

## *School Accountability Report Card*

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

# Empire Gardens Elementary Grades K-5

## **SAN JOSÉ UNIFIED SCHOOL DISTRICT**

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San José, CA 95126  
(408) 535-6000

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Don Iglesias

**Assistant Superintendents**  
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Veronica Grijalva Lewis  
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*Principal*

Carlos E. Acosta  
Carlos\_Acosta@sjsud.org



**Grades K-5**

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Trustee Area 1  
Jorge González, Board Member

## Principal's Comments

Empire Gardens Elementary School is focused on student achievement. Our goal is that in 2010, Empire Gardens will be the first downtown school to become a California Distinguished School. A comprehensive Academic Language Acquisition (ALA) Program is available for Spanish-speaking English language learners. We also have a partnership with Partners in School Innovation, a non-profit organization that works with schools to help them close the achievement gap through teacher collaboration, data analysis, and peer observations.

Shared Vision: Empire Gardens is a community of lifelong learners where everyone has something to teach and something to learn. We believe that the professional judgment of a well-informed staff is more effective than any program. Empire Gardens provides an environment of safety, trust, and respect for all. Through our commitment and collaborative efforts, and by continuously improving, we are creating a village to educate each and every child.

## Principal's Experience

Mr. Carlos E. Acosta was assigned principal for the 2005-2006 school year. Mr. Acosta has six years of experience as a principal. He has a total of 21 years of experience in the field of education as an administrator, resource teacher, and classroom teacher.

## Major Achievements

- Received funds through an AB8255 grant to provide counseling services and improve attendance.
- Improved attendance rate.
- Implemented a Saturday Academy for the second year in a row.
- Received a grant from the Mercury News to give a free book to every child.
- The PTA received several commendations from the local PTA Council.

## Parental Involvement

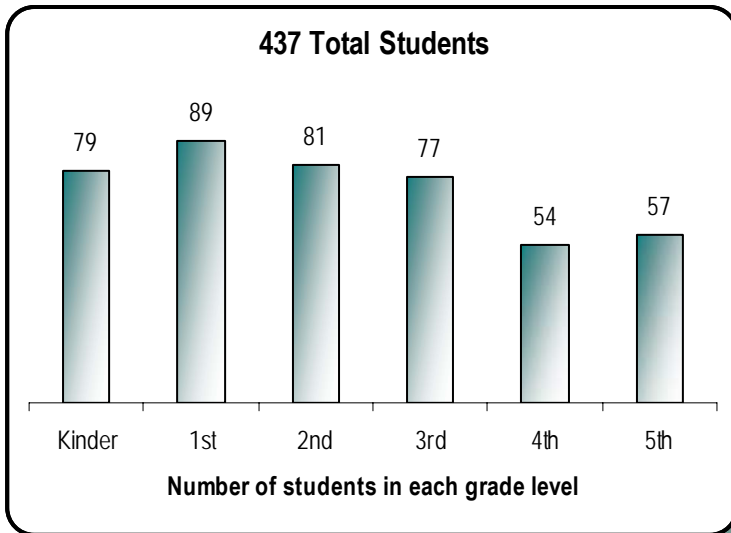
Parent involvement is critical to student success. Information for families regarding parenting skills, literacy, and computer technology was provided through workshops at the site. A weekly "Coffee with the Principal" takes place every other Tuesday after school starts. A very active PTA sponsored family activities and fundraisers that improved the learning environment and student self-esteem. Monies earned through these fundraisers provided supplemental programs and materials for classroom and school wide use. Parents are welcome to volunteer in the classroom.

We have started a variety of programs to increase parent involvement at Empire Gardens. We are providing ESL classes for adults on site. We also have established the Reading Club program in Kindergarten and First grade, where parents, students, and teachers work together to develop the child's literacy skills. Additionally, parents can participate in the parent literature circles and in the Coffee with the Principal every Tuesday.

