



O.B. Whaley Elementary School

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Evergreen Elementary School District

Lisa Artiga, 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

The O.B. Whaley School staff believes excellence lies in maintaining high expectations for ourselves and for the 750 students we serve. We collaborate to provide a program of academic excellence in which individual students' strengths, needs, and learning styles are recognized and supported. The O.B. Whaley School was honored in 1989, 1997, and 2004 as a California Distinguished School, and in 1990 as a National Blue Ribbon School of Excellence. In 2004 and 2007, we were also honored as a Title I Achieving School.

Our ethnically diverse school community has a broad socioeconomic base. Through the "Home-School Compact," parents make an annual commitment to participate in their child's education. We recognize that parent involvement is key to student success, and we invite and encourage all parents to actively participate in the educational process.

Through a 21st Century Grant and a partnership with the City of San Jose and the YMCA, we provide an After School Enrichment and Safety (ASES), open to all students. Parents and school administrators are actively involved in San Jose's Strong Neighborhoods Initiative (SNI) and the West Evergreen Neighborhood Association (WENA).

School Mission Statement

The mission of O.B. Whaley is to provide a challenging educational environment that allows all students to develop their ability to communicate effectively, think critically, analyze, problem solve, and apply what is learned in a technical and global world. A meaningful and effective education shall involve students in a planned program filled with active learning. Excellence shall permeate all learning and shall be reflected in all curricular areas.

Administration and faculty shall strive for professional excellence by staying current with state guidelines. We shall sustain accountability by continuously measuring our achievement against the district's high standards and our established yearly goals. School leaders shall provide staff access to the best thinking about curriculum and instruction through extensive staff development activities and inspire them through a collaborative environment to analyze and implement strategies that allow all students to reach their maximum physical and intellectual potential. A primary premise shall be that all students can and will be successful learners. By working with educational support services, emphasizing learning styles, and simultaneously involving parents in the process of educating their children, we shall strive for all students to experience success the first time around. Student success shall be measured by student performance. Students not achieving grade level proficiency will be identified early and offered assistance with early intervention and a program of accelerated learning.

We shall seek to give children a caring environment that maximizes self-esteem and inspires children's intrinsic desire to learn. We shall use the Discipline with Dignity plan to promote student's ethical behavior, responsibility for self and concern for others. The Whaley staff believes and expects that all students can and will behave in a reasonable manner to assure an optimum learning environment. Children shall feel valued for their unique talents and recognition shall be given when students have achieved academic and civic milestones. Above all, our environment shall be safe.

O.B. Whaley shall provide opportunities for parent and community collaboration that allows them involvement in the decision making process. We will provide educational opportunities that promote life-long learning for students and their families. We will welcome and encourage our families and community to embrace the value and responsibility of education to make every child's learning experience a successful one.

O.B. Whaley leaders shall inspire staff, parents and students to accomplish our mission through open communication, opportunities for everyone to be heard, their ideas respected, and responsiveness to individual concern. The resulting environment shall be one that celebrates diversity and provides everyone with a sense of satisfaction, well being, academic and social success.

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.

Whaley Elementary, located on the western side of the district's borders, served 691 kindergarten through fifth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 67.0% "Socioeconomically Disadvantaged," 64.7% "English Learners," and 9.0% "Students with Disabilities."

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	2.5%
American Indian	0.3%
Asian	18.4%
Caucasian	2.2%
Filipino	8.1%
Hispanic	67.3%
Pacific Islander	1.2%
Multiple or No Response	0.1%



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.

Discipline & Climate for Learning

Students at Whaley 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 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 the district's discipline guidelines with the Character Counts! program.

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, Friday Folders, and the School Loop website.

