Chaboya Middle School

3276 Cortona Drive • San Jose, CA 95135 • (408) 270-6900 • (408) 270-6916 Fax

Evergreen Elementary School District

Bette Samdahl, **Principal**
bsamdahl@eesd.org

2007-2008 School Accountability Report Card

Principal's Message

Chaboya Middle School's beautiful facility stands in the rolling foothills of Evergreen Valley just north of historic Montgomery Hill. Built in the location of San Jose's first Specific Plan Community, the neighborhood around us is ever-growing. The students, staff, and parents of Chaboya Middle School are continuously striving to expand Chaboya Middle School's reputation as an effective and vital educational institution, which provides students programs that allow them to be the best they can be.

This year Chaboya has initiated a new parent/student/teacher/school communication program called, "School Loop". This email interactive system allows students and parents to see realtime grading and assignment information and provides support systems for students to complete homework. Chaboya Middle School has achieved the honor of being a California Distinguished School in 1994, 1999, 2003 and 2007.

With continued emphasis on improvement in writing, reading, and mathematics, Chaboya's students continue to show steady improvement in the California State Standards areas each year.

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.

Chaboya Middle School, located on the eastern side of the district's borders, served 1,135 seventh and eighth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 24.0% "Socioeconomically Disadvantaged," 13.9% "English Learners," and 2.4% "Students with Disabilities."

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	4.4%
American Indian	0.3%
Asian	45.7%
Caucasian	12.5%
Filipino	7.6%
Hispanic	27.8%
Pacific Islander	1.3%
Multiple or No Response	0.4%

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 Chaboya 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, emails, and the School Loop website.

The suspensions and expulsions table on the following page 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	122	101	130	691	613	787
Suspension Rate	10.87%	8.95%	11.45%	5.17%	4.57%	5.90%
Expulsions	1	7	14	14	29	36
Expulsion Rate	0.09%	0.62%	1.23%	0.10%	0.22%	0.27%

Student Recognition

Chaboya 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
- Student-of-the-Month
- Student-of-the-Week
- Accelerated Reader Awards
- Gift Certificates

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:

- Extended Day Classes
- Black History Month
- Chess Club
- Homework Club
- Sports

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 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 By Subject												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	28	25	30	5	2	0	31	38	32	2	2	4
Math	31	29	31	0	0	0	25	34	24	10	4	11
Science	33	31	32	0	0	0	18	27	15	17	11	22
Social Science	30	29	30	4	0	2	25	37	33	8	1	2

School Enrollment & Attendance

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

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

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective.

The chart illustrates the enrollment trend by grade level for the most recent three-year period.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
7th	574	592	563
8th	548	537	572

School Facilities & Safety

Chaboya Middle School, originally constructed in 1991, is currently comprised of 44 permanent classrooms, a computer lab, a library, a staff lounge, a work room, a gymnasium, a weight room, a track, two soccer fields, two baseball diamonds, a blacktop area, and one playground.

The most recent additions to the campus occurred during the 2004-05 school year and included the construction of eight new classrooms. The school also anticipates the additions of three portables to the grounds in summer 2008. 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: 11/09/2007				
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			
Structural Damage	X			Outer area of buildings - Several walkway beams in beginning stages of dry rot. District is in the process of replacing the beams.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Safety

The safety of students and staff is a primary concern of Chaboya 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 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
- 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
- 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.

Cleaning Process

Chaboya 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.

Maintenance & Repair

A scheduled maintenance program is administered by Chaboya'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. Chaboya is scheduled to receive deferred maintenance-funded projects during 2007-08 that will include carpet replacement in the office and library.

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.

Counseling & Support Staff

In addition to academics, the staff at Chaboya Middle School 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 counselor-to-pupil ratio at Chaboya Middle School is 1:1,135. The table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Counselor	1	0.5
Counselor Intern	1	0.2
English Language Development (ELD) Teacher	1	1.0
Health Aide	1	0.8
Librarian	2	As Needed
Library Media Assistant	1	1.0
Nurse	1	0.2
Occupational Therapist	1	As Needed
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	3	2.0
RSP Aide	3	2.3
SDC Aide	1	0.8
Special Day Class Teacher	2	1.5
Speech and Language Specialist	1	0.5

Special Education

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

At-Risk Interventions

Chaboya Middle School provides extended day classes and Homework Club for students who are struggling to meet grade-level standards.

English Learners

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

GATE

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

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.

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading.

The library has a large inventory and three banks of laptops to which students have access. There is also a 36-workstation computer lab that 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, Microsoft Office Suite, I-Life Suite, Photobook, and Fire Fox web browser foster students' independent study and technology 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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
8th	Mathematics	Glencoe (MacMillan/McGraw Hill)	2000	Yes
8th	Mathematics	McDougal Littell	2000	Yes
7th	Mathematics	Pearson Scott Foresman	2000	Yes
7th-8th	Reading Language Arts	McDougal Littell	2003	Yes
7th-8th	Science	Holt, Rinehart & Winston	2007	Yes
7th-8th	Social Science/History	McDougal Littell	2006	Yes

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, Chaboya Middle School is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Upper Body Strength
- Body Composition
- Trunk Extension 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, 39.2% of Chaboya's seventh 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.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	7			7		
	05	06	07	05	06	07
All Students						
School	67	63	64	74	74	73
District	59	56	58	69	67	67
State	46	46	47	49	50	51
Males						
School	68	60	61	75	74	71
Females						
School	66	66	68	72	75	77
Socioeconomically Disadvantaged						
School	42	37	42	51	52	52
African American						
School	35	38	45	39	58	41
Asian						
School	78	72	74	87	87	88
Filipino						
School	68	54	57	68	63	77
Hispanic						
School	49	47	43	49	55	47
Caucasian						
School	77	77	87	91	82	85
Students with Disabilities						
School	17	26	17	17	41	21
English Learners						
School	28	14	16	34	29	34

