

School Accountability Report Card

Reporting for school year 2007-2008 • Published in 2008-2009

Allen at Steinbeck

Grades K-8

SAN JOSÉ UNIFIED SCHOOL DISTRICT

855 Lenzen Avenue
San José, CA 95126
(408) 535-6000

Superintendent
Don Iglesias

Assistant Superintendents
Dr. William J. Erlendson
Chris D. Funk

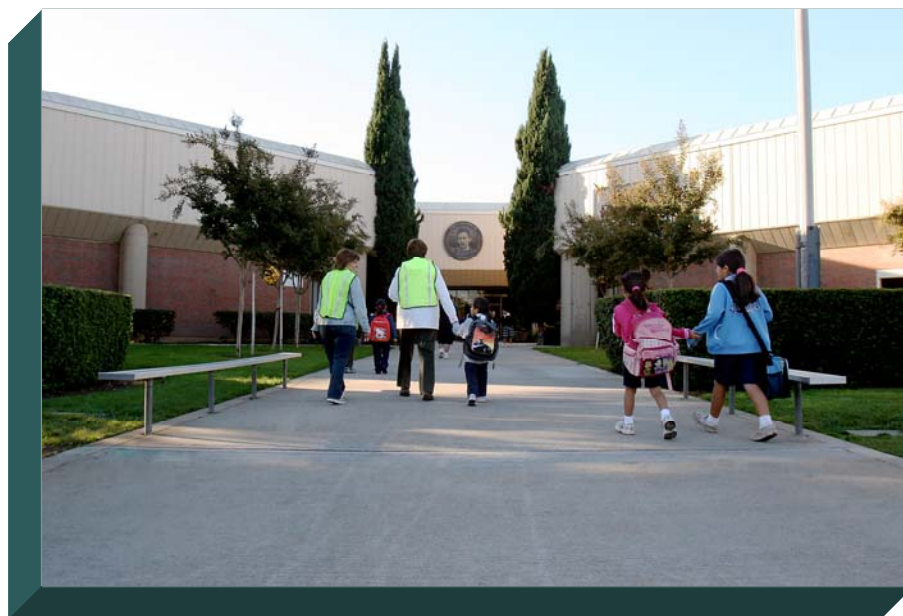
Board of Education

Pam Foley
Richard Garcia
Jorge González
Veronica Grijalva Lewis
Leslie Reynolds



Principal

Nicolas Flores
Nicolas_Flores@sjusd.org



Grades K-8

820 Steinbeck Drive ▼ San José, CA 95123
Phone: (408) 535-6205 ▼ Fax: (408) 578-6059

Trustee Area 5
Leslie B. Reynolds, Board Member



Principal's Comments

Allen at Steinbeck K-8 School officially became a K-8 School this year. We will continue to add a grade level per year until we reach eighth grade. Our school continues in providing all our students with the opportunity to achieve. We accommodate individual learning styles and maintain high, yet obtainable, expectations for our students. Allen at Steinbeck has highly trained staff members who work together to plan and implement a well-balanced curriculum that provides students with consistent, balanced instruction throughout their academic careers.

We take a very proactive approach-identifying students who need extra help. We use the many resources available at our school to work with these students and their parents to provide whatever assistance best meets each child's needs. Technology is integrated throughout all curricular areas and its use reflects the school's innovative approach to teaching and sense of community.

The Allen at Steinbeck School staff and the parent community works together to ensure student success and achievement and to promote life skills as well as promoting lifelong learning.

Vision
"Ascending Towards Academic Excellence"

Mission
 Provide our diverse student population with knowledge and skills required to achieve academic excellence and the skills necessary to become productive, responsible citizens.

