



George V. LeyVa Intermediate School

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Evergreen Elementary School District

Dolores Garcia, Principal
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2007-2008 School Accountability Report Card

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Data within this report are reflective of the 2006-07 school year, unless otherwise noted.

Principal's Message

On behalf of the entire staff, I want to welcome you to LeyVa Middle School! We are fortunate to be a part of a school that has not only received recognition as a National Exemplary School, but has also been awarded the honor of being a California Distinguished School in both 1990 and 1994. More recently, we were deemed a Title 1 Academic Achieving School 2007. All are very prestigious awards.

LeyVa offers youngsters the opportunity to be successful in the classroom, in extra-curricular activities and on the athletic field. LeyVa students distinguish themselves each year in the Evergreen School district sponsored Speech Contest and Science Fair. Our students achieve in the classroom and in the community. It is our belief that students will be successful and add to the positive reputation that LeyVa has earned in the academic community and beyond.

LeyVa gives students the chance to participate in a wide range of extra curricular activities. One of the most rewarding experiences we offer is our multi-cultural program. In these activities, we recognize and show our respect throughout the year for the numerous contributions made by members of our school community. Students are involved in a year-long multi-cultural program that strives to promote community pride and school unity. They participate in our King and Queen Coronation, assemblies and talent showcase using professional as well as student talent that recognize accomplishments made by a wide range of people and cultures. Whatever interests students may have, we offer an activity for all.

Our athletic program has been a source of pride since LeyVa opened its doors in 1973. We offer a variety of sports for boys and girls. Our program consists of girls and boys cross country, basketball, volleyball, soccer and track teams. We also have a co-ed wrestling team. Our teams are well known throughout the county because of their excellence. When you enter our gym, look at the walls and view the many banners that we have displaying the numerous championships that LeyVa has won. LeyVa is Number One!

School Mission Statement

Each child will experience success at LeyVa, in academics, extra-curricular activities and athletics. Self-esteem through academic and extra-curricular achievement is the basis of all success in school and in the community. All LeyVa students will have abundant opportunities for recognition and achievement, thereby building confidence and a sense of self-worth.

School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 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 Intermediate School, centrally located within the district's borders, served 893 sixth through eighth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 49.8% "Socioeconomically Disadvantaged," 25.5% "English Learners," and 5.6% "Students with Disabilities."

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.

Discipline & Climate for Learning

Students at LeyVa Intermediate School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	3.4%
American Indian	0.3%
Asian	27.0%
Caucasian	4.3%
Filipino	12.7%
Hispanic	51.0%
Pacific Islander	1.2%
Multiple or No Response	0.2%

The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. The school supplements the district's discipline guidelines with the Expect Respect and Young Heroes programs.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, and the school website.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	199	209	227	691	613	787
Suspension Rate	21.17%	22.64%	25.42%	5.17%	4.57%	5.90%
Expulsions	3	8	17	14	29	36
Expulsion Rate	0.32%	0.87%	1.90%	0.10%	0.22%	0.27%

Student Recognition

LeyVa Intermediate School recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise, positive notes and phone calls home, and motivational incentives, ongoing recognition programs include:

- Honor Roll
- Student-of-the-Month
- Public Announcements
- Newsletter Recognition
- LeyVa Games
- Bulldog Bravos

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Extracurricular activities and programs include:

- Extended Day Classes
- Spirit Events
- Class Competitions
- Dances
- Homework Center
- Noon Time Activities
- Leadership Activities
- Sports & Clubs

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual. The school reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the most recent three-year period.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
6th	128	121	131
7th	399	397	369
8th	413	405	393

Class Size

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from volunteers, instructional aides, and teaching assistants. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size By Subject

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	28	26	26	4	11	10	27	22	22	2	1	1
Math	29	29	28	0	1	0	20	19	24	6	6	2
Science	28	29	27	1	2	2	25	23	24	2	3	2
Social Science	29	28	28	1	3	4	23	20	20	2	3	2

School Facilities & Safety

LeyVa Intermediate School, originally constructed in 1973, is currently comprised of 31 permanent classrooms, 18 portable classrooms, a computer lab, a library, a staff lounge, and a gymnasium.

The most recent campus improvements included construction of a new library, which includes the computer lab, video production room, and many adjacent conference rooms and offices. The school is slated to receive major renovations in 2009, as a result of the facilities bond measure that was passed in 2006.

School Safety

The safety of students and staff is a primary concern of LeyVa Intermediate School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in spring 2007 by the Safety Committee and Emergency Response Team (ERT). Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Sexual harassment policy
- Notification to teachers
- Schoolwide dress code

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.

