

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Almaden Elementary

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Grades K-5



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Board of Education

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This school is in Trustee Area 4.



Principal's Comments

The Almaden School Mission is to prepare all students to strive for high academic success, be socially responsible, and aspire to be confident, positive, and productive members of an ever-changing society. We embody this mission through rigorous academic teaching, programs that promote a positive school climate and student safety, an appreciation of our diversity and cultural heritages, opportunities for student leadership, and a strong support system for academically struggling students. We demonstrated great progress when Almaden students met all academic proficiency goals measured by the Academic Performance Index (API) and Adequate Yearly Performance (AYP). Clearly, Almaden is closing the achievement gap. Students succeed when they work in a positive school environment that meets their needs. Almaden is proud of its outstanding accomplishment.

As a Title I school, we are committed to serving our students. This can only be accomplished by our teachers' commitment to professional development, through which they continuously learn cutting-edge Best Teaching Practices in the essential curricular areas of reading, writing, and mathematics. All teachers have received AB 466 Reading First and AB 466 Math training through the Santa Clara Office of Education. They have also received training in Frontloading, Universal Access, GLAD strategies, and Cultural Diversity. In the past several years, all teachers were trained in practical proven systems of teaching writing skills to every child. First, second, third, fourth and fifth grade classes participate in the Accelerated Reader program enabling students to read books on their own and take an immediate computerized assessment.

All teachers are trained and follow Grade Level Meeting guidelines. During these weekly meetings teachers closely evaluate student data in order to provide an individualized teaching approach for all students (differentiation), and to identify and provide strategic academic intervention where needed. Professional development is emphasized throughout the year. Goals for this year are to continue to move English Language Learners into Proficient and Advanced categories as measured by the CELDT (California English Language Development Test), and to continue the upward trend of overall student achievement in Language Arts and Mathematics as measured by our CST scores.

Principal's Experience

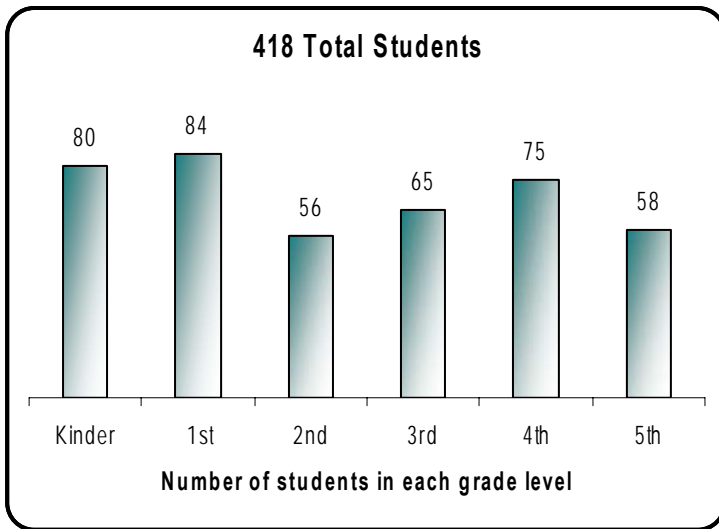
Mr. Enrique Pin has been Principal at Almaden Elementary since the 2007-2008 school year. He is a 20-year veteran in Education, with teaching and administrative experience at all levels of primary and secondary public education. During Mr. Pin's tenure, the school has moved to higher levels of proficiency. There was double-digit growth, as measured by the API and AYP, for the 2008-2009 academic school year. Parents, teachers, and students are proud to share Almaden's success and vision.

Major Achievements

- Almaden Elementary's major achievements have been critical to our success in meeting our API and AYP goals, and are as follows:
- Implementation of the Accelerated Reading program to help all our students increase reading scores.
- Double digit percentage increase among all sub-groups in ELA and Math on the CST.
- Implementation of interventions before and after school and on Saturdays.
- Implementation of "Language!" a Language Arts curriculum for students who are below grade level in reading.
- Continued implementation of school wide Guided Language Acquisition Design Strategies (GLAD) in all classrooms.
- Implementation of the After School Homework Club, with a computer lab component focused on reading and math, supervised by Almaden teachers.
- Implementation of a school-wide instructional schedule to be followed with fidelity for the core subjects.
- Implementation of various parent workshops training for parents in reading and math and parental skills.