Values:

We are:

- Enhancing student opportunities to think critically, creatively, to learn to solve problems individually and collectively.
- Stress academic excellence for all students in ELA, Math, Science, ELD, and Social Science.
- Promoting the Visual, Performing, and Fine Arts.
- The use of active learning will be integrated across the grade levels.
- Closing the achievement gap and accommodating individual differences by the use of standard based curriculum.
- Have ongoing assessments to identify gaps, utilization of the best instructional practices by all teachers.
- Teaching and promoting LIFESKILLS in order to obtain a positive school culture and climate.

Goals:

During the academic year we will:

- Promote an academic program with high expectations using data to drive our instructional program.
- Promote, expand, and enhance a positive school climate and culture.
- Build an effective teaching community based on trust, credibility, confidence, and mutual support.
- Promote and expand our school –parent and community partnerships.
- Provide professional development training for all staff members.

(1) Curriculum and instructional best practices.

GOAL: Promote an instructional program that will train students to think critically and creatively, solve problems individually and collectively.

(2) Use of data to drive the instructional program.

GOAL: Analyze the district benchmark assessment three times per year and realign the instructional program accordingly.

(3) Development of School-Parent-Community partnerships.

GOAL: Provide and expand school/parent/community partnerships.

(4) Development of professional teaching staff that is willing and able to ensure that all students will be successful in all content areas.

GOAL: Promote, expand, and enhance a positive school climate and school culture. Build an effective "team" based on trust, credibility, confidence, and mutual support.

Principal's Experience

Nicolas Flores has thirteen years of administrative experience and twenty-three years of teaching experience. Mr. Flores has been the principal at Allen at Steinbeck Elementary School for the past four years.

Major Achievements

- Met our AMAO III for our EL population in 2007-2008.
- CST Improvement Award for Special Education for Math Improvement.
- Met AMAO III goals for four consecutive years.

Parental Involvement.

Our School Site council consists of parent members, staff, and the administration. We have a parent advisory committee that oversees the English Learners program (SELAC) at our school. We also have a School Advisory Committee (SAC)

Our PTA consists of parents, teachers, and administration. They have raised funds to provide additional instructional materials for the classrooms and funded other student activities. To find out about our volunteer program you can reach the administration at (408) 535-6205.

Climate for Learning

Safety

Date safety plan updated: September 2008

Date safety plan last reviewed with staff: September 2008

Allen at Steinbeck's Safety Plan is updated yearly. We participate in District emergency drills several times during the school year as well as monthly fire drills. During the school year, we have safety assemblies presented by the police, fire department, and other social/city agencies. Students receive directions on how to deal with strangers and safety tips on walking to and from school.

Homework

Our homework policy is reflective of our District handbook policy booklet. Kinder, First and Second graders have 20 - 30 minutes a day of homework. Grades third to fifth can have homework assignments of 30 - 50 minutes a day. Homework assignments are given Monday through Thursday. We have a daily read of 20 minutes every day during the week.

We also have an after school homework/intervention program for students in 1st -5th grade.

Discipline

The discipline plan is developed by teachers, parents and students, and is provided to each parent at the beginning of the school year along with the District's Behavior Handbook. We believe that students who have positive self-esteem generally perform better academically and socially. Therefore, each classroom implements programs to enhance the self-esteem of its students. Students receive school-wide recognition through weekly classroom reviews, monthly student assemblies, and fun days, and lunch with the principal. Classroom teachers also include a description of their award system in the classroom discipline plans.

Suspensions and Expulsions—3 year comparison

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Rate of Suspensions	10.2%	14.1%	10.9%	13.2%	12.6%	13.6%
Rate of Expulsions	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Facilities

Allen at Steinbeck K-8 School is in its third year on the site of Steinbeck Middle School, which closed in June of 2005. The Allen at Steinbeck enrollment is 785 students. The facilities include 44 classrooms, a Media Center, a Computer Lab, two mobile computer labs, Speech & Language Rooms, and ELD/Reading Room, RSP Resource rooms, and a Science center with an Art Vista Room.

The school incorporates into its yearly schedule periodic fire and disaster drills in addition to campus-wide emergency plans and a close working relationship with local law enforcement agencies and neighboring schools.

