



Quimby Oak Middle School

3190 Quimby Road • San Jose, CA 95148 • (408) 270-6735 • (408) 223-4533 Fax

Evergreen Elementary School District

Philip J. Bond, Principal
pbond@eesd.org

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

Quimby Oak Middle School, in the Evergreen School District, was established in 1968 and is located at the base of the Evergreen foothills in southeast San Jose. Quimby Oak attained the status of a California Distinguished School in 1992, 1996, and 2001. In 2000, a complete gym facility was added to the school with all classrooms remodeled the following year.

We encourage and expect our students to strive to do their best. We know that within a well-defined, consistent, structured environment, each child has the capability to achieve academic success and, thus, develop self-esteem.

We hope and intend that students will take advantage of the opportunities for reading and writing, will realize the necessity for problem solving, will interact with other students and staff members in a positive, mature manner, and will develop the skills needed to adapt to the demands of a rapidly changing world.

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.

Quimby Oak Middle School is located in the northeast section of the district's borders. In the 2008-09 school year, the school served 1,042 students in grades 7-8 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	3.3%
American Indian	0.6%
Asian	45.9%
Caucasian	6.4%
Filipino	12.4%
Hispanic or Latino	30.7%
Pacific Islander	0.6%
Multiple or No Response	0.2%

Discipline & Climate for Learning

Students at Quimby Oak Middle School 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.

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, and the school 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	239	204	108	787	690	484
Suspension Rate	23.6%	19.5%	10.4%	5.9%	5.2%	3.6%
Expulsions	3	6	0	36	25	9
Expulsion Rate	0.3%	0.6%	0.0%	0.3%	0.2%	0.1%

Student Recognition

Quimby Oak Middle School 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:

- Honor Roll
- Perfect Attendance Awards
- Student-of-the-Week
- Student-of-the-Month
- Honor Society

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:

- Basketball, Soccer, Wrestling, Volleyball, & Cross Country
- Science Fair
- Book Fair
- Student Council
- Buddy Leader Program

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	
English	30	31	31	-	2	3	24	21	20	8	13	14
Math	31	32	31	-	1	-	20	16	16	11	14	16
Science	32	33	33	-	1	-	18	13	17	13	17	14
Social Science	33	34	34	-	1	-	17	8	17	15	23	15

School Leadership

Leadership at Quimby Oak Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Phil Bond has led the school for the past 20 years. Mr. Bond has 36 years of experience in education.

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:

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

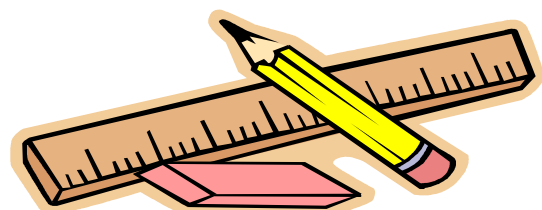
Parent & Community Involvement

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

The Quimby Oak Booster Association and elected members support all aspects of the school program, including the school wide Book Fair. Parents are elected members of the School Site Council (SSC), and elected as members to the District Advisory Committee (DAC), the English Language Advisory Committee (ELAC), and the Gifted and Talented Advisory Committee.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-6735.



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
7th-8th	Mathematics	Glencoe (MacMillan/McGraw Hill)	2008	Yes	0.0%
8th	Mathematics	McDougal Littell	2007	Yes	0.0%
7th-8th	Reading Language Arts	McDougal Littell	2003	Yes	0.0%
7th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
7th-8th	Social Science/History	McDougal Littell	2006	Yes	0.0%

Library Information

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.

Technology Resources

The library has a large inventory and also a bank of PCs to which students have access. There is also a computer lab 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 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>.



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.

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	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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	9	8	8	
Similar Schools Rank	10	6	5	
All Students				
Actual Growth	-24	23	10	828
Socioeconomically Disadvantaged				
Actual Growth	-36	13	22	754
Asian				
Actual Growth	-7	23	15	914
Filipino				
Actual Growth	-11	30	-7	838
Hispanic or Latino				
Actual Growth	-37	12	2	708
English Learners				
Actual Growth	-44	8	17	738

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%

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	57	61	66	60	64	67	43	46	50
Mathematics	53	58	60	65	68	71	40	43	46
Science	51	70	73	57	69	71	38	46	50
History/Social Science	47	47	52	51	52	57	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	41	25	59	41
American Indian	*	*	*	*
Asian	81	79	87	67
Filipino	67	61	70	47
Hispanic or Latino	45	33	52	28
Pacific Islander	*	*	*	*
Caucasian	76	66	85	64
Males	60	57	70	53
Females	72	62	76	49
Socioeconomically Disadvantaged	50	44	59	30
English Learners	21	17	28	10
Students with Disabilities	25	18	20	2
Migrant Education	*	*	*	*

*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, Quimby Oak Middle 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
7	15.6%	27.1%	44.8%

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 39 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. For the 2008-09 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	37	36	39	611
Without Full Credentials	6	7	4	12
Working Outside Subject	0	1	0	5

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	1	0	2
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	1	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 academic counselor to pupil ratio is 1:1,042. 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

Quimby Oak Middle School provides extended day classes 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.

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

Quimby Oak Middle School, originally constructed in 1968, is currently comprised of 34 permanent classrooms, eight portable classrooms, a computer lab, a library, a gymnasium, a cafeteria/multipurpose room, a staff lounge, and an athletic field.

The school has been thoroughly modernized over the past decade. The most recent renovations occurred in 2007 and included remodeling of the science classrooms, upgrading of campus sidewalks, and new construction of the library, faculty room, and office. The blacktop was expanded in fall 2008 and eight new portables were added for the Math Department over summer 2008.

Cleaning Process

Quimby Oak Middle School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	90.4%	9.6%
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
Academic Counselor	1	0.5
Adaptive PE Specialist	1	0.3
Health Aide	1	1.0
Library Media Assistant	1	0.7
Nurse	1	0.1
Occupational Therapist	1	As Needed
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	2	2.0
Speech and Language Specialist	1	0.8

School Facility Conditions

Date of Last Inspection: 11/25/2009

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			
Interior		X		Gym: boys and girls locker room floors need to be cleaned. Work order in progress. Room 2: stained ceiling tiles. Work order in progress.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	Administration Building: office windows need replacement. Work order in progress. Rooms 3-14, 29: Etched windows need to be replaced. Work order in progress. Room 22: door very hard to open and close. Work order in progress.

Maintenance & Repair

A scheduled maintenance program is administered by Quimby Oak Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by 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 Quimby Oak Middle School. 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	\$4,094
From Restricted Sources	\$179
From Unrestricted Sources	\$3,915
District	
From Unrestricted Sources	\$4,664
Percentage of Variation between School & District	16.06%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	28.97%

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	\$67,796
District	\$72,849
Percentage of Variation	6.94%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	1.06%