

# George V. LeyVa Middle School

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

James Sherman, Principal

[jsherman@eesd.org](mailto:jsherman@eesd.org)

## 2015-16 School Accountability Report Card Published During the 2016-17 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  
Bonnie Mace  
Leila Welch  
Jim Zito

#### District Administration

Katherine Gomez  
**Superintendent**  
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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	425
Grade 8	440
<b>Total Enrollment</b>	<b>865</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.7
Asian	31.7
Filipino	9.4
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.8
White	2.8
Two or More Races	1.3
Socioeconomically Disadvantaged	64.4
English Learners	24
Students with Disabilities	4
Foster Youth	0.6

## 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	14-15	15-16	16-17
With Full Credential	41	44	40.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Evergreen Elementary School District	14-15	15-16	16-17
With Full Credential	◆	◆	486
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	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2015-16 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	99.9	0.1
High-Poverty Schools	100.0	0.0
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 2016-17)

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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Adopted in 2008 (Grade 6-8): Glencoe (MacMillan/McGraw Hill) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	Adopted in 2006: (Grade 7-8): McDougall-Littel <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	64	64	60	79	77	75	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	19.2	20.2	39.7

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	35	38	61	63	44	48
<b>Math</b>	31	30	57	60	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	436	432	99.1	59.7
Male	221	219	99.1	65.3
Female	215	213	99.1	54.0
Asian	138	138	100.0	76.8
Filipino	35	35	100.0	74.3
Hispanic or Latino	220	216	98.2	45.4
White	11	11	100.0	81.8
Socioeconomically Disadvantaged	281	278	98.9	54.0
English Learners	84	82	97.6	26.8
Students with Disabilities	33	33	100.0	45.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	7	434	424	97.7	36.2
	8	436	432	99.1	40.4
Male	7	227	221	97.4	26.8
	8	221	219	99.1	35.8
Female	7	207	203	98.1	46.3
	8	215	213	99.1	45.1
Black or African American	7	14	14	100.0	14.3
Asian	7	136	134	98.5	58.2
	8	138	138	100.0	67.4
Filipino	7	47	46	97.9	41.3
	8	35	35	100.0	51.4
Hispanic or Latino	7	211	205	97.2	21.0
	8	220	217	98.6	21.8
White	7	13	13	100.0	46.1
	8	11	11	100.0	45.5
Socioeconomically Disadvantaged	7	274	265	96.7	26.8
	8	281	278	98.9	34.3
English Learners	7	102	101	99.0	5.0
	8	84	82	97.6	8.5
Students with Disabilities	8	33	33	100.0	3.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the

total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	7	434	427	98.4	30.0
	8	434	427	98.4	30.0
Male	7	227	223	98.2	27.8
	8	227	223	98.2	27.8
Female	7	207	204	98.5	32.4
	8	207	204	98.5	32.4
Black or African American	7	14	14	100.0	14.3
	8	14	14	100.0	14.3
Asian	7	136	136	100.0	54.4
	8	136	136	100.0	54.4
Filipino	7	47	46	97.9	34.8
	8	47	46	97.9	34.8
Hispanic or Latino	7	211	205	97.2	13.7
	8	211	205	97.2	13.7
White	7	13	13	100.0	53.9
	8	13	13	100.0	53.9
Socioeconomically Disadvantaged	7	274	268	97.8	21.6
	8	274	268	97.8	21.6
English Learners	7	102	101	99.0	9.9
	8	102	101	99.0	9.9

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)

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	2013-14	2014-15	2015-16
Suspensions Rate	3.0	0.9	3.1
Expulsions Rate	0.1	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.8	0.4	0.5
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

**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.

2016-17 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		71.4



**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

<b>Academic Counselor</b>	
<b>Counselor (Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	.05
<b>Library Media Services Staff (Paraprofessional)</b>	.813
<b>Psychologist</b>	.41
<b>Social Worker</b>	1
<b>Nurse</b>	.16
<b>Speech/Language/Hearing Specialist</b>	.77
<b>Resource Specialist</b>	
<b>Other</b>	as needed

**Average Number of Students per Staff Member**

<b>Academic Counselor</b>	
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\* 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 (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>English</b>	26	22	22	5	17	17	35	29	29	4		
<b>Mathematics</b>	24	24	24	9	13	13	31	26	26	1	2	2
<b>Science</b>	25	25	25	5	9	9	31	25	25	3	2	2
<b>Social Science</b>	25	27	27	5	7	7	30	28	28	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.

**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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,537	\$44,573
Mid-Range Teacher Salary	\$85,013	\$72,868
Highest Teacher Salary	\$98,623	\$92,972
Average Principal Salary (ES)	\$128,888	\$116,229
Average Principal Salary (MS)	\$134,504	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$185,850	\$201,784
Percent of District Budget		
Teacher Salaries	47%	39%
Administrative Salaries	5%	5%

\* 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/).

### 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 and the county. 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5942	1734	4207	81,824
District	♦	♦	\$1337	\$86,588
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			214.7	-5.5
Percent Difference: School Site/ State			-25.9	8.9

\* Cells with ♦ do not require data.