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	5	2	4	691	613	787
Suspension Rate	0.67%	0.28%	0.58%	5.17%	4.57%	5.90%
Expulsions	0	0	0	14	29	36
Expulsion Rate	0.00%	0.00%	0.00%	0.10%	0.22%	0.27%

Student Recognition

Whaley 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:

- Perfect Attendance Awards
- Whaley Winner Program
- Leadership Recognition
- Accelerated Reader Wall of Fame
- Honor Roll
- Citizenship Awards
- Volunteerism Recognition

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. Extracurricular activities and programs include:

- Peace Patrol
- Kindergarten Helpers
- GATE Program (4th-6th)
- After-School Enrichment & Safety (ASES) Program
- Library Helpers
- Extended Day Classes
- Student Council

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. This 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	120	119	91
1st	134	134	131
2nd	118	131	119
3rd	115	110	140
4th	131	109	100
5th	124	123	110

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 and community 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	20	20	18	6	6	5	0	0	0	0	0	0
1st	18	19	19	7	7	7	0	0	0	0	0	0
2nd	19	20	19	6	6	6	0	0	0	0	0	0
3rd	19	19	19	6	6	9	0	0	0	0	0	0
4th	29	30	28	0	0	0	4	4	3	0	0	0
5th	27	28	33	0	0	0	6	5	1	0	0	3
K-3	0	20	0	0	1	0	0	0	0	0	0	0
4th-5th	29	28	28	0	0	0	1	1	1	0	0	0

School Facilities & Safety

Whaley Elementary, originally constructed in 1965, is currently comprised of 35 permanent classrooms, 16 portable classrooms, two Head Start classrooms, two computer labs, a library, a cafeteria/multipurpose room, a staff lounge, an ASES office, and two playgrounds.

Over the past few years, the school's new library was constructed, teaching walls and air conditioning units were installed in several classrooms, and lighting and roofing upgrades were completed.

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: 11/08/2007				
Overall Summary of School Facility Conditions: Exemplary				
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			
Hazardous Materials (Interior and Exterior)	X			Custodian Room - Flammable liquid found; stored in fire cabinet.
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			Electrical Room - Storage items blocking panels; items moved.
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 Whaley 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

Whaley 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 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 Whaley 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. Whaley Elementary is scheduled to receive deferred maintenance-funded projects during 2007-08 that will include HVAC and roofing repairs.

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. 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.

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

A fully automated library provides a complete collection of materials for research and recreational reading. Students are encouraged to visit the library during extended hours before- and after-school. 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 comprehensive Title I Parent Information Center, with materials in multiple languages, is located within the library.

The library houses the primary grades' computer lab with 20 Internet-accessible workstations. There is also an upper-grade lab with 32-workstations where students are scheduled to visit in order to 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 and Microsoft Office Suite 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>.

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.

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.

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, Whaley 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
- Body Composition
- Abdominal Strength
- Trunk Extension Strength
- Upper Body 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, 22.0% of Whaley Elementary's fifth grade students met or exceeded state fitness standards.

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 and 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.

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.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
3			3			
	05	06	07	05	06	07
All Students						
School	28	25	28	66	55	59
District	49	52	49	72	74	73
State	36	37	38	55	55	56
Males						
School	22	23	21	55	54	56
Females						
School	32	29	38	72	58	63
Socioeconomically Disadvantaged						
School	28	23	21	61	46	54
Asian						
School	35	20	67	85	53	88
Hispanic						
School	26	21	17	60	50	51
Students with Disabilities						
School	*	6	0	*	41	25
English Learners						
School	15	16	19	57	46	54

