

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Ernesto Galarza Elementary

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Grades K-5



Principal

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Superintendent

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Assistant Superintendents

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Board of Education

Jorge González	Trustee Area 1
Richard Garcia	Trustee Area 2
Pamela Foley	Trustee Area 3
Veronica Lewis	Trustee Area 4
Leslie Reynolds	Trustee Area 5

This school is in Trustee Area 3.



Principal's Comments

This year we continue our goal of bringing together the two schools, which occupy the Ernesto Galarza site, into one community. Ernesto Galarza has highly trained staff members who are committed to doing what is right for children. They work together to provide a strong instructional program in ELA, Math, Science, Social Studies and English Language Development (ELD). We use the many resources at our school to support the students and parents. The use of technology is integrated through out the curriculum. The Ernesto Galarza staff and community work together to ensure student success and academic achievement as well as promoting life long learning.

Vision

**“TWO SCHOOLS, ONE COMMUNITY” “PUTTING CHILDREN FIRST”
“VISSION, PASSION, PURPOSE”**

Mission

Ernesto Galarza Elementary School provides a safe, positive, and nurturing environment. All children are challenged to set academic and behavior goals to achieve their greatest potential by taking responsibility for their learning. The use of weekly team meetings: with an emphasis on the cycle of inquiry, focus on individual students to target there specific needs. The resulting synergy fosters a universal feeling of responsibility for the success of all students. We take a proactive to identifying students, who need extra support, accommodate individual learning styles and maintain high expectations for all students. No longer working in isolation, staff members have become a collaborative team, dedicated to the development of the responsible child within the family, school, and global community.

School Goals:

- The use of current instructional curriculum and best practices strategies.
- Provide a positive schools climate and culture
- The use of data to drive all decisions
- Create an effective teaching community
- Expand our Parent and teacher partnership
- The continual pursuit of professional development and growth
- Meet or exceed AYP/API targets in order to exit out of Program Improvement status.

Because of Program Improvement status, our staff is emphasizing reading comprehension and writing. Galarza's team of educators and classified staff work together with families and the community to provide a learning environment, academically focused with specific API and AYP targets.

Principal's Experience

Susana Ornelas- Paredes came to Ernesto Galarza as the principal in the fall of 2007. Prior to that, she worked for two years as the Assistant Principal at Allen at Steinbeck, where she successfully merged the Randol and Allen communities. She has also worked as an ELP coordinator at the site and district level. She has more than 10 years of direct classroom experience at the elementary level in Bilingual Education and ELD. During her time at Galarza she has successfully merged the two schools that share the campus into one community.

Art Gonzalez came to Galarza last year as the Assistant Principal in the fall of 2008. Prior to this he worked as the AP at Graystone Elementary and was the ELP coordinator for Allen at Steinbeck. Art has more than ten years experience as a classroom teacher, and is GLAD trained.

Major Achievements

- Met AYP targets for ELA and all significant subgroups.
- Met AYP targets for Math and all significant subgroups.
- Met API targets.
- Increased Academic Performance Index (API) (+8)
- Implemented the Standard Mastery Tracking for ELA and Math.
- Achieved AMAO1 Targets for ELL
- Achieved AMAO2 Targets for ELL
- Established weekly grade level planning templates for ELA and Math
- Continued to work with Ruth Miller to improve student achievement
- Implemented the Art Vista program
- Award of Garden Grant
- Developed effective collaboration between the Galarza and Hammer Montessori communities

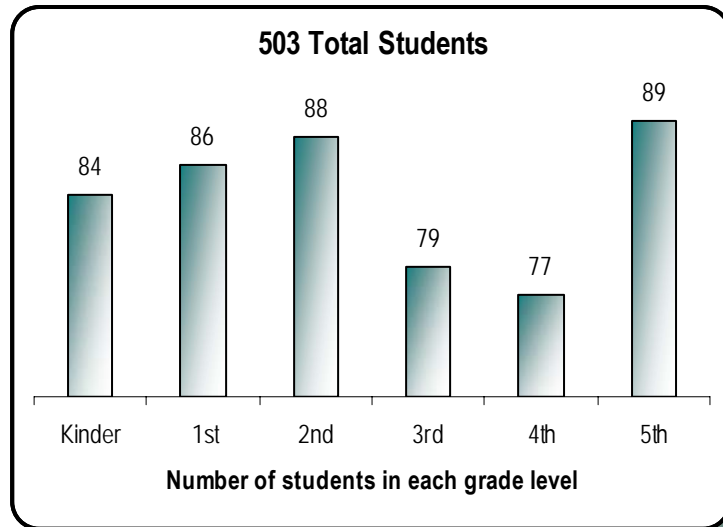
Parental Involvement

Parents assist in developing and reviewing the Title 1 Parent Involvement Plan, which includes parenting skills; home-school communication; training for instructional and support roles; strategies and techniques for assisting their children; preparing parents for governance and advocacy; access to community and support services. The plan is updated annually. In addition parenting classes were provided to teach parents how to help their children with Reading, writing and Math homework.

