

Chaboya Middle School

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

Derrick Watkins, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Evergreen Elementary School District

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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 2013-2014 school year, the school will serve 1,191 students, 592 seventh graders, and 599 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 and to demonstrate competency on the California High School Exit Exam. The responsibility for the development of educated, well adjusted, and responsible young adults is shared by all stakeholders: administrators, teachers, parents, and students.

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 our virtual technology lab in order to prepare students for the Smarter Balance Assessment
- Continuously aligning our curriculum to the California Content and Performance Standards
- Implementing the new Common Core State 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (408) 270-6900.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	592
Gr. 8	599
Total	1,191

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.1
Asian	64.7
Filipino	6.0
Hispanic or Latino	11.7
Native Hawaiian/Pacific Islander	0.9
White	13.4
Two or More Races	0.9
Socioeconomically Disadvantaged	12.8
English Learners	4.6
Students with Disabilities	5.8

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	12-13	13-14	14-15
Fully Credentialed	49		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Evergreen Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	49
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Chaboya Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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

2013-14 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	100.00	0.00
Districtwide		
All Schools	99.89	0.11
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	99.83	0.17

* 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 2014-15)

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
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2010 (Grade 7-8): McDougall-Littel
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2008 (Grade 6-8): Glencoe (MacMillan/McGraw Hill)
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2006: (Grade 7-8): McDougall-Littel
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	Adopted in 2012 (Grade 7-8): EMC Publishing

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: 12/23/2014

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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	92	91	91	81	79	79	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	85	86	86	71	75	73	54	56	55
Math	85	82	83	76	76	74	49	50	50
HSS	82	82	81	69	73	74	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	9	8	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.0	26.3	42.1

* 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.

2013-14 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	79
All Student at the School	91
Male	93
Female	89
Black or African American	92
American Indian or Alaska Native	
Asian	95
Filipino	91
Hispanic or Latino	67
Native Hawaiian/Pacific Islander	
White	92
Two or More Races	
Socioeconomically Disadvantaged	70
English Learners	36
Students with Disabilities	57
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	20	-2	3
Black or African American			
American Indian or Alaska Native			
Asian	16	6	-7
Filipino			
Hispanic or Latino	43	-30	23
Native Hawaiian/Pacific Islander			
White	20	-12	-2
Two or More Races			
Socioeconomically Disadvantaged	-10	14	6
English Learners	12	-1	87
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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, fundraising helpers, supporting our Student Leadership, honors activities, field trip helpers, and with other activities that help bridge home to school.

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, 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 February 26,2013. 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.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	2.4	1.6	1.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.6	0.8	0.8
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	.028
Library Media Services Staff (Paraprofessional)	.69
Psychologist	.4
Social Worker	
Nurse	.11
Speech/Language/Hearing Specialist	.4
Resource Specialist	1.5
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	27.3	26	27	7	8	8	20	28	20	12	8	16
Math	28.7	28	29	2	5	4	24	26	22	6	9	14
Science	30.6	31	31	0	2	1	32	21	19	8	19	23
SS	31.6	32	31	1		1	18	19	25	16	17	14

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,401	\$41,507
Mid-Range Teacher Salary	\$79,939	\$67,890
Highest Teacher Salary	\$92,975	\$86,174
Average Principal Salary (ES)	\$119,119	\$109,131
Average Principal Salary (MS)	\$126,476	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$180,000	\$185,462
Percent of District Budget		
Teacher Salaries	49	42
Administrative Salaries	5	6

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

FY 2012-13 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	\$80,971
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-23.1	2.9
Percent Difference: School Site/ State			-1.1	17.7

Types of Services Funded at Chaboya Middle School

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

Professional Development provided for Teachers at Chaboya Middle School

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Also, teachers utilize the district-sponsored staff development days. As the state transitions to Common Core, the site staff meetings includes training for teachers, as departments and teams. A coach is assigned to the site to provide professional development to teachers.