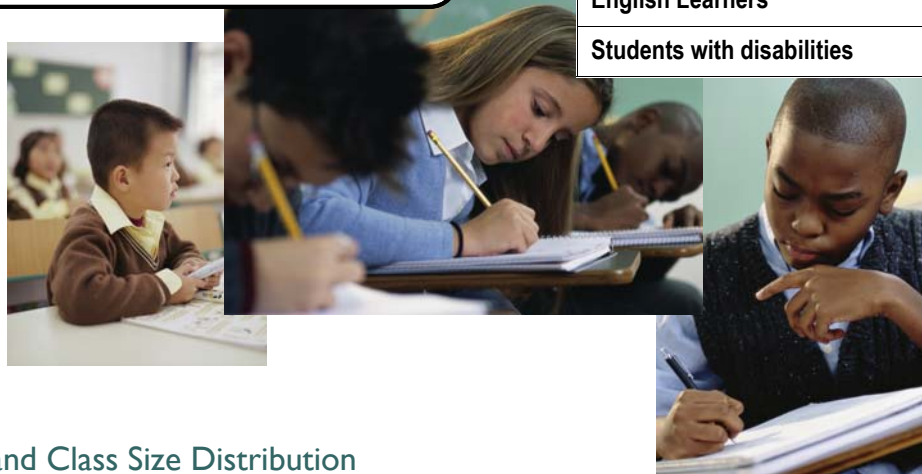
For further information about our parent volunteer program, please contact Frank Perez, the school's Outreach Consultant.

## 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	1.14 %
American Indian or Alaska Native	0.92 %
Asian	2.06 %
Filipino	1.83 %
Hispanic or Latino	88.33 %
Pacific Islander	1.37 %
White (Not Hispanic)	2.75 %
Multiple or No Response	1.6 %
Socioeconomically disadvantaged	88 %
English Learners	77 %
Students with disabilities	8 %



## 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	4		19.8	4		19.7	3.0	
1	20.0	3		19.3	4		16.8	4.0	
2	20.0	2		19.8	4		19.3	3.0	
3	25.5		2	28.0		2	29.5		2.0
4				24.3	1	2	25.0		1.0
5	24.7		3	26.5		2	23.5		2.0
6									
K-3	20.0	3		19.0	1		16.7	3.0	
3-4	28.0		1				28.0		1.0
4-8							23.0		1.0
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).

# Climate for Learning

## Safety

**Date safety plan updated: August 2008**

**Date safety plan last reviewed with staff: August 25, 2008**

Student safety is a high priority. Before and after school both teachers and support staff provide supervision. Close supervision is provided during recesses and lunch breaks. Supervision is also provided in the area for pick up/drop off of students. Monthly Fire Drills and District wide Disaster Drills are conducted to assure student safety in case of emergency. The staff was trained in emergency procedures, earthquakes, fire drills, code red, and shelter in place.

## Homework

Students in kindergarten through fifth grade receive nightly homework assignments. All students are asked to read 20 minutes daily as part of our reading program. Classroom teachers determine other homework assignments based on classroom curriculum. The students are responsible for homework completion and return.

## Discipline

The School Discipline Plan is included in the Empire Gardens Handbook, which is given to all families at the beginning of the school year. A committee was formed last year, and the committee revised the school's behavior plan. Copies of the District's Student and Parent Information Handbook are also provided for parents. The information in the handbooks describe school and district policies regarding behavior. These processes include: Dragon Tickets, Dragon Store and classroom rewards for appropriate behavior. The handbooks also describe the negative consequences, such as: detention recess, office referrals, and suspension guidelines. A violence prevention program called PeaceBuilders has been implemented at Empire Gardens since 2005.

**Suspensions and Expulsions—3 year comparison**

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Rate of Suspensions</b>	10.9%	12.9%	16.7%	13.2%	12.6%	13.6%
<b>Rate of Expulsions</b>	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

Empire Gardens School was opened over 40 years ago in portable classrooms with more portables being added through the years. Phase I of a new kindergarten playground was installed in January 2000. In fall of 2000, a school task force recommended that the school be rebuilt on the current site. The Site Design Committee met several times during the year to review plans and make recommendations. The rebuilding of Empire Gardens began in June 2003. During the 2003-2004 school years, the school was housed at an interim site. The new school was opened in the fall of 2004. Our new facilities include a multi-purpose room, a computer laboratory, a library, and two resource rooms. A driveway was added to ensure safety when students are picked up or dropped off. The site also includes a spacious parking lot with landscaping. During the 2005-06 school year, we added a new playground, basketball courts, and a volleyball court to our beautiful, clean campus.

