

# George V. LeyVa Middle School

1865 Monrovia Drive • San Jose CA, 95122 • (408) 270-4992 • Grades 7-8

Dolores Garcia, Principal

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



### Evergreen Elementary School District

3188 Quimby Road  
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#### District Governing Board

Sylvia Alvarez

Sylvia Arenas

Bonnie Mace

Vince Songcayawon

Jim Zito

#### District Administration

Katherine Gomez  
Superintendent

Kathy Shepard  
Superintendent

Dan Deguara  
Assistant Superintendent

Gary Kishimoto  
Director of Pupil Services

Carole Schmitt  
Director of Human Resources

Rob Smiley  
Director of Communications and  
Community Engagement

Denise Williams  
Director of Categorical Programs

Nelly Yang  
Director of Business Services

### Principal's Message and School Description:

On behalf of the entire staff, I would like to welcome you to LeyVa Middle School! We continue to grow and improve in the programs and facilities we are able to offer our school community. This school year we added a new program and facility. This program is Bulldog Tech and is a school model that reflects our changing society. No longer can we measure aptitude by the amount of facts we remember, but instead we do so by the ability to use information to communicate, collaborate, problem-solve, and contribute new ideas or creations. By teaching 21st Century Skills through a culture that empowers, technology that enables, and curriculum that engages, we will enhance learning.

LeyVa Middle School offers students the opportunity to be successful in the classroom and in extra-curricular activities. As a result, our students achieve in the classroom and beyond. It is our desire that students experience success and add to the positive atmosphere of our school. It is for this reason and more; LeyVa gives students the chance to participate in a wide range of activities including sports, clubs, music, drama, student government and much more. This year, we welcome Common Core Standards in mathematics and language arts to our curricular program. Teachers are easing into this endeavor with a replenished outlook on the way we approach teaching and learning.

Whatever interests students may have, we offer something for everyone! For example, our athletic program has been a source of pride since LeyVa opened its doors in 1973. We offer a variety of sports in which our students can participate. Our program consists of cross county, basketball, volleyball, soccer, and track. Our teams are well known throughout the county for their excellence. When you enter our gym, our excellence in this area is evident by the many championship banners on display.

We value visual and performing arts as illustrated by our extensive electives course menu including art, drama, band, choir, and extra-curricular activities devoted to creative expression. With performances and assemblies highlighting these areas, it is clear we take great pride in the many talents of our students.

Additionally and most importantly, we provide a rigorous academic program tailored to challenge students to reach their highest potential. Teachers collaborate regularly to insure all students receive standards-based, state approved programs in all subject areas. We offer honors and geometry courses to students who are academically and developmentally ready and prepared to take them on!

## School Mission Statement

Each student will experience success at LeyVa Middle School, in both academics and extra-curricular activities. Self-esteem, through academic and extra-curricular achievement, is the basis of all success in school and in the community. All LeyVa Middle School students will have abundant opportunities for recognition and achievement, thereby building confidence and a sense of self-worth as evidenced by their contributions to our school.

## Community & School Profile

Evergreen 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.

LeyVa Middle School is centrally located within the district's borders. In the 2012-13 school year, the school served 923 students in grades seven and eight on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

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.

## 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) 270-4992.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	477
Gr. 8	503
<b>Total</b>	<b>980</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.1
Asian	31.8
Filipino	10.6
Hispanic or Latino	48.6
Native Hawaiian/Pacific Islander	0.5
White	2.7
Two or More Races	1.0
Socioeconomically Disadvantaged	64.4
English Learners	25.5
Students with Disabilities	9.6

## 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			
George V. LeyVa Middle School	12-13	13-14	14-15
Fully Credentialed	44		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Evergreen Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	44
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
George V. LeyVa 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
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Adopted in 2010 (Grade 7-8): McDougall-Littel
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Adopted in 2008 (Grade 6-8): Glencoe (MacMillan/McGraw Hill)
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	Adopted in 2006: (Grade 7-8): McDougall-Littel

### School Facility Conditions and Planned Improvements (Most Recent Year)

LeyVa Middle School, originally constructed in 1973, is currently comprised of 36 permanent classrooms, nine portable classrooms, boy's and girl's locker rooms, a computer lab, a library, a staff lounge, and a gymnasium.

In 2009, the school began major renovation projects as a result of the facilities bond measure that was passed in 2006. These renovations include expansion of a new parking lot and reconfiguration and modernization of five portable buildings at an estimated cost of \$1 million. Additionally, the school opened a new 9,000 square foot administrative building at an estimated cost of \$4.4 million. This building became operational the 2011-12 school year. For the 2012-13 school year, we welcomed a new program with a new facility. Appropriately called Bulldog Tech, this state-of-the-art building has double-sized classrooms for shared teaching and learning experiences. This addition brings us 7,680 square feet of classroom space at a cost of approximately \$3 million. A current project comes in the form of a new nutrition center is slated to open December 2012. This food preparation and serving facility brings 2,240 square feet at a cost of \$2.7 million. All these exciting projects are paid for with local bond funds. The chart displays the results of the most recent facilities inspection.