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

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.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math			Science											
	2			3			4			5			2			3			4			5					
	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
All Students																											
School	50	55	58	35	30	29	56	61	50	45	51	58	68	68	73	66	71	63	63	65	66	68	62	55	37	48	44
District	64	69	68	51	56	54	66	68	67	59	60	61	77	77	75	74	75	75	68	70	71	62	65	58	47	52	57
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	45	52	52	24	29	20	52	42	50	42	55	45	68	66	71	54	71	60	65	53	69	66	62	47	41	55	40
District	60	65	63	45	51	48	62	63	63	55	57	57	77	76	75	72	76	74	68	67	70	60	65	57	51	52	60
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	59	62	64	43	31	43	61	74	50	48	47	68	68	72	74	74	71	67	62	72	62	70	63	60	31	43	49
District	69	74	72	56	61	60	71	72	72	62	64	64	76	78	77	75	75	77	69	73	71	63	66	60	43	52	56
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Migrant Education																											
School	*	36	*	*	*	*	18	*	*	*	25	*	*	64	*	*	*	*	27	*	*	*	17	*	*	8	*
District	30	36	30	7	29	14	29	28	17	12	28	7	55	64	35	50	43	37	29	28	35	31	24	14	8	12	7
State	16	21	24	10	13	15	20	25	25	17	19	21	37	41	42	35	39	41	32	37	40	25	29	29	7	11	13
Socioeconomically Disadvantaged																											
School	44	48	54	33	25	26	48	55	40	40	47	52	65	62	68	64	65	64	56	58	57	64	60	50	28	41	41
District	42	51	49	30	30	31	44	47	44	39	39	43	62	63	60	57	60	59	48	49	50	44	47	42	26	31	37
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Asian																											
School	46	90	83	65	47	63	67	87	59	59	68	77	92	90	91	80	80	92	75	83		81	84	77	41	52	68
District	78	82	84	64	72	69	80	83	82	72	75	76	89	87	89	87	87	90	84	87	89	77	83	77	59	65	73
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Filipino																											
School	83	*	*	*	*	*	*	73	*	47	82	92	83	*	*	*	*	*	*	82	*	73	73	92	53	82	75
District	74	73	67	53	62	55	69	73	69	63	63	66	80	84	70	81	78	80	74	78	76	72	62	61	47	57	60
State	61	68	69	46	53	53	66	69	70	60	60	62	72	74	75	74	76	76	70	73	75	63	67	67	41	43	51
Hispanic																											
School	46	45	49	26	22	19	50	51	46	34	43	49	62	61	67	62	64	55	58	58	56	59	54	43	26	44	35
District	38	50	44	27	27	30	44	43	42	37	37	39	56	61	58	52	56	57	45	45	44	39	42	34	27	29	34
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Students with Disabilities																											
School	7	20	*	*	11	0	29	*	14	0	29	*	29	40	*	*	53	18	43	*	21	42	36	*	8	29	*
District	26	24	28	13	21	22	23	25	24	15	17	17	39	40	37	39	39	38	26	30	28	26	19	19	16	16	22
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
English Learners																											
School	43	50	50	20	16	22	44	50	38	19	33	34	63	65	67	59	60	57	47	55	62	56	45	30	21	30	21
District	52	58	58	24	25	26	43	40	36	21	18	26	70	68	69	59	56	59	48	47	50	38	30	29	18	15	22
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

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



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.

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

Adequate Yearly Progress (AYP)

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

Counseling & Support Staff

In addition to academics, the staff at Whaley Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Computer Aide	1	0.4
Health Aide	1	1.0
Itinerant OT Specialist	1	0.2
Librarian	2	As Needed
Library Media Assistant	1	1.0
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	1.5
RSP Aide	1	0.6
SDC Aide	1	0.6
Special Day Class Teacher	1	1.0
Speech and Language Specialist	1	0.5

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	10	10	10	
All Students				
Actual Growth	22	11	-13	795
Socioeconomically Disadvantaged				
Actual Growth	17	10	-20	764
Asian				
Actual Growth	49	31	21	927
Hispanic				
Actual Growth	17	9	-20	750
English Learners				
Actual Growth	-	15	-12	775

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 50 students with valid scores.

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



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

	School	District
Program Improvement (PI) Status	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%



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.

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

Whaley Elementary provides extended day classes before- and after-school for students who are struggling to meet grade-level standards. The Primary Intervention Program (PIP) is geared toward first grade students who meet at-risk criteria and addresses their individual needs in the afternoon. The After-School Enrichment & Safety (ASES) program also offers additional assistance for all students.

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 Whaley 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 Lisa Artiga for the past eight years. Prior to this position, Ms. Artiga served in various administrative roles and as a 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)
- School Site Council (SSC)
- Emergency Response Team (ERT)
- Leadership Team
- Student Study Team
- Advisory Committee
- English Learner Advisory Committee (ELAC)

Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Whaley Elementary staffed 37 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	37	38	37	602
Without Full Credentials	1	0	0	5
Working Outside Subject	0	0	0	3

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.

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	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
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	100.00%	0.00%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

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	\$4,896
From Restricted Sources	\$396
From Unrestricted Sources	\$4,500
District	
From Unrestricted Sources	\$4,785
Percentage of Variation between School & District	5.96%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	8.96%

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)

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.