**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 25, 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	✓			Panels blocked in storage room and janitor's closet. Electrical room full in admin building east. Work orders submitted
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)		✓		Drinking fountains need cleaning.
Restrooms		✓		Boys restrooms and men's faculty restroom not clean. Toilet tissue holder broken in 1st floor girls restroom. Janitor notified.
Sewer	✓			
Roofs	✓			
Playground/School Grounds	✓			
Overall cleanliness	✓			

## Overall Summary of School Facility Good Repair Status

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	22	26	23	1496
Without Full Credential	2	1	1	68
Teaching Outside Subject Area of Competence	0	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.



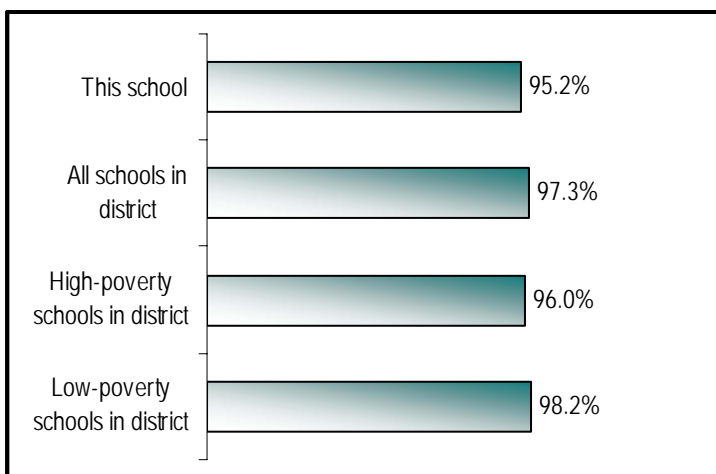
### Teacher Misassignments and Vacant Teacher Positions

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

Securing and retaining highly skilled teachers is very important at Empire Gardens. To support teacher improvement, two staff members serve as mentor teachers to new teachers to the site. Many site-based trainings are provided for staff members throughout the year. Teachers may enroll in additional training such as District or privately sponsored workshops. They may also participate in the Peer Assistance and Review process. Permanent teachers are evaluated every other year. Temporary and probationary teachers are evaluated every year until they become permanent employees. The teacher evaluation procedures and criteria are defined in the bargaining unit contract.

## Professional Development

All staff members are committed to increasing their professional skills. During the three Special Staff Development days, instruction is provided in: Reading and English Language Development strategies, techniques to improve math instruction, analysis of student data, and methods for improving student-writing skills. Staff members also select and attend trainings / conferences that support their individual professional growth plans for renewal of their teaching credential. In 2004-05 staff, development included training in GLAD to improve skills in English Language development and in Reading and Math using state adopted textbooks. We have three resource teachers assigned to coach teachers in the following areas: language arts, math, and English Language Development (ELD). In 2005, we began a partnership with Partners in School Innovation. This organization works with schools like ours to help them close the achievement gap through data analysis and reflection of teacher practice.

## Substitute Teachers

We were fortunate to have qualified substitutes when needed. If necessary, the Principal or a site Resource Teacher would substitute for a class. All of these staff members are fully credentialed.

## Support Staff

Empire Gardens has 1.0 FTE Academic Counselor.

# Curriculum

## Reading and Writing

We use the Houghton Mifflin reading program, which is state-adopted and standards based. We follow a pacing calendar to deliver instruction, and students are given a benchmark test every six weeks to measure growth. In addition, students are given a performance-based assessment in writing three times a year to determine if students are progressing.

## Math

The District adopted math program (Harcourt Brace), which teaches the State standards for kindergarten through fifth grade students was used at Empire Gardens. Every student received a consumable or non-consumable pupil textbook. Lessons used visuals and manipulatives (blocks, fraction pieces counting beads etc.) and workbook pages for reinforcement of math concepts.