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 2008-2009 school year.



African American	2.87 %
American Indian or Alaska Native	1.20 %
Asian	3.11 %
Filipino	1.91 %
Hispanic or Latino	80.86 %
Pacific Islander	0.24 %
White (Not Hispanic)	7.66 %
Multiple or No Response	2.15 %
Socioeconomically disadvantaged	85.00 %
English Learners	63.00 %
Students with disabilities	9.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2006-2007			2007-2008			2008-2009		
	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	18.0	3		18.0	4		20.7	1	2
1	16.8	4		20.3	2	1	20.3	3	1
2	16.3	4		18.3	3		17.7	3	
3	26.5		2	31.0		2	30.5		2
4	26.5		2	28.0		2	26.0		2
5	26.5		2	30.0		2	27.0		2
6									
K-3				20.0	1		19.0	1	
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).

Parental Involvement

Parent volunteers are welcomed into the classroom. They are encouraged to participate in school activities and to become members of the PTA, School Site Council, and the Bilingual Advisory Committee. In order to encourage participation of our parents, we hold monthly morning parent training classes, parent in-services, and monthly coffee conversations with the principal.

To have greater participation of parents in a single evening, the School Site Council, English Learners Advisory Council, and Parent Teachers Association meetings have been streamlined to meet the same evening. A state preschool program is now available and in partnership with the YWCA, day care is now available onsite.

Parent education classes have been expanded to include six-week mini-workshops and morning classes to help parents learn to teach their children reading skills. Parents have been recruited to read to the primary grades in the Dichos de las Madres program. We will continue to recruit parents for school activities and to help them get involved in the learning process for their children in order to achieve maximum student success. We continue to build a closer partnership with parents and the community. Together, we strive to implement the best possible program for all our students.

We also held Family Literacy Nights for our parents. In these workshops we supported our parents with tools and ideas to foster Literacy at home for our students.

To find out more about our parent programs, please contact Mr. Javier Chavez (Counselor) or Mrs. Shelley Alberti (Parent Liaison) at 408-535-6207. We are providing you with this information in the hope that it will help you determine the quality of education and services your student is receiving, or will receive, at Almaden Elementary School. We have implemented several new programs that we believe will improve our students' academic performance.

Climate for Learning

Safety

Almaden Elementary School has conducted and created a comprehensive school safety plan that follows District and school policy. The Safety Plan was updated Oct. 15, 2009 and reviewed with staff on Oct. 20, 2009. Monthly Fire drills and quarterly earthquake drills ensure orderly responses by teachers and students in such an event. In addition, teachers are trained in safety procedures for a "Shelter in Place" event. Our annual school climate survey consistently indicates that students (and teachers) feel safe at school. Almaden strongly promotes positive social interactions between students on the playground, in the classroom, and in the cafeteria. Our "Peace Builders" and student-trained "Conflict Managers" programs promote a school-wide sense of personal safety and an atmosphere of community at Almaden. Students feel that teachers and the administrative team are available help them with problem solving.

Homework

Almaden's philosophy toward the value of homework is that it is an essential life skill that teaches students responsibility, time-management skills, and enhances the classroom curricula. The homework policy involves nightly reading that is appropriate for the student grade level and ability, as well as review of grammar and math concepts taught during instruction. At Almaden, homework centers for enrichment and remediation have been implemented to help students do well in their course work. Currently there is an after school homework center, a math center and a computer-assisted math and reading programs after school. Teachers are part of our after-school homework center program to provide individualized help with homework.

