



O.B. Whaley Elementary School

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Evergreen Elementary School District

Lyn Vijayendran, Principal
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2009-2010 School Accountability Report Card

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Data within this report are reflective of the 2008-09 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 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 more than 973,000 residents.

Whaley Elementary is located on the western side of the district's borders. In the 2008-09 school year, the school served 797 students in grades K-6 on a traditional calendar schedule.

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	
2008-09	
	Percentage
African American	2.4%
American Indian	0.4%
Asian	19.1%
Caucasian	1.9%
Filipino	6.9%
Hispanic or Latino	68.4%
Pacific Islander	1.0%
Multiple or No Response	0.0%

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, e-mails, 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	4	15	0	787	690	484
Suspension Rate	0.6%	1.8%	0.0%	5.9%	5.2%	3.6%
Expulsions	0	0	0	36	25	9
Expulsion Rate	0.0%	0.0%	0.0%	0.3%	0.2%	0.1%

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

School 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.

Class Size

The Class Size Distribution table illustrates the average class size by grade or subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
K	18	20	19	5	5	6	-	-	-	-	-	-
1	19	19	19	7	5	6	-	-	-	-	-	-
2	19	20	20	6	5	5	-	-	-	-	-	-
3	19	20	19	9	8	8	-	-	-	-	-	-
4	28	31	28	-	-	-	3	5	5	-	-	-
5	33	32	27	-	-	-	1	3	3	3	-	-
6	-	31	30	-	-	-	-	3	3	-	-	-
K-3	-	20	-	-	2	-	-	-	-	-	-	-
4-6	28	30	29	-	-	-	1	1	2	-	-	-

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 Lyn Vijayendran since the start of the 2008-09 school year. Prior to this position, Ms. Vijayendran served as the Assistant Principal at LeyVa Intermediate School. Assistant Principal Lea Peery joined the staff this year as well. Ms. Peery worked as a kindergarten teacher at Holly Oak Elementary School previously.

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:

- Emergency Response Team (ERT)
- Leadership Team
- Student Study Team
- English Learner Advisory Committee (ELAC)
- Advisory Committee
- School Site Council (SSC)

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Whaley Elementary. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in activities, and joining school committees and councils such as the Parent-Teacher Association, English Learner Advisory Committee, and School Site Council.

Throughout the year, parent/family participation activities are discussed in the principal's weekly newsletter. The school offers several parent-student workshops throughout the year and an annual Literacy Family Mini-Conference in October.

The school also receives support from numerous local businesses and community organizations. Contributions from West Evergreen Neighborhood Association have greatly added to the quality of instruction and overall school environment.

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) 270-6759.

Training & Curriculum Improvement

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.

Textbooks & Instructional Materials

Evergreen Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Evergreen Elementary School District held a Public Hearing on October 15, 2009, 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 and frameworks, with final approval by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th	Mathematics	Glencoe (MacMillan/McGraw Hill)	2008	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-5	Reading Language Arts	Houghton Mifflin	2003	Yes	0.0%
1st-5th	Science	MacMillan/McGraw Hill	2007	Yes	0.0%
K	Science	Pearson Scott Foresman	2007	Yes	0.0%
1st-5th	Social Science/History	Houghton Mifflin	2006	Yes	0.0%
K	Social Science/History	Pearson Scott Foresman	2006	Yes	0.0%

Library Information & Technology Resources

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 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. All classrooms have access to six Smart Boards and a wireless computer cart with 32 laptops. Every classroom is equipped with an LCD projector and a document reader. Five classrooms have Smart Boards in them.

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>.

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 district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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 (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.56%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	10	10	10	
All Students				
Actual Growth	-13	15	-36	777
Socioeconomically Disadvantaged				
Actual Growth	-20	19	-48	742
Asian				
Actual Growth	21	-6	-29	887
Hispanic or Latino				
Actual Growth	-20	14	-39	733
English Learners				
Actual Growth	-12	16	-49	749

California Standards Test

The California Standards Test (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5 and 8 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	48	54	47	60	64	67	43	46	50
Mathematics	64	61	59	65	68	71	40	43	46
Science	45	60	54	57	69	71	38	46	50
History/Social Science	*	*	*	51	52	57	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/Social Science
African American	*	*	*	
American Indian	*	*		
Asian	73	80	81	
Filipino	63	78	*	
Hispanic or Latino	37	50	44	
Pacific Islander	*	*	*	
Caucasian	*	*	*	
Males	45	58	54	
Females	49	61	53	
Socioeconomically Disadvantaged	40	54	48	
English Learners	29	49	24	
Students with Disabilities	20	26	36	
Migrant Education	24	31	*	

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

Physical Fitness

In the spring of each year, O. B. Whaley Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.4%	12.4%	17.7%



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by Students with Disabilities and/or English Language Learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Staff Development

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.

Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2008-09 school year, the school staffed 40 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.

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.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	37	39	40	611
Without Full Credentials	0	0	0	12
Working Outside Subject	0	0	0	5

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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." Minimum qualifications include:

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

Counseling & Support Staff

In addition to academics, the staff 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 school does not have an academic counselor. The table lists the support service personnel available at the school.

GATE

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

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.

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.

School Facilities

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. The athletic field was also completely reconstructed in December 2008.

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 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.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	94.3%	5.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	92.6%	7.4%

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
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 (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.5

School Facility Conditions

Date of Last Inspection: 11/20/2009

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Rooms 8 & 9: HVAC vents dirty. Work order in progress.
Interior	X			Room 5: ceiling needs repair. Work order in progress. Boys upper grade restroom floor needs refinishing. Work order in progress. Rooms 39 & 40: carpet needs cleaning. Work order in progress.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Room 14: porch lights out. Room 12, exterior restroom light out. Work orders in progress. Room 19: T-stat hanging off wall. Work order in progress.
Restrooms/Fountains		X		
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)		X		Multi-purpose Room, ESL Room A & B: small leak in ceiling. Repairs completed. Principals Office: minor roof leak. Work order in progress.
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 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 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 September 2009 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, sexual harassment policy, current status of school crime, notification to teachers, child abuse reporting procedures, schoolwide dress code, policies related to suspension/expulsion, disaster procedures/routine & emergency drills, and safe ingress & egress of pupils, parents, & school employees.

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

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,791
From Restricted Sources	\$127
From Unrestricted Sources	\$4,664
District	
From Unrestricted Sources	\$4,664
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	15.38%

District Revenue Sources

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

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

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$49,401	\$41,866
Mid-Range Teachers	\$79,939	\$68,220
Highest Teachers	\$92,975	\$86,536
Elementary School Principals	\$118,215	\$107,858
Middle School Principals	\$126,476	\$111,405
Superintendent	\$200,679	\$178,938
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.7%	42.1%
Administrative Salaries	5.5%	5.5%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$73,492
District	\$72,849
Percentage of Variation	0.88%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	9.55%

Data Sources

Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2008-09 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.