



# Carolyn A. Clark Elementary

3701 Rue Mirassou Dr. • San Jose CA, 95148 • (408) 223-4560 • Grades K-6

Gina Fierro, Principal

[gfierro@eesd.org](mailto:gfierro@eesd.org)

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

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



### Evergreen Elementary School District

3188 Quimby Road  
San Jose CA, 95148  
(408) 270-6800  
[www.eesd.org](http://www.eesd.org)

#### District Governing Board

Leila Welch, President

Jim Zito, President Pro-Tem

Christopher Corpus, Clerk

Bonnie Mace, Trustee

Marisa Hanson, Trustee

#### District Administration

Dr. Emy Flores  
Superintendent

Dan Deguara  
Assistant Superintendent,  
Educational Services

Cesar Torrico  
Assistant Superintendent, Human  
Resources

Delores Perley  
Chief Business Officer

Kim Kianidehkian  
Director, Educational Services

Rick Navarro  
Director, Operations

Patrinia Redd  
Director, Pupil Services

Tonya Trim  
Director, Educational Services

Johanna Villareal  
Director, Board and Administrative  
Services

### Principal's Message:

Carolyn A. Clark School is dedicated to collaboratively creating a safe and friendly learning environment for our diverse population of students, families, staff, and community members. Each student will develop 21st century competencies, also known as the 4 Cs (communication, collaboration, critical thinking, and creativity), through Common Core State Standards-based Instruction, relying heavily upon technology, project based learning, and deeper-learning experiences. Each student will have access to the curriculum and opportunities that will foster a lifelong love of learning, along with a platform that offers every student avenues to reach their full potential.

### Mission Statement:

At Carolyn A. Clark School, we believe in inspiring and empowering a community of lifelong learners who are engaged in rigorous and relevant learning experiences while being challenged to reach our full 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. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to over a million residents.

Carolyn A. Clark Elementary School is located on the eastern side of the district's borders. The school is currently serving 572 students in grades Kinder through sixth on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

The 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.

## 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
Kindergarten	76
Grade 1	90
Grade 2	64
Grade 3	74
Grade 4	82
Grade 5	87
Grade 6	108
Total Enrollment	581

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	73.3
Filipino	7.4
Hispanic or Latino	9.1
Native Hawaiian or Pacific Islander	0.3
White	3.4
Two or More Races	6.2
Socioeconomically Disadvantaged	9.5
English Learners	19.1
Students with Disabilities	7.2

## 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 Carolyn A. Clark	17-18	18-19	19-20
With Full Credential	26	22	24
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Evergreen Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Carolyn A. Clark Elementary

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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Adopted in April 16, 2015 (Grade K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Adopted in 2007 (Grade K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

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

Carolyn Clark Elementary School, originally constructed in 2004, is currently comprised of 38 permanent classrooms, a library, a cafeteria/multipurpose room, a staff lounge, and one playground. The district passed a facilities bond measure in 2006 that will allow for future modernization. As a result of this bond, three portable classrooms were added to the grounds in the summer of 2008. The chart displays the results of the most recent facilities inspection.

#### Cleaning Process:

Carolyn Clark 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 Carolyn Clark 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: November 21, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### 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	86	81	65	66	50	50
Math	80	80	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.

### 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.

### 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
5	14.0	29.1	45.3

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	350	348	99.43	80.75
Male	167	165	98.80	76.36
Female	183	183	100.00	84.70
Black or African American	--	--	--	--
Asian	259	258	99.61	84.88
Filipino	22	22	100.00	72.73
Hispanic or Latino	26	26	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.00	84.62
Two or More Races	26	26	100.00	76.92
Socioeconomically Disadvantaged	34	33	97.06	45.45
English Learners	113	111	98.23	72.97
Students with Disabilities	27	27	100.00	48.15

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	350	350	100.00	80.29
Male	167	167	100.00	82.04
Female	183	183	100.00	78.69
Black or African American	--	--	--	--
Asian	259	259	100.00	84.56
Filipino	22	22	100.00	68.18
Hispanic or Latino	26	26	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.00	84.62
Two or More Races	26	26	100.00	80.77
Socioeconomically Disadvantaged	34	34	100.00	61.76
English Learners	113	113	100.00	79.65
Students with Disabilities	27	27	100.00	62.96

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)

At Carolyn Clark Elementary School, parents are encouraged to be part of their child's educational experience. Some ways for parents to be involved at school may include, but not limited to, volunteering in the classroom, becoming an ABC Reader in the classroom, becoming an Art Attack Docent in the classroom, becoming an active member of the Carolyn Clark PTA, participating in the Fun-visor program supported by Project Cornerstone, and becoming involved in the school's Walk N Roll program. In addition to these opportunities, parents are encouraged to attend all PTA general meetings, along with PTA and school-wide events, Coffee with the Principal, and informational nights. Parents are also given the opportunity to serve on various committees, such as, but not limited to School Site Council, ELAC, DAC, PAC, and the Walk N Roll Committee.

