
Two or More Races	48	48	100.00	66.67
Socioeconomically Disadvantaged	305	303	99.34	45.70
English Learners	273	272	99.63	48.34
Students with Disabilities	48	46	95.83	4.35
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

Quimby Oak parents are involved in many important activities vital to the success of our school program. Parents are key participants within our year-round fundraising program and as chaperones during field trips, athletic activities, and student body functions.

The Quimby Oak staff, parents, community, and elected members support all aspects of the school program. Parents are elected members of the:

- School Site Council (SSC)
- District Advisory Committee (DAC)
- English Language Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC)
- Parent, Teacher, and Student Association (PTSA)

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) 270-6735.

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 Quimby Oak Middle School. Students are supervised before school, during break, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and administrators. 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 November of 2019 by the School Site Council. It will be reviewed again this winter with a revision submission date of February 7, 2020. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- 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 lock down drills are conducted on a rotating basis throughout the school year. We seek support from local fire and police departments, as well as the City of San Jose safety agencies, to provide staff, parent and student trainings around emergency preparedness.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.9	3.3
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	490.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

* 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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	11	15	15	26	12	10	17	26	10	19	10
Mathematics	29	6	10	16	28	10	13	14	26	9	18	12
Science	30	2	23	15	30	10	14	18	30	4	23	16
Social Science	33	3	11	19	31	5	10	18	31	3	14	16

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		8	

For the 2019-2020 school year, our site professional development calendar consisted of 8 designated days: August 19-20 , September 12, September 26 26, October 10, January 9, February 13, and March 12

Using state testing data and school surveys, Quimby Oak Middle School will be focusing on math concepts and procedures, demonstrating understanding of literary and non-fictional text, and school culture. Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year such as strategies for English Language Learners, Culturally and Linguistically Responsive Teaching, Special Education IEP Training, College Preparatory Mathematics, Project Based Learning, and Next Generation Science Standards. For the past three 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. Additionally, Quimby Oak Middle School is specifically dedicated to the development of Restorative Justice practices, including the implementation of circles, to strengthen student and teacher relationships, to build stronger connections with students, and to develop practices that focus on building positive culture on campus. Restorative Justice in schools is a set of principles and practices that build community and involve processes that restore relationships when harm has occurred. Restorative Justice practices support and compliment current school initiatives and can be used to positively impact school culture, discipline, and academic needs. Quimby Oak Middle School, along with other Evergreen School District sites, is also implementing Positive Behavior Interventions & Supports (PBIS) and participating in training run via Santa Clara County Office of Education. A leadership team has been designed for the implementation, support, coaching, and training needed for teachers in Restorative Justice and PBIS. Quimby is a pilot school for Multi-Tiered System of Supports (MTSS) and continues to focus on building academic and behavior success for all students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,010	\$45,741
Mid-Range Teacher Salary	\$90,633	\$81,840
Highest Teacher Salary	\$104,878	\$102,065
Average Principal Salary (ES)	\$138,740	\$129,221
Average Principal Salary (MS)	\$141,310	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,425	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	36%
Administrative Salaries	5%	5%

* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,518	\$57	\$5,461	\$95,578
District	N/A	N/A	\$9,818	\$94,781.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-57.0	0.6
School Site/ State	-26.4	16.6

Note: Cells with N/A values 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.