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

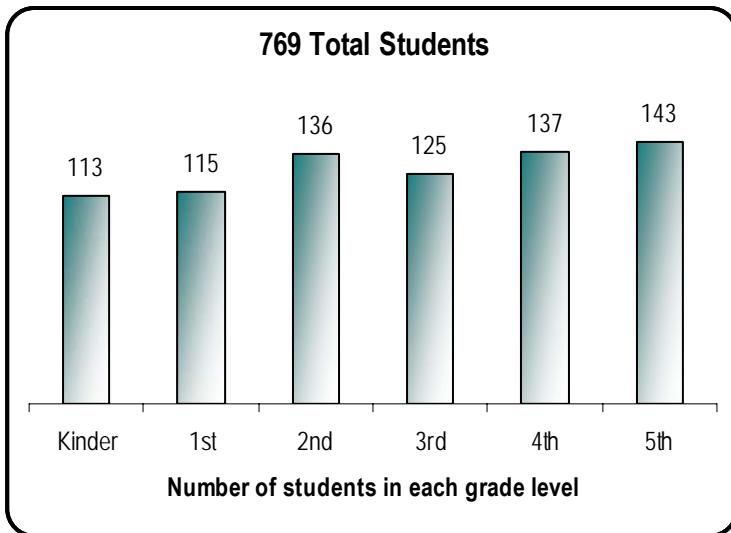
Date of Inspection—September 11, 2008	Good	Fair	Poor	Repair needed and action taken or planned
Gas leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (Interior and Exterior)	✓			
Interior Surfaces (walls, floors and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)			✓	Several banks of lights out; hand blowers in restrooms not working—Work orders submitted 10/08
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Roofs	✓			
Playground/School Grounds	✓			
Overall cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2007-2008 school year.



African American	9.36%
American Indian or Alaska Native	1.04%
Asian	11.83%
Filipino	2.73%
Hispanic or Latino	43.04%
Pacific Islander	0.39%
White (Not Hispanic)	28.48%
Multiple or No Response	3.12%
Socioeconomically disadvantaged	43%
English Learners	23%
Students with disabilities	15%



Class Size

Average Class Size and Class Size Distribution

Grade	2005-2006			2006-2007			2007-2008		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	20.0	6		20.0	6		19.0	6	
1	18.4	7		19.8	7		20.0	6	
2	19.0	7		19.7	6		19.0	5.0	1.0
3	26.8		5	29.5		4	30.3		4.0
4	29.8		4	25.4		5	30.5		4.0
5	30.3		4	29.3		4	31.0		4.0
6									
K-3									
3-4									
4-8									
Other									

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	39	38	37	1496
Without Full Credential	0	0	0	68
Teaching Outside Subject Area of Competence	2	0	0	5

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.



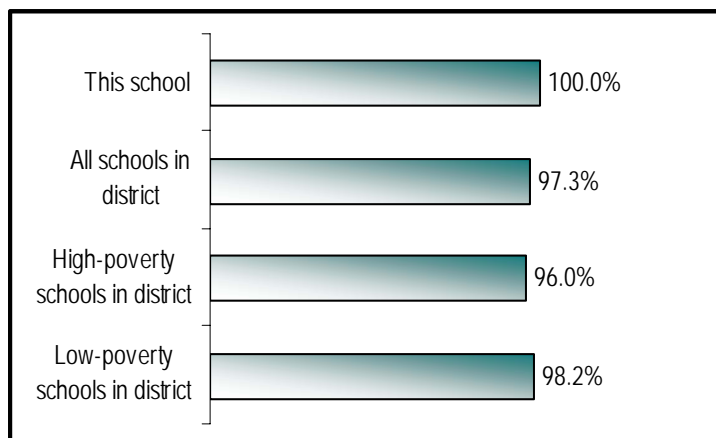
Teacher Misassignments and Vacant Teacher Positions

Indicator	2006-2007	2007-2008	2008-2009
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- Teacher misassignments (teachers assigned without proper legal authorization)
- Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic subjects taught by NCLB compliant teachers. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

Per the SJTA contract, site administrators will receive a list from human resources office, which will identify which teachers are to be evaluated for the current school year. All permanent teachers are evaluated one time per year. All temporary or probationary teachers are evaluated a minimum of two times per year. Each teacher who is evaluated will have a pre/post conference. The evaluations are sent to human resources.

