



Chaboya Middle School

3276 Cortona Drive • San Jose CA, 95135 • (408) 270-6900 • Grades 7-8

Derrick Watkins, Principal

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<https://chaboyams.schoolloop.com>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Evergreen Elementary School District

3188 Quimby Road
San Jose CA, 95148
(408) 270-6800
www.eesd.org

District Governing Board

Sylvia Alvarez
Sylvia Arenas
Bonnie Mace
Vince Songcayawon
Jim Zito

District Administration

Katherine Gomez
Superintendent
Mustafa "Moe" Zwebti
Director of Technology
Dan Deguara
Assistant Superintendent
Gary Kishimoto
Director of Pupil Services
Carole Schmitt
Director of Human Resources
Charles Crosby
**Director of Communications and
Community Engagement**
Denise Williams
Director of Instruction
Nelly Yang
Chief Business Officer
Rick Navarro
Director of Operations

Principal's Message

Chaboya Middle School is located in the rolling hills 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. During the 2015-2016 school year, the school will serve 1,141 students, 589 seventh graders, and 552 eighth graders. Chaboya is a five-time recipient of the prestigious California Distinguished School Designation. 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 with programs that allow them to be the best they can be. Chaboya provides a multitude of extracurricular activities, including after school sports and a variety of clubs.

It is the goal of Chaboya Middle School to provide a rigorous and balanced standards-based curriculum through a structured environment, which meets the needs of our students in transition and reflects and celebrates the diversity of our community. Within a safe and caring environment all students are expected and encouraged to work to their greatest potential in achieving academic success, becoming physically fit, acquiring appropriate social skills, developing self-reliance, and gaining self confidence in order to be better prepared for high school, college, and or career.

Chaboya Middle 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, and a rules refresher occurs at the beginning of the second semester, as well as 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 Loop website.

Vision Statement:

Chaboya Middle School provides a welcoming community environment that promotes safety, wellness, and 21st Century learning. In a partnership with our parents and community, we value diversity, integrity, and academic excellence, as we prepare our students for life beyond the classroom.

Mission Statement:

Chaboya Middle School staff and community continually strive to provide greater student success. To ensure this success for our diverse student population, Chaboya is dedicated to:

- Having high expectations of every student
- Utilizing technology in order to prepare students for the Smarter Balance Assessment
- Continuously implementing and aligning our curriculum to the California Common Core Standards
- Utilizing student assessment as a means to improve instruction and student achievement
- Planning for an integrated program through a systematic improvement process
- Implementing differentiated instructional strategies and techniques in every classroom
- Preparing students for technological changes
- Offering students a safe, nurturing, and innovative environment in which to excel
- Continuing to maintain a communicative community amongst parents, students, teachers, and administration

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (408) 270-6900 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	558
Grade 8	566
Total Enrollment	1,124

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.1
Asian	65.7
Filipino	6.4
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.3
White	12.3
Two or More Races	1.2
Socioeconomically Disadvantaged	14.8
English Learners	5.9
Students with Disabilities	6.3
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Chaboya Middle School	13-14	14-15	15-16
With Full Credential		45	
Without Full Credential			
Teaching Outside Subject Area of Competence		0	
Evergreen Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Chaboya Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	1	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	98.4	1.6
Low-Poverty Schools	99.8	0.2

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Evergreen School District held a Public Hearing on October 9, 2014, 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. The table displays information collected in September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

Textbooks and Instructional Materials Year and month in which data were collected: October 9, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in 2010 (Grade 7-8): McDougall-Littel The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Adopted in 2008 (Grade 6-8): Glencoe (MacMillan/McGraw Hill) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Adopted in 2006: (Grade 7-8): McDougall-Littel The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Adopted in 2012 (Grade 7-8): EMC Publishing The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Chaboya Middle School, originally constructed in 1991, is currently comprised of 47 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 school will be replacing the 20-year-old sound system in the gym. The chart displays the results of the most recent facilities inspection.

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 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 the 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 Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/11/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	82	61	44
Math	81	57	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	90	90	93	78	79	77	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.70	26.10	36.90