## Science

Teachers use the State and District science standards when building their lessons and units. Many units are integrated and thematic. In addition, the District-adopted textbook series is available and used by the staff. "Hands On" learning is the preferred method of teaching science concepts, and supplemental science materials support this method.

## Social Studies

Using both the District adopted textbooks and District and State content standards, many social studies units are integrated with writing, science, and even math. Upper grade students are required to either do a project or report during the year to show they have mastered the subject matter. The use of the library and the Internet is encouraged to find needed information.

## Textbooks

Empire Gardens' curriculum includes all recently adopted District curriculum materials. Students also have access to hundreds of copies of trade books and books for the *Accelerated Reader Program*. We have enough books for all students in every area for every grade. New Social Studies textbooks were adopted in 2007-2008 and science textbooks were adopted in 2008-2009. A new math adoption was implemented in 2002 – 2003. The district will be considering a new math adoption this year. The Reading program was adopted in 2003-04

All students have access to individual copies of all state adopted textbooks and all instructional materials that are current and in good condition

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: <a href="http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf">http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf</a>				

## Specialized Programs

### GATE

The needs of students identified as Gifted and Talented (GATE) are met through their participation in "Differentiation of the Curriculum" strategies for meeting the needs of diverse populations. Training is provided for teachers in these specific strategies.

### Special Ed

A part time Resource Specialist (RSP) works with those students identified with special needs. These students spend the majority of their day in the regular classroom, and work with the RSP for only a small portion of each day.

### At-risk students

At risk students receive services through the Student Study Team (SST) process. The SST team is made up of teachers, the counselor, an administrator, the parent, and the student. Areas of concern are identified and an action plan is developed. The counselor also monitors students with attendance problems. Additionally, monthly COST (Coordination of Services Team) meetings are held to review cases of students at risk.

### English language learners

Empire Gardens provides an Academic Language Acquisition (ALA) Program at all grade levels. Spanish speaking English Learners may opt for the ALA program through a signed Parental Exception Waiver indicating their preference for this educational option. English Learners may also choose Structured English Immersion (SEI) classrooms. Special Designed Academic Instruction in English (SDAIE) strategies are used in these classrooms. All classrooms provide English Language Development (ELD) activities as part of their daily schedule.

### Students with disabilities

An instructional associate may be provided to students with special needs who qualify for the services.

### After-school programs

A program is offered daily for 3 hours after school. One hour is dedicated to homework and the other two hours to recreational and/or educational activities.

### Tutoring

Many of our teachers provide tutoring to small groups after school.

### Peer tutoring

High school students assist students in the after school program.

## 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	\$9,999	\$4,638	\$5,361	\$65,717
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	9.79%	18.56%	3.20%	0.13%
State			\$5,300	\$65,008
Percent Different - School Site and State			1.15%	1.09%

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 Jose Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://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)

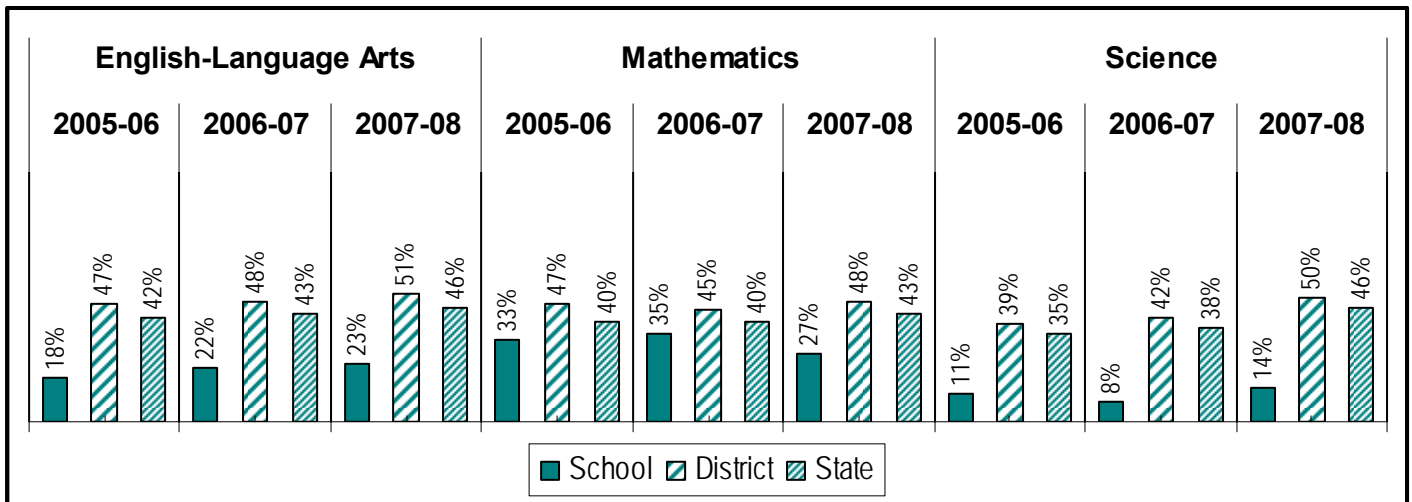
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- 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.*