To determine the classroom goals, our teachers set grade level goals as well as individual goals based on student work and State test data. This is done on the one to one with site administrators in mid October. The teachers will meet with the site administrators three more times through out the school year (January, April and late may) to review their goals and make changes as necessary. We take our preparation as professionals very seriously by setting aside time after school to attend trainings in math and writing. All new teachers are given a mentor by our District.

Professional Development

The District offers a number of staff development opportunities. Teachers that go to workshops or trainings, do trainings and presentations to other staff members. The district has three staff development days per year. Currently most of our trainings are centered on the district reading Initiative. We also have a staff development day set one day per month on Tuesday afternoon to work on reading, math, ELD, and other content areas.

Teacher Assignment

In the 2007-2008 school year, Allen at Steinbeck teachers numbered 40 teachers. We have three SDC teachers, and a full time RSP teacher. We have a full time Speech teacher and a .5 Speech teacher. We have a full time counselor, a full time Resource/Intervention teacher, and a full time ELD Resource Teacher.

Substitute Teachers

We are fortunate to have retired teachers from our school district and other teachers that only substitute at our school. If we cannot find a substitute, the principal and/or our resource teachers step in and teach.

Counselors

Allen at Steinbeck has 1 Full Time Equivalent Counselor for its 769 students.

Curriculum

Reading and Writing

The Kindergarten through fifth grade is using the District approved language arts text. Teachers supplement the text with classroom sets of books and Accelerated Reader. Assessment is provided by end of theme tests, along with district benchmark assessments.

Math

We use the Harcourt Brace Math program that teaches the State standards for kindergarten through fifth grade students. Every student receives a consumable or non-consumable pupil textbook. Lessons use visuals and manipulative (blocks, fraction pieces counting beads etc..) and workbook pages for reinforcement of math concepts. Each unit ends with a unit review and unit test that teachers use to mark progress. Accelerated Math is also used in certain grade levels.

Science

Our lab science program is up and running this year, with all classes, K-5, attending the lab every two weeks. Our 6th grade students receive science instruction daily and have access to the lab twice a week. In Science class, students participate in hands-on activities, demonstrations, and experiments. These lessons will help them to better understand the world around them, while putting the scientific method into practice and learning to utilize other scientific inquiry and process skills. Our teachers are working with new adopted text Scott Foresman Science, and have been implementing hands on inquires in their classrooms.

One focus of our science program this year will be our school garden, which we are aiming to expand into a fully functioning outdoor classroom. Last year, we got the garden off to a great start with the support of our school and local community members, and this year we would like to invite even more families to get involved. We have already secured some funding in the way of grants and the garden committee is working on a design plan. The goal of the garden is to create a space where students can make the connections between their academic content and the natural world. With changes to our program this year, we will provide more opportunities for all our students to engage in the garden activities.

Social Studies

Our school uses Macmillan / McGraw-Hill Social Studies program in Kindergarten through Fifth Grades. Teachers supplement the curriculum with real life experiences including field trips, speakers, and collaborative team projects.

Textbooks

The District has adopted in the past five years new language arts, science, and math programs which are aligned with the State education standards. We have primary kits and textbooks for all students in every content area. We must plan ahead on having the funding to purchase additional textbooks in these three content areas because of student growth. At this time, we are supplied with materials for the existing classrooms.

Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials in Core Curriculum Areas				
Reading/Language Arts	0%		Science	0%
Mathematics	0%		History-Social Science	0%
Foreign Language	0%		Health	0%
Visual and Performing Arts			Science Laboratory Equipment (grade 9-12)	0%
A list of textbooks and adoption dates is available at: http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf				

Specialized Programs

GATE

GATE students are individually assessed and assigned stimulating activities in reading and writing. Such activities are accelerated reader, field trips, and science projects. Our GATE students participate in a published collection of writings generated by the students.

Special Ed

We have three teams, the Student Study Team (SST), the Dropout prevention team (DOP) and the Coordination of Services Team, (COST) that consist of our counselor, Resource teachers, nurse, attendance clerk, health clerk, classroom teachers and the principal. These teams meet with staff and the families who may suspect a learning disability or whose behavior issues interrupt learning.

One counselor meets weekly with those students who need extra help.

At-risk students

At-risk students receive intensive after-school support.

English language learners

Based on our API (Academic Performance Index) our English learners continue to make sufficient progress. This year our goal is to reach/exceed the AYP target goal of 35.2% in ELA and 37% in Math.

Students with disabilities

Three full time Special Day Class (SDC) classroom teachers, one (RSP) teacher, two Speech teachers, an Occupational Therapist (OT) one day a week, and one adaptive PE teacher are available to students who qualify under Special Education Guidelines.

After-school programs

Allen at Steinbeck offers students a Homework Club and Intensive After-School support.

Tutoring

Volunteer and paid tutors are available to assist the students with the greatest need in ELA or Math.

Peer tutoring

Cross Age Buddy Program part of the Cornerstone Project.

School Finances (Fiscal Year 2006-2007)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$8,794	\$3,461	\$5,334	\$68,729
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	-3.44%	-11.53%	2.68%	4.72%
State			\$5,300	\$65,008
Percent Different - School Site and State			0.64%	5.72%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded

San José Unified School District spent an average of \$8,553 per student in the 2005–2006 school year, compared to \$7,860 per student spent on average by all unified districts in the state. Total operating expenses for the 2005–2006 year were \$255,329,802. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,584	\$40,721
Mid-Range Teacher Salary	\$70,360	\$65,190
Highest Teacher Salary	\$85,510	\$84,151
Average Principal Salary (Elementary)	\$87,838	\$104,476
Average Principal Salary (Middle)	\$101,285	\$108,527
Average Principal Salary (High)	\$108,876	\$119,210
Superintendent Salary	\$228,660	\$210,769
Percent of Budget for Teacher Salaries	37.7%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

Student Performance

California Standards Test (CST)

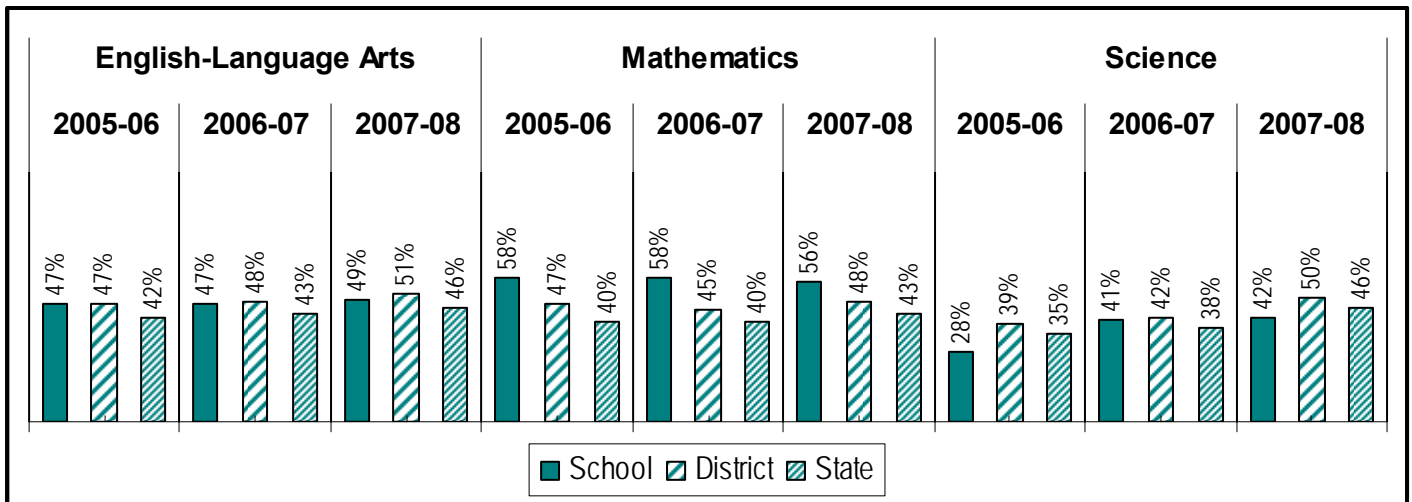
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliverately or inadvertently make public the score or performance of any individual student.*