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	77
All Student at the School	93
Male	94
Female	94
Black or African American	--
American Indian or Alaska Native	--
Asian	97
Filipino	84
Hispanic or Latino	77
Native Hawaiian or Pacific Islander	--
White	91
Two or More Races	--
Socioeconomically Disadvantaged	85
English Learners	66
Students with Disabilities	61
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	557	553	99.3	7	13	40	41
	8	570	567	99.5	5	11	43	41
Male	7		272	48.8	9	16	40	35
	8		286	50.2	6	16	39	39
Female	7		281	50.4	4	10	40	46
	8		281	49.3	4	5	46	44
Black or African American	7		13	2.3	15	23	31	31
	8		11	1.9	18	27	36	18
American Indian or Alaska Native	8		1	0.2	--	--	--	--
Asian	7		349	62.7	3	10	37	50
	8		384	67.4	1	7	43	48
Filipino	7		40	7.2	5	15	53	28
	8		35	6.1	17	11	54	17
Hispanic or Latino	7		67	12.0	22	30	42	6
	8		66	11.6	20	29	39	12
Native Hawaiian or Pacific Islander	7		2	0.4	--	--	--	--
	8		1	0.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	7		75	13.5	5	7	48	40
	8		61	10.7	5	11	36	48
Two or More Races	7		6	1.1	--	--	--	--
	8		7	1.2	--	--	--	--
Socioeconomically Disadvantaged	7		29	5.2	24	21	48	7
	8		40	7.0	25	40	23	13
English Learners	7		38	6.8	47	32	8	13
	8		27	4.7	30	52	15	4
Students with Disabilities	7		25	4.5	56	24	20	0
	8		40	7.0	43	38	18	3
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	557	554	99.5	7	13	23	56
	8	570	567	99.5	8	10	21	61
Male	7		272	48.8	10	14	22	54
	8		286	50.2	9	11	19	61
Female	7		282	50.6	5	12	24	58
	8		281	49.3	6	8	24	62
Black or African American	7		13	2.3	31	8	31	31
	8		11	1.9	36	27	9	27
American Indian or Alaska Native	8		1	0.2	--	--	--	--
Asian	7		350	62.8	4	9	16	71
	8		384	67.4	2	7	19	72
Filipino	7		40	7.2	8	13	48	33
	8		35	6.1	26	11	29	34
Hispanic or Latino	7		67	12.0	25	34	31	9
	8		66	11.6	29	23	26	23

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	7		2	0.4	--	--	--	--
	8		1	0.2	--	--	--	--
White	7		75	13.5	4	13	33	49
	8		61	10.7	7	8	25	61
Two or More Races	7		6	1.1	--	--	--	--
	8		7	1.2	--	--	--	--
Socioeconomically Disadvantaged	7		29	5.2	21	41	31	7
	8		40	7.0	30	35	15	20
English Learners	7		38	6.8	37	32	16	16
	8		27	4.7	26	41	15	19
Students with Disabilities	7		25	4.5	64	20	8	8
	8		40	7.0	50	20	23	8
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents assist in areas such as PTSA, the classroom, the School Site Council, ELAC, sports, and as band parent volunteers, drama parent volunteers, fundraising helpers, supporting our Student Leadership, honors activities, field trip helpers, and with other activities that help bridge home to school. Parent also volunteer their time coordinating and leading after school activities, such as Science Olympiad and Math Olympiad.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

School Safety

The safety of students and staff is a primary concern of Chaboya Middle School. Students are supervised before school and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and administrators. 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 February 2015. 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
- School-wide 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.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.63	1.81	0.09
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	0.81	0.81	0.44
Expulsions Rate	0.04	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		83.3

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	26	27	27	8	8	8	28	20	24	8	16	10
Math	28	29	28	5	4	8	26	22	28	9	14	14
Science	31	31	30	2	1	2	21	19	25	19	23	16
SS	32	31	30		1	3	19	25	24	17	14	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	.813
Psychologist	.41
Social Worker	
Nurse	.16
Speech/Language/Hearing Specialist	.77
Resource Specialist	
Other	as needed
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,883	\$43,091
Mid-Range Teacher Salary	\$82,337	\$70,247
Highest Teacher Salary	\$95,645	\$89,152
Average Principal Salary (ES)	\$123,466	\$112,492
Average Principal Salary (MS)	\$130,270	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,000	\$192,072
Percent of District Budget		
Teacher Salaries	48%	41%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

- Economic Impact Aid
- School & Library Improvement Program
- Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Also, teachers utilize the district-sponsored middle school staff development days, which allows them to collaborate with middle school teachers in the district, within their single subject area. The eighth grade Language Arts teachers will utilize release days to develop ELA instructional strategies for their colleagues in Math, Science, Social Studies/US History and technical fields. Language Arts teachers collaborate with non-ELA teachers in an effort to buttress their skills in instructing students ELA common core standards. Science department representatives attend Next Generation Science Symposiums and come back and train their peers, as they all transition to the new standards. Math teachers continue to participate in Eastside Alliance for Math teachers, as they continue to hone their teaching practices instructing Common Core Math. As the state transitions to Common Core, the site staff meetings includes training for teachers, as departments, cross-curricular, and grade level teams. A coach is assigned to the site to provide professional development to teachers.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,699	62	4,638	83,334
District	♦	♦	\$6032	\$82,899
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-23.1	2.9
Percent Difference: School Site/ State			-1.1	17.7

* Cells with ♦ do not require data.