Discipline

Almaden has the Peace Builders Program, a behavior plan developed to encourage positive student interaction. Students recite the Peace Builder Pledge each morning after the flag salute. Parents are educated in the goals of the program in addition to receiving a copy of the District's Behavior Handbook. We believe in recognizing and rewarding positive behavior. Achievement in academics, attendance, and citizenship are recognized through monthly Super-Star, Super-Citizen, and Peace

Builder assemblies. Recognition programs are in place to reward student work, attendance, and behavior. In addition, selected students have been trained in conflict management and resolution techniques. The rules and consequences of misbehavior are discussed and posted in every classroom, but every effort is made to reward positive behavior, which serves as a deterrent to negative behaviors.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	8.3%	7.7%	11.2%	12.6%	13.6%	11.8%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2 %	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

The current Almaden School site was opened in September 1974. The school's maintenance is done on a regular basis. There is one full-time day custodian and a crew of four one-hour night custodians. Almaden students and staff have a high regard for the appearance of the school and the beautiful murals that adorn the school. Student volunteers receive special recognition for keeping the school campus clean. These combined efforts have resulted in a low incidence of vandalism. Almaden began upgrading the facility in the summer of 2001. Upgrades included new carpeting, heating, air conditioning units, a new roof, upgrading our electrical wiring. In the summer of 2006, work was done in the bathrooms, playing fields, and areas prone to flooding. In the summer of 2007, a major renovation was done to the main media center building. Our playground equipment was renovated during the summer of 2009. Previously open-walled classrooms were enlarged and enclosed. Small Group Instruction workrooms were added, as well as fresh paint, new carpeting, new counters, and shelving.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems Gas leaks, Mechanical/HVAC, Sewer			✓		There were 24 deficiencies in this area. All deficiencies cited the need to clean heating and a/c vents.
Interior Interior surfaces		✓			There were 3 deficiencies in this area. They included a cover coming off the cubbies and a counter needing repair in Rooms KA and KB and 4 missing ceiling tile in Room 18.
Cleanliness Overall cleanliness, Pest/Vermin Infestation					
Electrical				✓	There were 14 deficiencies in this area. They included a loose thermostat control in Nurse's Office, need to replace burned out light bulbs and missing outlet covers in classrooms and offices and to fix lights outside cafeteria as they stay on 24/7.
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There were 4 deficiencies in this area. A window is blocked by a book shelf in Room 164, window latch broken in PS1, weather strip needs replacing in Room 21 and window stuck in Room 21.

Overall Summary of School Facility Good Repair Status as of August 25, 2009.

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	23	24	24	1503
Without Full Credential	1	0	0	77
Teaching Outside Subject Area of Competence	0	0	0	0

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.



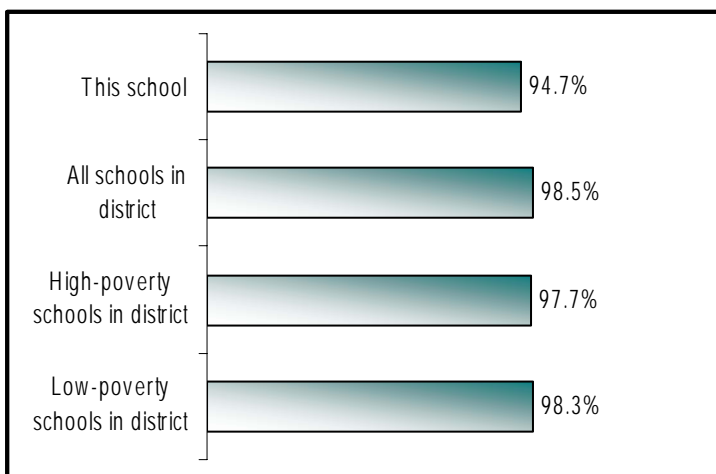
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
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 classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

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/>.

Teacher and Staff Information

Evaluating/Improving Teachers

All temporary and probationary teachers are evaluated twice each year for three years. All permanent teachers are evaluated every other year. The current evaluation procedure has been updated and provides greater support for teachers. The District provides new staff with Mentor Programs, including Beginning Teacher School Assistance (BTSA), Professional Development Coaches (PDC), Peer Assessment Review (PAR) and many trainings from classroom management strategies to long term planning processes.