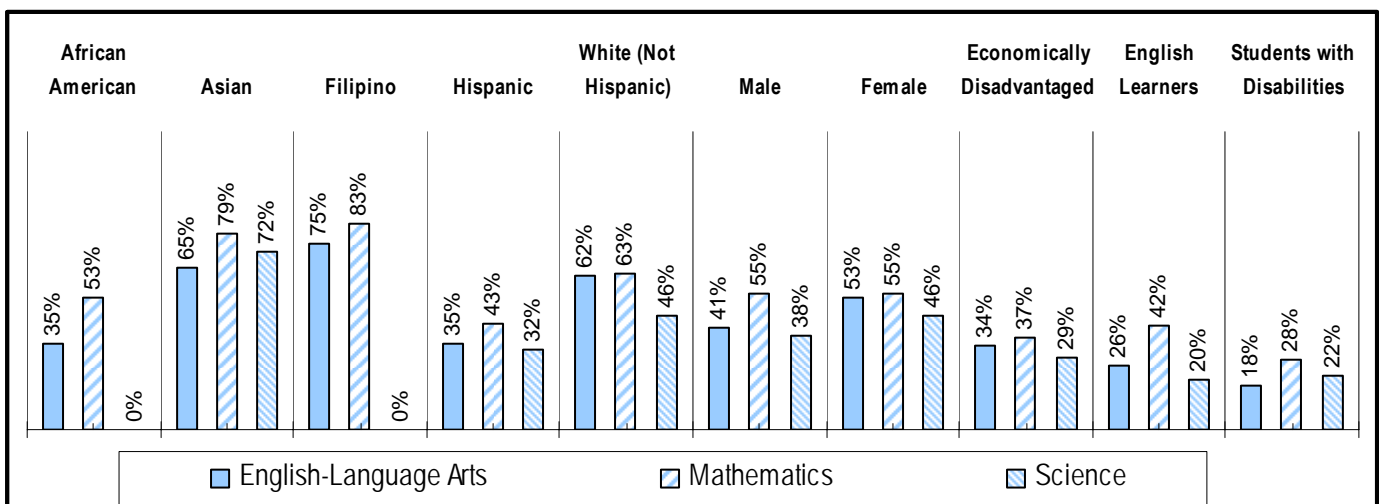
California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level



California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level



Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	4	7	6
Similar Schools	1	6	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All students at this school	79	-9	-13	767
Hispanic or Latino	55	0	-26	713
White (Not Hispanic)	138	-27	-8	803
Socioeconomically disadvantaged	44	-21	-6	700
English Learners	37	15	-21	708
Students with Disabilities		-53		

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

Federal Intervention Program (School Year 2008-09)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		11.5%
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

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.

California Physical Fitness Test

Grade Level	Percent of Students Scoring in the Healthy Zone in all 6 fitness standards
5	11.2%

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students at this school meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

(408) 535-6650 ▼ Fax (408) 535-2302

<http://www.sjusd.org>

Data and Access

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.