



# Holly Oak Elementary School

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## Evergreen Elementary School District

Leila Welch, Principal  
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### 2007-2008 School Accountability Report Card

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Data within this report are reflective of the 2006-07 school year, unless otherwise noted.

#### Principal's Message

Holly Oak Elementary School is located near the east foothills of San Jose. It is one of 18 schools in the Evergreen School District and it opened in 1967. The school houses approximately 800 K-6 students. The school prides itself on providing students a high quality education within the context of a caring and nurturing environment.

This statement articulates our mission:

At Holly Oak Elementary School, we are dedicated to providing our students an excellent education within a caring and nurturing environment. We hold high expectations for our students and provide them with the support they need to meet those expectations. High standards and a commitment to respecting the dignity of others are evident on our playground, in our classrooms, and throughout our wider community.

#### School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 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 more than 973,000 residents.

Holly Oak Elementary, centrally located within the district's borders, served 775 kindergarten through sixth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 43.1% "Socioeconomically Disadvantaged," 33.9% "English Learners," and 7.2% "Students with Disabilities."

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.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	4.1%
American Indian	0.3%
Asian	37.7%
Caucasian	4.1%
Filipino	11.2%
Hispanic	39.9%
Pacific Islander	1.3%
Multiple or No Response	1.4%

#### Discipline & Climate for Learning

Students at Holly Oak Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	45	26	47	691	613	787
Suspension Rate	5.75%	3.49%	6.06%	5.17%	4.57%	5.90%
Expulsions	0	1	0	14	29	36
Expulsion Rate	0.00%	0.13%	0.00%	0.10%	0.22%	0.27%

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. The school supplements with Peace Patrol, Talk-it-Out, and the Anti-Bully Squad.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, and the school website.

**Student Recognition**

Holly Oak Elementary recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Spirit Assemblies
- Academic Awards
- Perfect Attendance Awards
- Character Awards
- Student-of-the-Month

**Extracurricular Activities**

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Opportunities for involvement include:

- Peace Patrol
- Service Club
- Junior for Success - Homework Club
- Extended Day Program
- College Enrichment Program
- Piano by Maestro Darryl
- Anti-Bully Squad
- Peer Buddies
- Chess Club
- Choir
- Girls' Club

**Class Size**

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from parent volunteers and instructional aides. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	20	20	5	5	6	0	0	0	0	0	0
1st	19	19	19	5	5	5	0	0	0	0	0	0
2nd	20	18	20	6	7	6	0	0	0	0	0	0
3rd	19	20	19	6	5	5	0	0	0	0	0	0
4th	29	30	30	0	0	0	4	4	3	0	0	0
5th	30	28	31	0	0	0	4	4	3	0	0	1
6th	30	29	33	0	0	0	4	4	1	0	0	2
K-3	20	18	19	1	1	2	0	0	0	0	0	0
4th-6th	0	0	30	0	0	0	0	0	1	0	0	0

**School Enrollment & Attendance**

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual. The school reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective. The chart illustrates the enrollment trend by grade level for the most recent three-year period.

**Enrollment Trend by Grade Level**

	2004-05	2005-06	2006-07
K	93	98	100
1st	108	99	121
2nd	105	106	105
3rd	113	99	105
4th	116	117	109
5th	124	112	119
6th	124	115	116



**School Facilities & Safety**

Holly Oak Elementary, originally constructed in 1967, is currently comprised of 20 permanent classrooms, 12 portable classrooms, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and three playgrounds.

The school received new roofing and carpeting in 2001, as well as new HVAC, lighting upgrades, and construction of a new kindergarten and child-care facility in 2003. Extensive restroom renovations and additions, including ADA-compliance upgrades, and replacement of sliding doors with walls in several classrooms were completed in 2004. The school was repainted over summer 2007, and the playground received new safety matting. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/16/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Computer Lab - Stained & missing ceiling tiles. Issue is on file with district. Library - Stained tiles in small office. Issue is on file with district.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

### School Safety

The safety of students and staff is a primary concern of Holly Oak Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. 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 summer 2007 by the Emergency Response Team (ERT). 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
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Sexual harassment policy
- Notification to teachers
- Schoolwide dress code

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

### Cleaning Process

Holly Oak Elementary 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 Holly Oak Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen Elementary 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 Budget 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 the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted \$540,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. Holly Oak Elementary is scheduled to receive deferred maintenance-funded projects during 2007-08 that will include roofing repairs.

## **Counseling & Support Staff**

In addition to academics, the staff at Holly Oak Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals.

The table lists the support service personnel available at the school.

<b>Counseling &amp; Support Services Staff</b>		
	<b>Number of Staff</b>	<b>Full Time Equivalent</b>
Counselor Intern	1	0.5
English Language Development (ELD) Aide	2	1.0
English Language Development (ELD) Teacher	1	0.5
Health Aide	1	0.5
Librarian	2	As Needed
Library Media Assistant	1	0.7
Nurse	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	2	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	2	2.0
Special Day Class Teacher	2	2.0
Speech and Language Specialist	1	0.5

### Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.