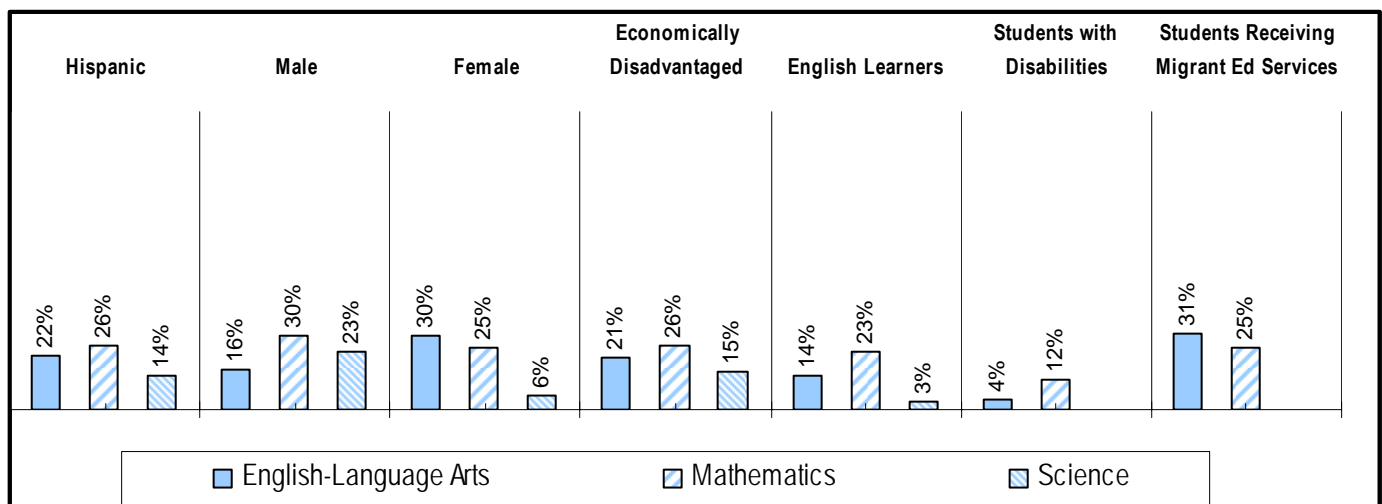
### California Standards Test (CST) All Students—Three-Year Comparison

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	2	1	1
Similar Schools	2	1	1

### 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	-16	13	-19	626
Hispanic or Latino	-6	8	-16	614
White (Not Hispanic)				
Socioeconomically disadvantaged	6	8	-22	615
English Learners	15	15	-15	609
Students with Disabilities				

### 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	No	No
API	Yes	Yes
Graduation Rate	n/a	Yes
<p><b>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.</b></p>		

## Federal Intervention Program (School Year 2008-09)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement Implementation	2003-2004	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	n/a	6
Percent of Schools Currently in Program Improvement	n/a	11.5%
Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

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	6.7%

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/tq/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.