#### Cleaning Process:

LeyVa 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 LeyVa'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: 12/29/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[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	74	74	65	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	53	58	55	71	75	73	54	56	55
Math	56	57	49	76	76	74	49	50	50
HSS	54	59	63	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	6	6	6
Similar Schools	8	9	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	20.8	21.9	35.8

\* 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	65
Male	64
Female	66
Black or African American	61
American Indian or Alaska Native	
Asian	85
Filipino	77
Hispanic or Latino	47
Native Hawaiian/Pacific Islander	
White	60
Two or More Races	
Socioeconomically Disadvantaged	59
English Learners	29
Students with Disabilities	58
Students Receiving Migrant Education Services	69

\* 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	-1	21	-4
Black or African American			
American Indian or Alaska Native			
Asian	1	24	-18
Filipino			
Hispanic or Latino	3	19	-2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-6	38	-8
English Learners	-2	10	61
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

We encourage our parents to become involved in a variety of LeyVa Middle School activities. Parents can participate in these ways:

- Attend Home and School Club functions and School Site Council
- Arrange classroom visitations to see learning in action
- Attend and support our athletic events
- Assist in school functions such as our carnival, book fair, dances
- Represent our school on district committees such as Parent Advisory Committee, District Advisory Committee, Migrant Parent Group, etc.
- Supervision at events

A weekly newsletter chronicles the many activities, events, and ways to get involved. This is also provided electronically. School Loop, an Internet service, also allows parents an easy way to stay connected with each teacher ([www.leyva.schoolloop.com](http://www.leyva.schoolloop.com)) and stay informed on school happenings. The school website also contains current, pertinent information on events and activities. Our school within a school, Bulldog Tech, uses a tool called Echo for the same purposes. Parent workshops, such as those sponsored by Parent University, are held throughout the year. Our school also includes the extended community through groups such as the San Jose Strong Neighborhood Initiative, YWCA, San Jose Police Department, and many others.

### 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

The safety of students and staff is a top priority of LeyVa Middle School. Teachers and administrators supervise students before school, during break, and after school. Noon-duty aides and administrators provide lunch supervision. 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 are specifically designated areas for student drop-off and pick-up at strategic locations. The School Site Council reviews the School Site Safety Plan every year. Any and all revisions to the plan are immediately communicated to the entire staff. A safety committee has formed and is comprised of administrators, parents, community members, teachers and students was formed. The plan was most recently updated in January 2014. Key elements of focus include 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. School safety and evacuation maps are developed in conjunction with a safety consultant. At the beginning of each school year, all employees participated in mandated reporting procedures in regards to child abuse. Staff has been trained in child abuse prevention and reporting and Run, Hide, Defend procedures.

### Suspensions and Expulsions

School	11-12	12-13	13-14
<b>Suspensions Rate</b>	4.3	4.4	3.0
<b>Expulsions Rate</b>	0.0	0.4	0.1
<b>District</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	1.6	0.8	0.8
<b>Expulsions Rate</b>	0.0	0.0	0.0
<b>State</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	5.7	5.1	4.4
<b>Expulsions Rate</b>	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)	.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	2.0
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	25.5	24	26	11	12	5	31	34	35	2		4
Math	24.2	24	24	10	9	9	21	28	31	7	4	1
Science	31.4	27	25	1	2	5	16	32	31	12	2	3
SS	31.6	28	25	1	2	5	17	32	30	12	3	5

\* 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/](http://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	5,435	123	5,313	77,777
District	♦	♦	\$6032	\$80,971
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-11.9	-3.9
Percent Difference: School Site/ State			13.3	9.9

**Types of Services Funded at George V. LeyVa 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 George V. LeyVa Middle School**

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. In years past, 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. Currently, the focus is on Common Core State Standards in regards to our professional development. Teachers are involved in preparation and planning for language arts and math to develop strategies and acquire resources which align with the new standards. Site in-service continues to be provided as we embark on implementation of common core. Topics thus far have included the shifts, math practices, text complexity, citing evidence in reading and writing, levels of questioning, etc.

Additionally, administrators provide observation, feedback, and data to teachers based on best practice as these items pertain to Common Core. As a whole, the administrative team provides professional development to all teachers with regard to the transition and implementation of Common Core State Standards. Site level experts also assist in this area by leading departments in collaboration, setting norms, analyzing data and supporting best instructional practices. Teacher leaders provide their expertise and share through such means as Drop Box for resources and materials.