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. The combined percentage of students scoring at the "proficient" and "advanced" levels in English/Language Arts, Math, Social Science, 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		Social Science		
	7			8			7			8		8		
	05	06	07	05	06	07	05	06	07	06	07	05	06	07
All Students														
School	71	65	68	62	65	64	63	65	63	58	67	54	60	58
District	63	58	61	52	57	53	60	59	56	51	55	45	53	52
State	43	43	46	39	41	41	37	41	39	38	42	31	34	35
Males														
School	71	60	62	55	64	59	66	67	64	65	70	55	64	58
District	59	52	55	44	53	49	59	60	57	55	58	43	57	52
State	38	38	42	34	37	37	37	41	39	41	45	33	36	36
Females														
School	72	71	74	68	66	68	60	65	62	51	65	54	55	58
District	67	64	66	59	60	58	61	58	57	48	54	47	50	51
State	49	48	51	43	45	46	37	41	38	34	41	30	31	33
Socioeconomically Disadvantaged														
School	44	37	41	40	38	37	37	43	39	38	39	34	39	31
District	46	39	42	36	40	34	45	42	41	37	37	31	39	34
State	28	28	31	22	25	26	23	27	27	23	29	17	19	20
African American														
School	48	50	50	31	43	42	32	50	32	43	52	23	39	50
District	45	42	51	37	34	37	35	37	35	29	45	31	31	40
State	29	29	32	24	27	27	19	22	22	21	25	17	19	20
Asian														
School	85	78	80	73	77	74	80	83	81	71	79	68	73	73
District	77	74	77	65	71	67	78	81	77	68	71	61	68	70
State	66	67	71	58	62	64	69	72	69	65	70	54	58	62
Filipino														
School	75	59	70	61	69	63	65	61	64	51	73	51	57	61
District	68	61	67	46	61	59	63	64	65	53	71	40	57	61
State	61	60	66	51	54	56	52	58	57	52	58	42	46	49
Hispanic														
School	49	43	41	40	42	44	32	38	29	34	41	27	34	28
District	44	38	37	35	38	33	35	33	31	30	33	24	34	28
State	28	28	32	23	25	26	23	28	27	23	28	17	20	21
Caucasian														
School	77	75	88	76	75	79	78	75	78	71	85	72	73	70
District	76	69	82	71	73	71	76	70	68	70	73	64	71	62
State	61	63	66	58	62	62	52	58	54	55	60	47	51	52
Students with Disabilities														
School	14	28	21	5	3	21	8	41	17	11	36	14	14	29
District	10	18	14	4	6	11	10	21	9	10	19	8	14	18
State	10	11	12	8	9	10	8	10	9	11	13	9	10	10
English Learners														
School	30	11	15	6	10	10	26	21	19	18	22	13	16	3
District	22	13	20	6	9	11	28	24	20	15	22	9	12	14
State	9	9	10	6	6	6	11	13	13	9	12	5	6	6

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.

Parent & Community Involvement

We mail a parent survey at the beginning of each school year asking Chaboya Middle School parents to be a part of our School Community. Our volunteers assist in areas such as: PTSA, the classroom, the School Site Council, Extended Day Class helpers, sports, and as band/choir parent volunteers, fundraising helpers, ELAP committee members, field trip helpers, and with other activities that help bridge home to school.

The school also receives support from numerous local businesses and community organizations. Contributions from the Role Model program 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) 270-6900.

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).

API School Results				
	04-05	**05-06**	**06-07**	**2007 API Growth Score**
Statewide Rank	9	9	9	
Similar Schools Rank	10	10	10	
All Students				
Actual Growth	18	3	-4	840
Socioeconomically Disadvantaged				
Actual Growth	9	1	-27	707
Asian				
Actual Growth	9	-2	1	905
Hispanic				
Actual Growth	23	15	-16	717
Caucasian				
Actual Growth	24	2	15	909
English Learners				
Actual Growth	-	7	-24	715

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

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%

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.

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress (AYP)				
	School		**District**	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	**English - Language Arts**	**Math**	**English - Language Arts**	**Math**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
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.

Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Chaboya Middle School staffed 43 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 Credential Status				
	School			**District**
	04-05	**05-06**	**06-07**	**06-07**
Fully Credentialed	44	45	43	602
Without Full Credentials	4	3	2	5
Working Outside Subject	6	3	2	3

Misassignments/Vacancies			
	05-06	**06-07**	**07-08**
Misassignments of Teachers of English Learners	4	0	2
Misassignments of Teachers (other)	6	2	0
Total Misassignments of Teachers	**10**	**2**	**2**
Vacant Teacher Positions	0	0	1

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.

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	82.30%	17.70%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

School Leadership

Leadership at Chaboya Middle School 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 Bette Samdahl since the school's opening in 1991-92. Prior to this position, Ms. Samdahl served as an elementary school principal and classroom teacher.

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

- Parent-Teacher-Student Association (PTSA)
- Emergency Response Team (ERT)
- Department Chairs
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)

Teacher & Administrative Salaries

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

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

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public.

At the time of publication, the most recent salary comparison data from the State was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.

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

Average Teacher Salaries	
School & District	
School	$61,124
District	$63,838
Percentage of Variation	4.26%
School & State	
All Elementary School Districts	$61,005
Percentage of Variation	0.20%

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	$4,139
From Restricted Sources	$59
From Unrestricted Sources	$4,081
District	
From Unrestricted Sources	$4,785
Percentage of Variation between School & District	14.71%
State	
From Unrestricted Sources	$4,943
Percentage of Variation between School & State	17.44%

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)