### At-Risk Interventions

Holly Oak Elementary provides extended day classes, Homework Club, drop-in tutoring, and summer school for students who are struggling to meet grade-level standards.

### English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

### GATE

A Gifted and Talented Education (GATE) program is offered for identified students. The units of study are thematic and vary throughout the year.

## **School Leadership**

Leadership at Holly Oak Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Leila Welch for the past four years. Prior to this position, Ms. Welch served as an assistant principal, school counselor, and classroom teacher.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include the following:

- Parent Teacher Association (PTA)
- Emergency Response Team (ERT)
- Parent Safety Committee
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Leadership Team

## **Student Achievement & Testing**

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements.

These include the Noyce Assessment, district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

### Data Sources

*Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.*

### 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) 270-4976.*

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

### Federal Intervention Programs

Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Students in grades 2-11 take an English/Language Arts and Mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: advanced (exceeds State Standards), proficient (meets Standards), basic, below basic, and far below basic. Students scoring at the proficient or advanced level meet State Standards in that content area.

### API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	8	9	9	
<b>All Students</b>				
Actual Growth	32	10	-25	786
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	33	3	-23	744
<b>Asian</b>				
Actual Growth	17	20	-28	843
<b>Hispanic</b>				
Actual Growth	50	5	-47	709
<b>English Learners</b>				
Actual Growth	-	15	-28	765

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.*

## Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

Results of school and district performance are displayed in the chart.

### Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## California Standards Test



The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals of the California Content Standards. They also provide feedback on their success, given what they are expected to know in each grade level and subject.

The combined percentage of students scoring at the “proficient” and “advanced” levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.

<b>California Standards Test (CST)</b>																																				
<b>Combined % of Students Scoring at Proficient and Advanced Levels</b>																																				
	<b>Language Arts</b>															<b>Math</b>															<b>Science</b>					
	<b>2</b>			<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>			<b>2</b>			<b>3</b>			<b>4</b>			<b>5</b>			<b>6</b>			<b>5</b>					
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
<b>All Students</b>																																				
School	63	69	55	38	43	47	63	55	56	50	51	41	48	52	51	73	73	67	61	68	69	63	59	51	47	55	38	38	38	43	34	37	33			
District	64	69	68	51	56	54	66	68	67	59	60	61	53	57	57	77	77	75	74	75	75	68	70	71	62	65	58	55	59	58	47	52	57			
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37			
<b>Males</b>																																				
School	56	65	51	37	35	43	63	52	48	47	42	40	44	44	47	75	76	65	59	71	67	65	55	46	46	55	39	40	37	41	41	37	37			
District	60	65	63	45	51	48	62	63	63	55	57	57	48	53	55	77	76	75	72	76	74	68	67	70	60	65	57	55	58	58	51	52	60			
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38			
<b>Females</b>																																				
School	69	71	59	38	51	50	65	59	64	54	67	42	52	60	57	69	69	70	64	65	71	61	63	57	47	55	38	36	38	46	27	38	29			
District	69	74	72	56	61	60	71	72	72	62	64	64	58	61	60	76	78	77	75	75	77	69	73	71	63	66	60	55	60	60	43	52	56			
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35			
<b>Socioeconomically Disadvantaged</b>																																				
School	49	61	52	35	33	33	53	43	46	39	44	30	48	44	38	60	70	62	51	54	54	50	50	40	40	44	30	36	31	36	31	30	25			
District	42	51	49	30	30	31	44	47	44	39	39	43	35	38	37	62	63	60	57	60	59	48	49	50	44	47	42	41	41	40	26	31	37			
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22			
<b>Asian</b>																																				
School	68	77	71	45	48	51	81	73	60	45	67	57	59	61	72	78	82	76	82	88	79	84	83	70	54	76	64	61	55	60	24	50	43			
District	78	82	84	64	72	69	80	83	82	72	75	76	68	73	75	89	87	89	87	87	90	84	87	89	77	83	77	74	78	78	59	65	73			
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60			
<b>Filipino</b>																																				
School	83	82	*	25	54	62	86	57	69	63	73	38	54	40	73	83	73	*	81	77	92	93	71	63	50	82	38	46	33	73	31	73	38			
District	74	73	67	53	62	55	69	73	69	63	63	66	55	60	64	80	84	70	81	78	80	74	78	76	72	62	61	60	62	69	47	57	60			
State	61	68	69	46	53	53	66	69	70	60	60	62	53	60	60	72	74	75	74	76	76	70	73	75	63	67	67	56	59	59	41	43	51			
<b>Hispanic</b>																																				
School	54	56	27	31	36	33	45	42	47	50	33	24	41	47	27	66	62	51	38	50	53	41	33	39	42	33	18	22	29	20	44	18	20			
District	38	50	44	27	27	30	44	43	42	37	37	39	33	34	30	56	61	58	52	56	57	45	45	44	39	42	34	32	35	30	27	29	34			
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23			
<b>Students with Disabilities</b>																																				
School	*	*	*	*	*	*	25	*	*	9	25	18	7	*	*	*	*	*	*	*	*	33	*	*	9	17	18	14	*	*	9	17	27			
District	26	24	28	13	21	22	23	25	24	15	17	17	16	19	16	39	40	37	39	39	38	26	30	28	26	19	19	21	18	15	16	16	22			
State	19	23	23	13	16	16	19	20	21	15	14	15	10	12	12	33	34	34	29	31	31	22	25	27	17	18	19	11	12	12	12	14	16			
<b>English Learners</b>																																				
School	50	71	51	23	25	31	49	42	31	13	13	12	24	23	8	71	75	72	68	50	58	55	61	24	28	33	15	18	27	8	13	17	8			
District	52	58	58	24	25	26	43	40	36	21	18	26	12	12	14	70	68	69	59	56	59	48	47	50	38	30	29	23	19	19	18	15	22			
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11			