Parents are involved in the governance of Ernesto Galarza by participating in monthly School Site Council (SSC) and School English Language Advisory Council (SELAC) meetings. Parents of GATE students meet three times a year to discuss programs and vote on the GATE budget. Parent volunteers work in the classroom, coordinate classroom projects, chaperone field trips and assist with special activities. Our PTA holds monthly meetings regarding school programs and provides monetary support services for all students. PTA sponsors our annual Walk-A Thon, Valentine Day event, two movie nights, and an end of school year dance. . At the monthly "Principal's Second Cup of Coffee," parenting workshops are offered. Additionally, this is an informal way to communicate with parents regarding their interests and concerns for the school. For further information, please contact our Parent Liaison, Diana Borrego at 408 535-6671.

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.



Student Enrollment by group	
African American	7.55 %
American Indian or Alaska Native	0.99 %
Asian	2.39 %
Filipino	1.79 %
Hispanic or Latino	80.91 %
Pacific Islander	0.40 %
White (Not Hispanic)	4.17 %
Multiple or No Response	1.79 %
Socioeconomically disadvantaged	83.00 %
English Learners	55.00 %
Students with disabilities	8.00 %



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+		1-20	21-32	33+
K	19.6	5			19.5	4			20.0	4		
1	19.7	3			19.5	4			19.0	3		
2	20.0	3			20.0	3			17.8	4		
3	28.0		3		28.5		2		30.0		2	
4	28.0		3		30.5		2		30.0		2	
5	26.5		2		28.7		3		30.3		3	
6												
K-3	19.0	1			17.5	2			20.0	2		
3-4									30.0		1	
4-8	29.0		1									
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: October 2008

Date safety plan last reviewed with staff: October 2008

Safety Plans are reviewed annually before the end of each September. The key elements in the plan is: that of student safety and student respect for one another. Staff members reviewed literature and visited other campuses in search of a way to uniformly promote a behavior plan that would encourage all students to show mutual respect and, therefore, feeling safer at school.

There is supervision on campus 30 minutes before school and 20 minutes after school. Our supervisors are comprised of parents and community members. We hold monthly fire drills. Our district schedules four district-wide earthquake/disaster drills each year.

Homework

Our homework policy is reflective of our District handbook. Homework assignments are given Monday through Thursday. Kinder, first and second graders have 30 – 45 minutes of homework nightly. Third, fourth and fifth graders may be assigned homework that takes 30 – 60 minutes to complete. As part of our Literacy Campaign all students have a daily reading requirement of 20 minutes, and must write a brief summary of what they have read.

We have implemented a school wide after school homework program for students in K-5th grade. Teachers work with their students in small groups for one hour per day, four days a week

Discipline

Based on input from all staff members, members of the Leadership Team developed a School Wide Discipline Plan. Our discipline policies reflect the District Student/Parent Handbook. We practice progressive discipline for all behavior incidents, except violations of the Ed. Code that are zero tolerance. 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 lunch with the principal. Classroom teachers also include a description of their award system in the classroom discipline plans. We teach Peace Building strategies curriculum and use the Peace Path as our method of conflict resolution with all students. All teachers submit their classroom discipline plan, which is in accordance with the school wide discipline plan. Last year the 4th and 5th grade students participated in the EXPECT RESPECT workshop, sponsored by Project Cornerstone.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	15.3%	16.0%	12.3%	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

Galarza is in its seventh year of existence. The two-story, 'closed' environment provides a safe learning atmosphere for all students and staff. Fixtures, appliances, and facilities are all new and in working condition. One daytime custodian is responsible for the cleanliness of all student bathrooms, the cafeteria, and the emptying of trash throughout the school. A district-coordinated 'night-crew' is assigned for two hours daily to vacuum stairways, maintain the office, health office, staff room, classrooms, libraries, computer lab and adult bathrooms. A weekly grounds crew is present to weed, rake, water and complete general yard work.