### 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) 223-4560 and/or Margaret Hoang, PTA President at mhoang@eesd.org

### 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 our primary concern at Carolyn Clark Elementary School. Students are supervised before and after school, during recess, and lunch by teachers, support staff, administrators, noon-duty supervisors, and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's sticker 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 bus loop at the top of the school is designated for district and charter buses, along with commercial vehicles for pickup to after school community programs (this area also has morning and after school supervision.)

The School Site Safety Plan was reviewed and updated in November 2012 by the Emergency Response Team (ERT) and is updated by the School Site Council yearly, most recently in the spring of 2019. A safety meeting was held on October 10th, 2018 immediately following International Walk to School Day. The purpose of the meeting was to share any updates to the plan and to gather input (focusing on component 1 & 2) to update the Comprehensive School Safety Plan from students, staff and community members. Anna Ly, a representative from the Department of Transportation (D.O.T) was present for part of the meeting. Others invited to the forum were ETA President, Brian Wheatley, CSEA President, Pauline Benton, Fire Chief, current president of our PTA, and student body president. It will be reviewed again this winter with a revision submission in 2020. Updates and revisions to the plan will be communicated to both classified and certificated staff. Key elements of the Safety Plan focus on the following:

#### \*People & Programs (Component 1)

#### \*Place - Facility (Component 2)

- School rules & procedures
- Sexual harassment policy
- 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 drills are conducted monthly. Disaster, Run-Hide-Defend, Shelter in Place and Earthquake drills are conducted on a rotating basis throughout the school year per the district's direction (fall & spring). A comprehensive school plan was developed with the input from the School Site Council, SJPD, community members, and auxiliary staff during the 2012-2013 school year and continues to be revised yearly. Conducted our fall Run-Hide-Defend drill on December 11, 2019. SJPD was on site assessing the protocols that were employed and Carolyn Clark received an exemplary in our practice.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.6	0.2
Expulsions Rate	0.0	0.0	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	.3

\* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	3		25		4		25		3	
1	22	1	3		18	1	2		20	1	3	
2	23		3		25		3		25		3	
3	24		4		25		4		25		3	
4	29		4		28		3		32		2	
5	32		3		32		3		31		3	
6	31		4		31		4		30		4	
Other**												

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

\*\* "Other" category is for multi-grade level classes.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Staff development occurred for the teachers on their second day back, as well as an in-service day on September 26, 2019, where the focus was on staff team building and Social Emotional Learning. To support this day of professional development, we had our New Tech Coach working with the staff. Our district has given the site days to the principals to hold professional development specific to the work at each site. The focus continues to be on building a positive school culture, that entails a growth mindset and that of continuous improvement and respect among the staff (the New Tech model). Our school-wide focus this year revolves around Relationship Building, Social Emotional Health & Learning, and English Language Learners. Along with our school wide focus, improving our practice around projects and deeper learning remains at the forefront. On-going outside support is available for professional development around PBL. We have a dedicated New Tech coach to support the specific needs of our school. Our coach is scheduled to return for a two day visit in the spring of 2020 to lead a workshop at a staff meeting and following site day. The workshop will focus on how we can better engage and meet the needs of our English Language Learners within our projects. She will also conduct classroom visits in the form of Instructional Rounds to give feedback on our practice. Building capacity among our teachers continues to be a focus. We work closely with our New Tech coach to move our projects towards this "gold standard." In looking at the New Tech model and Hierarchy of Change, we are continuing to work on Instruction and Assessment. Each grade-level on site has a majority of the teachers trained in project-based learning. Site days, District PLC days and two staff meetings a month will be devoted to adult learning through protocols that are reflective in nature. 2019-2020 PLCs will focus on the growth and development of our English Language Learners. Teachers worked with their grade level teams to create their Inquiry Question to drive their work. Norms and agreements were created by each team and teams meet regularly during designated District PLC days throughout the year. The staff will start a book study on social emotional health (The Whole-Brain Child, by Tina Bryson) during monthly staff meetings. The Principal will continue to set the conditions to foster this work through on-going release-time, as well as providing the resources needed to be successful.

### 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/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,157	\$312	\$5,846	\$104,008
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	-50.7	9.0
School Site/ State	-19.7	25.0

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.

### 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