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Training & Curriculum Improvement

*Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.*

*Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.*

## Norm-Referenced Tests

Norm-Referenced Tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition(CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

## Physical Fitness

In the spring of each year, Holly Oak Elementary is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Trunk Extension Strength
- Body Composition
- Upper Body Strength
- Abdominal Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 50.4% of Holly Oak Elementary's fifth grade students met or exceeded state fitness standards.

## Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K	Mathematics	Harcourt Brace	2001	Yes
1st-6th	Mathematics	Pearson Scott Foresman	2001	Yes
K-6	Reading Language Arts	Houghton Mifflin	2003	Yes
6th	Science	Holt, Rinehart & Winston	2007	Yes
1st-5th	Science	MacMillan/McGraw Hill	2007	Yes
K	Science	Pearson Scott Foresman	2007	Yes
1st-6th	Social Science/History	Houghton Mifflin	2006	Yes
K	Social Science/History	Pearson Scott Foresman	2006	Yes

## Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Holly Oak Elementary staffed 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	32	43	47	61	62	69
District	49	52	49	72	74	73
State	36	37	38	55	55	56
Males						
School	30	35	43	56	67	67
Females						
School	34	51	51	66	57	71
Socioeconomically Disadvantaged						
School	24	33	35	53	46	58
Asian						
School	39	39	49	77	76	79
Filipino						
School	38	62	69	63	85	85
Hispanic						
School	23	40	33	49	48	56
English Learners						
School	13	32	33	65	43	58

The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08). The district does not currently have a Visual & Performing Arts curriculum adoption.

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading. The library has a large inventory and also a bank of PCs to which students have access. There is also a computer lab with regularly scheduled classroom visits, at which time students work on specified programs and create multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success. The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Accelerated Reader, Microsoft Office Suite, and various intervention programs foster students' independent study skills.

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.

## Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	34	34	34	602
Without Full Credentials	1	0	1	5
Working Outside Subject	0	0	0	3

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	1	1
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>1</b>	<b>1</b>
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.30%	2.70%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

## Parent & Community Involvement

Holly Oak Elementary School appreciates parent involvement in their child's education. Many opportunities for parental participation are offered, including:

- School Advisory Committee (SAC)
- Parent-Teacher Association (PTA)
- English Learners Advisory Committee (ELAC)
- ParentSafety Committee
- School Site Council (SSC)

The school receives additional support from numerous community businesses and service organizations, including, but not limited to: Target, Office Depot, McDonald's & UAW.

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the state was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.



The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$63,691
District	\$63,838
Percentage of Variation	0.24%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	4.40%

## Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed within the chart.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$44,368	\$39,984
Mid-Range Teachers	\$71,795	\$63,798
Highest Teachers	\$83,910	\$79,204
Elementary School Principals	\$109,145	\$99,820
Middle School Principals	\$113,590	\$102,340
Superintendent	\$180,250	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.0%	43.0%
Administrative Salaries	6.0%	5.0%

## District Expenditures & Revenue Sources

Evergreen School District spent an average of \$6,343 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,445
From Restricted Sources	\$135
From Unrestricted Sources	\$4,310
District	
From Unrestricted Sources	\$4,785
Percentage of Variation between School & District	9.93%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	12.81%

In addition to general state funding, all schools within the district received state and federal categorical funding for the following support programs:

- Title I, Targeted Assistance
- Title II, Staff Development
- Title III, Economic Impact Aid
- Title IV, Safe & Drug Free Schools & Communities
- Title V, Innovative Programs
- Peer Assistance & Review (PAR)
- School & Library Improvement Program
- Gifted & Talented Education (GATE)
- Tobacco Use Prevention Education (TUPE)