Cleaning Process

LeyVa Intermediate 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 Evergreen Elementary School 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 Budget 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 the following:

- Roofing
- Plumbing
- Heating & Air Conditioning
- Electrical Systems
- Interior/Exterior Painting
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted \$540,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. At the time of publication, the district's governing board had not approved any 2007-08 deferred maintenance projects for LeyVa Intermediate School. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/28/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)		X		P1, P2, & P3 - Several floor tiles are cracked and cupped. Issue is on file with district.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Counseling & Support Staff

In addition to academics, the staff at LeyVa Intermediate School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor-to-pupil ratio at LeyVa Intermediate School is 1:893. The table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.8
English Language Development (ELD) Teacher	1	1.0
Health Aide	1	0.8
Librarian	2	As Needed
Library Media Assistant	1	1.0
Migrant Aides	1	As Needed
Nurse	2	As Needed
Psychologist	1	0.6
Resource Specialist Program (RSP) Teacher	2	1.4
RSP Aide	1	0.6
SDC Aide	2	1.2
Special Day Class Teacher	2	2.0
Speech and Language Specialist	1	0.6

Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.

At-Risk Interventions

LeyVa Intermediate School provides extended day classes and a Homework Center for students who are struggling to meet grade-level standards. Teachers also provide one-on-one support on a scheduled basis during the week.



English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

GATE

The Gifted and Talented Education (GATE) program serves identified students with the classroom. Seventh grade GATE students receive differentiated instruction within their language arts and social science classes, while eighth grade students are served in science classes. All GATE students are assigned to the appropriate math class based on CST scores, teacher recommendations, and a readiness assessment.

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, 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 Education. The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08). The district does not currently have a Visual & Performing Arts curriculum adoption.

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading. The library has a large inventory and also a bank of PCs to which students have access. There is also a 34-workstation computer lab where students are scheduled to work on specified programs and create multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success. The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Accelerated Reader, Microsoft Office Suite, I-Life Suite, Photoshop, and Composer foster students' independent study and technology skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	
8th	Mathematics	Glencoe (MacMillan/McGraw Hill)	2000	Yes	
8th	Mathematics	McDougal Littell	2000	Yes	
6th	Mathematics	Pearson Scott Foresman	2001	Yes	
7th	Mathematics	Pearson Scott Foresman	2000	Yes	
6th	Reading Language Arts	Houghton Mifflin	2003	Yes	
7th-8th	Reading Language Arts	McDougal Littell	2003	Yes	
6th-8th	Science	Holt, Rinehart & Winston	2007	Yes	
6th	Social Science/History	Houghton Mifflin	2001	Yes	
7th-8th	Social Science/History	McDougal Littell	2006	Yes	

CAT/6 Norm Referenced Test						
	% At or Above 50th Percentile					
	Reading			Math		
	7			7		
	05	06	07	05	06	07
All Students						
School	46	46	45	60	58	59
District	59	56	58	69	67	67
State	46	46	47	49	50	51
Males						
School	40	42	38	57	53	56
Females						
School	52	50	51	62	63	63
Migrant Education						
School	19	18	6	44	25	35
Socioeconomically Disadvantaged						
School	41	39	39	57	49	56
African American						
School	40	24	58	58	24	53
Asian						
School	62	65	60	78	81	79
Filipino						
School	58	63	49	71	84	68
Hispanic						
School	33	31	32	45	40	46
Caucasian						
School	53	79	75	67	71	75
Students with Disabilities						
School	5	0	0	5	0	4
English Learners						
School	10	20	17	26	37	37

Student Achievement & Testing

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements. These include the Noyce Assessment, district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.



Norm-Referenced Tests

Norm-Referenced Tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition (CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Physical Fitness

