

# George V. LeyVa Middle School

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

James Sherman, Principal

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## 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](http://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 and School Description:

On behalf of the entire staff, I would like to welcome you to LeyVa Middle School and Bulldog Tech! We continue to grow and improve in the programs and facilities we are able to offer our school community. 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. No matter where you are on this campus, opportunities for exploration, collaboration, and leadership are many.

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 add to the positive atmosphere of our school. LeyVa gives students the chance to participate in a wide range of activities including sports, clubs, music, drama, student government and much more. Common Core Standards take center stage in mathematics and language arts and soon in science. Our teachers are continuing to create classrooms that embody the 4 C's: Communication, Collaboration, Creativity, and Critical Thinking. This approach allows for students to learn from each other and their experiences, communicate effectively for true understanding and purpose, and think more deeply about the "whys" to truly understand the connection school has to their lives and futures.

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 country, 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.

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 challenging courses to students who are academically and developmentally ready 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 nearly one million residents.

LeyVa Middle School is centrally located within the district's borders. In the 2014-15 school year, the school served 916 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

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) 270-4992 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	463
Grade 8	453
<b>Total Enrollment</b>	<b>916</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.5
Asian	31.2
Filipino	9.6
Hispanic or Latino	49.7
Native Hawaiian or Pacific Islander	0.5
White	2.8
Two or More Races	1.3
Socioeconomically Disadvantaged	70.1
English Learners	24.3
Students with Disabilities	9.4
Foster Youth	0.5

## 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	13-14	14-15	15-16
With Full Credential		41	
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			
George V. LeyVa Middle School	13-14	14-15	15-16
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

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	97.1	2.9
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%

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

### School Facilities

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: 11/15/2015				
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 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	35	61	44
Math	31	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	73	64	64	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	17.00	20.50	37.30

\* 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	64
Male	62
Female	68
Black or African American	33
American Indian or Alaska Native	--
Asian	86
Filipino	78
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	--
White	91
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	28
Students with Disabilities	50
Students Receiving Migrant Education Services	--
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	462	456	98.7	43	25	26	5
	8	456	448	98.2	33	28	29	10
Male	7		231	50.0	48	26	23	4
	8		230	50.4	40	31	23	7
Female	7		225	48.7	39	25	29	7
	8		218	47.8	27	25	35	13
Black or African American	7		11	2.4	64	18	18	0
	8		15	3.3	60	27	7	7
American Indian or Alaska Native	7		5	1.1	--	--	--	--
	8		1	0.2	--	--	--	--
Asian	7		139	30.1	22	22	41	15
	8		137	30.0	15	22	44	19
Filipino	7		34	7.4	29	21	47	3
	8		56	12.3	18	29	32	21
Hispanic or Latino	7		239	51.7	57	28	14	0
	8		214	46.9	49	30	20	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
Native Hawaiian or Pacific Islander	7		5	1.1	--	--	--	--
	8		1	0.2	--	--	--	--
White	7		13	2.8	38	23	31	8
	8		12	2.6	17	42	33	8
Two or More Races	7		7	1.5	--	--	--	--
	8		5	1.1	--	--	--	--
Socioeconomically Disadvantaged	7		177	38.3	57	21	19	3
	8		170	37.3	43	32	20	5
English Learners	7		98	21.2	82	16	2	0
	8		112	24.6	67	29	3	2
Students with Disabilities	7		39	8.4	90	3	8	0
	8		41	9.0	80	12	2	5
Students Receiving Migrant Education Services	7		9	1.9	--	--	--	--
	8		4	0.9	--	--	--	--
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	462	462	100.0	44	30	18	8
	8	456	449	98.5	40	25	17	18
Male	7		235	50.9	44	29	18	9
	8		231	50.7	46	24	11	18
Female	7		227	49.1	43	31	18	7
	8		218	47.8	33	25	23	19
Black or African American	7		11	2.4	64	9	18	9
	8		15	3.3	53	40	0	7
American Indian or Alaska Native	7		5	1.1	--	--	--	--
	8		1	0.2	--	--	--	--
Asian	7		141	30.5	21	25	34	21
	8		138	30.3	15	25	20	39

**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
Filipino	7		37	8.0	38	41	16	5
	8		56	12.3	23	23	29	25
Hispanic or Latino	7		240	51.9	58	31	9	3
	8		214	46.9	61	22	12	5
Native Hawaiian or Pacific Islander	7		5	1.1	--	--	--	--
	8		1	0.2	--	--	--	--
White	7		13	2.8	46	38	15	0
	8		12	2.6	17	42	25	17
Two or More Races	7		7	1.5	--	--	--	--
	8		5	1.1	--	--	--	--
Socioeconomically Disadvantaged	7		179	38.7	58	23	13	6
	8		171	37.5	49	29	12	11
English Learners	7		101	21.9	77	17	5	0
	8		113	24.8	73	20	4	4
Students with Disabilities	7		39	8.4	82	10	3	5
	8		41	9.0	88	5	2	5
Students Receiving Migrant Education Services	7		9	1.9	--	--	--	--
	8		4	0.9	--	--	--	--
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

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

- Attend School Site Council
- Attend Principal Coffees/Cafecitos
- 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, 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. Fire drills are conducted each month, with all but the first one of the year being unscheduled. School safety and evacuation maps are developed in conjunction with a safety consultant. At the beginning of each school year, all employees participate in mandated reporting procedures in regards to child abuse. Staff has been trained in child abuse prevention and reporting as well as Run, Hide, Defend procedures.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.44	3.00	0.94
Expulsions Rate	0.39	0.10	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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	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	24	26	22	12	5	17	34	35	29		4	
Math	24	24	24	9	9	13	28	31	26	4	1	2
Science	27	25	25	2	5	9	32	31	25	2	3	2
SS	28	25	27	2	5	7	32	30	28	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.

**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.

**Professional Development provided for Teachers**

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The Evergreen School 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. Common Core State Standards are currently taking priority across the district, however each school focuses their PD on what is specifically needed at their site. 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-services here at LeyVa consist of such topics as equity in the classroom, culturally responsive teaching and learning, 21st Century Learning, building an inclusive and positive school climate/culture, developing and using PLCs, teaming across curricular areas, discipline/PBIS/BEST/Restorative Justice, Special populations (SPED, EL, economically disadvantaged youth, and Budgeting practices.

Additionally, administrators provide observation, feedback, and data to teachers based on best practices 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.

**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/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2013-14 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	\$82,899
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-11.9	-3.9
Percent Difference: School Site/ State			13.3	9.9

\* Cells with ♦ do not require data.

**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.