Professional Development

All K-5 teachers participated in training sessions throughout the year. The scope of professional development offered and supported by the Educational Services, ranges from supporting teachers in the certification process, i.e. CLAD, BCLAD, SB65 and AB 466 training, to in-service in State and local instructional priorities such as the reading initiatives and the math/science development. In addition, teachers have received training from the school district on Universal Access (UA), Guided Language Acquisition Design (GLAD), and Frontloading. There have been nine in-service days over the past 3 years dedicated to staff development in best practice teaching methods, and weekly staff meetings during which teachers are trained and implement student data analysis to guide their teaching practice. Discussions during these meetings have expanded teachers' expertise in GLAD, Frontloading, SDAIE, and Universal Access instructional strategies.

Substitute Teachers

When teachers are absent, it is important to hire highly qualified substitute teachers. The quality of instruction depends on the ability of the substitute to maintain the program in the teacher's absence. A shortage of substitute teachers is a critical problem throughout California. This is compounded by the fact that San Jose Unified School District competes for the same pool of substitutes as neighboring districts.

Academic Counselors

Almaden has 1.0 FTE academic counselor for its 430 students.

Curriculum

Reading and Writing

Students in K-3 receive 150 minutes per day of uninterrupted Language Arts instruction and Grades 4/5, 120 minutes. All K-5 staff members have received training in the Reading First AB 466 instructional program. The Third, Fourth, and Fifth grade classes are participating in the Accelerated Reader program in which students read appropriate reading leveled books on their own and are assessed on a computerized quiz. Students keep a record of how many books they have read during the year. Additionally, the majority of teachers have been trained in The Step Up to Writing program. It is a practical, proven system of teaching writing skills to every child.

Math

The goals in mathematics for Almaden students are to develop fluency, procedural skills, an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical problems. Learned skills will include recognizing and solving routine problems, communicating precisely about quantities, logical relationships, and unknown values using signs, symbols, models, graphs, and mathematical terms. Students' progress will be measured by Benchmarks, CST, PBA, mini quizzes, Chapter Tests and other teacher prepared assessments.

Science

Based on District standards for science, the students understand and apply the concepts of physical science, life science, and earth and space science. They learn to think scientifically, conduct scientific investigations, understand, and use scientific tools and technologies, communicate and understand scientific information and processes, and understand how developments in science and technology affect society and the environment. At Fifth Grade, all students are required to take the California Standards Test in Science. They are well prepared by teachers to be proficient in Science concepts.

Almaden 4th graders have participated in the Children's Discovery Museum's hands-on BioSITE program for the past seven years. Through this outstanding program, students do monthly fieldwork at the Guadalupe Creek where they perform water quality testing and learn about wetland ecology and geology.

Social Studies

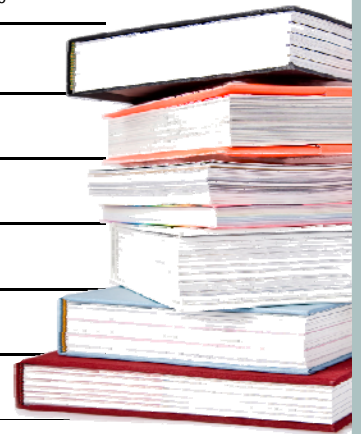
All students develop knowledge and cultural understanding, incorporating learning's from history and other humanities, geography and social sciences. The students will acquire knowledge based on the District's standards for History and Social Science.

Textbooks

Core Curricular textbooks from Houghton Mifflin for Reading and Harcourt Brace for Math are used as designated by new textbook adoptions and the SJUSD Division of Instruction to meet the SJUSD, and State Standards. Math instruction is enhanced for students by using online components of the Harcourt program in the computer lab. All students are provided with the core subject area textbooks and supplementary instructional materials.

PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

Reading/Language Arts	0%
Mathematics	0%
Foreign Language	0%
Science	0%
History-Social Science	0%
Health	0%
Science Laboratory Equipment (grade 9-12)	0%



A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Specialized Programs

GATE

To further nurture the child's development, additional school site support services provide three annual meetings for parents of gifted children, and a yearly professional development workshop for classroom teachers on differentiated classroom instruction to meet the academic needs of the gifted student.

Special Ed

Curriculum resources for Special Education students include Math Steps, Test Ready, Computation tests, Step Up to Writing, Touch Math, Project Write, and a variety of reading materials. Students also receive computer training in the classroom and computer lab. To support students reaching their academic potential level based on District standards, Almaden has in place the following staff: Two pre-school SDC/ Transition Specialists, one RSP, and one Speech/Language Pathologist.

At-risk students

Students who are two years below grade level in reading receive the Houghton Mifflin "Language!" series for reading development. At risk students also receive services from the school Drop-Out Prevention Counselor, receive before or after school academic intervention, receive differentiated instruction in the classroom, and Universal Access intervention during the instructional day.

English language learners

The Core Curriculum for English Language Learners is in five levels: English Language Development, (linking the regular core curriculum), Primary Language Instruction, Specially Designed Academic Instruction in English (SDAIE), Mainstream Academic Instruction and Self-Image, (GLAD) Guided Language Acquisition Design, and Cross Cultural Instruction.

English Learners who have been in the ALA program since kindergarten receiving primary language instruction, will transition into English literacy by the end of the third grade. Prior to testing for reclassification, every student will have been provided with the Step Up To Writing Process, Reciprocal teaching, Accelerated Reader Program in the Spanish Learning Center and Classroom Libraries.

After-school programs

Almaden has active after-school programs that enhance our curricular goals. They include the "After-School All Stars," the "Boys and Girls Learning Club of Silicon Valley," and "Soar to Success" Intensive Reading Instruction. Additionally, there are before and after school Interventions in reading and math. The Saturday Academy was an additional program to support student achievement.

Tutoring

Almaden has been fortunate for many years to have the "Elfun" tutors working with students in reading and math. These tutors are former professionals from General Electric, and they enhance student learning through one-on-one intensive tutoring, while building special relationships with their tutees.

School Finances (Fiscal Year 2007-08)

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	\$10,835	\$5,044	\$5,781	\$69,972
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	14.02%	24.70%	5.92%	0.33%
State			\$5,512	\$65,905
Percent Different - School Site and State			4.88%	6.17%

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 \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. 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 2007-08)

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	\$45,165	\$42,065
Mid-Range Teacher Salary	\$74,634	\$67,109
Highest Teacher Salary	\$90,708	\$86,293
Average Principal Salary (Elementary)	\$110,863	\$107,115
Average Principal Salary (Middle)	\$114,513	\$112,279
Average Principal Salary (High)	\$123,169	\$122,532
Superintendent Salary	\$251,999	\$216,356
Percent of Budget for Teacher Salaries	37.80 %	39.40 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards

Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

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

The CAPA and CMA are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [<http://star.cde.ca.gov>]<http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>]<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately 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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	28	28	38	48	51	54	43	46	50
Mathematics	49	55	61	46	48	50	40	43	46
Science	28	23	24	42	50	52	38	46	50

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

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science
Hispanic or Latino	36	58	19
White (not Hispanic)	56	88	*
Male	28	59	30
Female	47	63	19
Economically Disadvantaged	34	60	20
English Learners	25	52	14
Students with Disabilities	50	41	*

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	2006	2007	2008
Statewide	5	4	3
Similar Schools	9	8	5

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			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	-20	7	20	753
Hispanic or Latino	-17	15	18	736
White (Not Hispanic)				
Socioeconomically disadvantaged	-8	12	20	743
English Learners	-14	21	12	719
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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<p>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.</p>		

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
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 Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4	25.0	26.9

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that

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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.

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<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.