In the spring of each year, LeyVa Intermediate School is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Upper Body Strength
- Body Composition
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 31.1% of LeyVa's seventh grade students met or exceeded state fitness standards.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science			Social Science		
	6			7			8			6			7			8		8						
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07				
All Students																								
School	38	31	32	49	44	48	39	45	40	45	43	39	51	48	47	35	47	31	48	48				
District	53	57	57	63	58	61	52	57	53	55	59	58	60	59	56	51	55	45	53	52				
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35				
Males																								
School	30	25	33	42	37	38	31	38	34	51	43	44	48	47	43	39	52	29	49	49				
District	48	53	55	59	52	55	44	53	49	55	58	58	59	60	57	55	58	43	57	52				
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36				
Females																								
School	47	38	32	56	52	57	48	50	45	39	43	35	54	49	53	31	42	34	47	49				
District	58	61	60	67	64	66	59	60	58	55	60	60	61	58	57	48	54	47	50	51				
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33				
Migrant Education																								
School	*	13	*	25	18	12	7	25	13	*	13	*	38	19	24	6	19	7	19	19				
District	21	12	12	21	22	19	21	23	20	29	18	12	25	23	22	14	27	17	23	20				
State	15	18	20	19	21	24	15	18	20	21	23	24	19	25	26	18	24	11	13	16				
Socioeconomically Disadvantaged																								
School	31	25	29	45	36	42	31	39	33	44	38	32	47	40	44	29	39	25	40	40				
District	35	38	37	46	39	42	36	40	34	41	41	40	45	42	41	37	37	31	39	34				
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20				
African American																								
School	*	*	*	46	29	63	38	31	27	*	*	*	42	18	47	21	36	47	31	45				
District	37	56	41	45	42	51	37	34	37	31	43	37	35	37	35	29	45	31	31	40				
State	24	29	29	29	29	32	24	27	27	22	23	24	19	22	22	21	25	17	19	20				
Asian																								
School	56	41	46	70	64	67	57	60	55	85	63	54	72	79	69	51	65	50	67	71				
District	68	73	75	77	74	77	65	71	67	74	78	78	78	81	77	68	71	61	68	70				
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62				
Filipino																								
School	58	43	63	54	67	62	32	58	60	83	64	75	58	76	62	49	81	26	60	74				
District	55	60	64	68	61	67	46	61	59	60	62	69	63	64	65	53	71	40	57	61				
State	53	60	60	61	60	66	51	54	56	56	59	59	52	58	57	52	58	42	46	49				
Hispanic																								
School	28	19	25	36	28	30	29	32	25	28	27	30	37	28	32	22	28	19	34	29				
District	33	34	30	44	38	37	35	38	33	32	35	30	35	33	31	30	33	24	34	28				
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21				
Caucasian																								
School	*	*	*	47	71	69	52	50	57	*	*	*	53	50	63	50	64	38	72	71				
District	68	78	77	76	69	82	71	73	71	63	72	71	76	70	68	70	73	64	71	62				
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52				
Students with Disabilities																								
School	*	0	11	3	0	0	0	4	0	*	14	16	5	0	0	4	9	3	15	27				
District	16	19	16	10	18	14	4	6	11	21	18	15	10	21	9	10	19	8	14	18				
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10				
English Learners																								
School	13	5	24	13	16	19	6	4	12	28	24	22	22	28	25	9	25	6	13	19				
District	12	12	14	22	13	20	6	9	11	23	19	19	28	24	20	15	22	9	12	14				
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6				

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

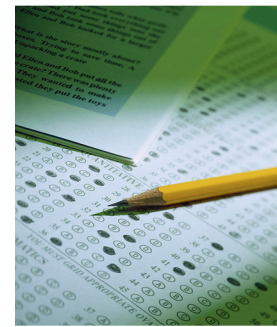
California Standards Test

The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English/Language Arts and Mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: advanced (exceeds State Standards), proficient (meets Standards), basic, below basic, and far below basic. Students scoring at the proficient or advanced level meet State Standards in that content area.

The combined percentage of students scoring at the "proficient" and "advanced" levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.



Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Data Sources

Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-4992.

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

Results of school and district performance are displayed in the chart.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, 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.

Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.

School Leadership

Leadership at LeyVa Intermediate School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Dolores Garcia for the past year.

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	8	10	10	
All Students				
Actual Growth	20	8	-9	746
Socioeconomically Disadvantaged				
Actual Growth	33	5	-7	713
Asian				
Actual Growth	23	6	-11	841
Filipino				
Actual Growth	5	62	14	854
Hispanic				
Actual Growth	26	4	-14	664
English Learners				
Actual Growth	-	-4	2	689

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Prior to this position, Ms. Garcia served in various administrative roles, and as a classroom teacher. She has 23 years of experience within the Evergreen School District.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include the following:

- Home & School Club
- Emergency Response Team (ERT)
- Department Heads
- Associated Student Body Officers
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Safety Committee
- Action Research Committee
- Leadership Team

Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, George V. LeyVa Intermediate staffed 41 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	41	38	41	602
Without Full Credentials	0	0	0	5
Working Outside Subject	1	1	1	3

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	1	2	1
Misassignments of Teachers (other)	0	1	0
Total Misassignments of Teachers	1	3	1
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.40%	0.60%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed within the chart.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$44,368	\$39,984
Mid-Range Teachers	\$71,795	\$63,798
Highest Teachers	\$83,910	\$79,204
Elementary School Principals	\$109,145	\$99,820
Middle School Principals	\$113,590	\$102,340
Superintendent	\$180,250	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.0%	43.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the state was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.

The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.



Average Teacher Salaries	
School & District	
School	\$55,095
District	\$63,838
Percentage of Variation	13.70%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	9.69%

District Expenditures & Revenue Sources

Evergreen School District spent an average of \$6,343 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,291
From Restricted Sources	\$358
From Unrestricted Sources	\$3,933
District	
From Unrestricted Sources	\$4,785
Percentage of Variation between School & District	17.81%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	20.43%