Currently, Hammer Montessori shares the facilities with the Galarza community.

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	✓				
Interior Interior surfaces	✓				
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 2 deficiencies in this area. Girls and boys restrooms both had trash on the floor.
Electrical	✓				
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There was 1 deficiency in this area. The restroom in 101K needs toilet tissue and toilet seat covers.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of August 27, 2009

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2008-09	2008-09
With Full Credential	28	26	24	1503
Without Full Credential	0	0	2	77
Teaching Outside Subject Area of Competence	2	1	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.



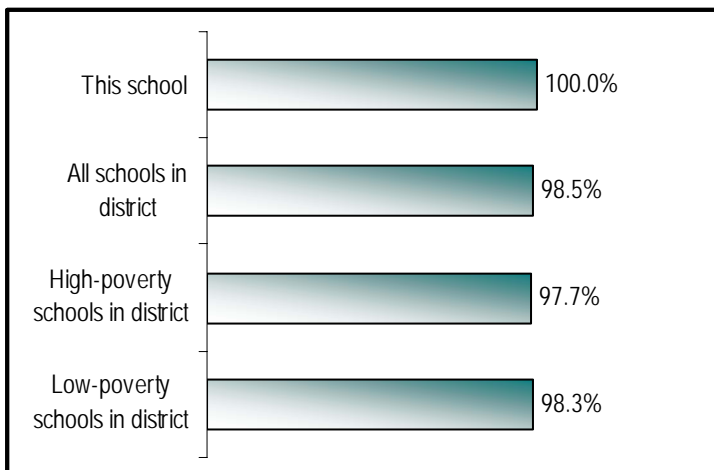
Teacher Misassignments and Vacant Teacher Positions

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/>.

Evaluating/Improving Teachers

In accordance with the SJTA contract, temporary and probationary teachers are assessed twice a year, while permanent teachers are assessed every other year. Evaluations are based on the District protocol that is aligned to the California Standards for the Teaching Profession, with elements analyzed on a four-level rubric. 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

District wide, there are three, six-hour Staff Development Days scheduled throughout the year. There are two, three- hour In-service days, and one six -hour in-service day for the purpose of Parent Teacher conferences. Due to budget constraints, two of the staff development days were used as Work Furlough days. Staff meetings are held the second Tuesday of every month. The remaining Tuesday, are set aside for grade level planning in ELA and Math. Staff may also request time to observe in other classrooms, and/or in other schools. Additional funding is available for staff to prepare and plan for implementation of new strategies. Follow- up discussion occurs monthly in grade level team meetings.

Staff is supported through the PI process under guidance from PI Lead, District Advisory Governance team (DAGT), Resource coaches and administrators.

Substitute Teachers

We are fortunate to have retired teachers from our school district and from our Willow Glen community who have substituted at our school. If we cannot find a substitute, the students are placed in other classrooms or the resource staff and site administrators step in and teach.

Support Staff

Galarza has the following certificated and classified staff.

- One full time Literacy Coach
- One full time Title I teacher
- One full time English Learner program coordinator
- One full time DOP counselor.
- Four .50 –Reading Tutors

Curriculum

Reading and Writing

The Kindergarten through fifth grade students participate in the Houghton Mifflin Reading Program. This comprehensive reading program groups allot 60 minutes daily for Kindergarten classes. The students in 1st- 3rd have a two and a half hour reading block. The students in 4th and 5th have a two-hour reading block. Included in the reading block is a 30-minute Universal Access time, which allows for differentiation of the curriculum, depending on the student needs. In addition, the Accelerated Reader Program provides additional reading opportunities. LANGUAGE! is a district wide reading intervention program for students in the 4th and 5th grade who are two or more years below grade level. The students work with the LANGUAGE! teacher for two hours per day, five days per week.

Math

The math curriculum follows the state framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Hands-on materials are integrated extensively into the District-adopted core curriculum to provide concrete experiences and to facilitate acquisition of basic skills. Students review daily Strategic Schooling Strategies, aligned with state standards and test themselves regularly for speed and accuracy using Fifty-In-A-Minute. Math is integrated throughout the curriculum at all grade levels.

Science

Science materials are integrated into the State framework and benchmarked District standards. Beginning in kindergarten and continuing through fifth grade, students learn scientific processes and relate these to the world around them. The new district Science curriculum offers many hands on science projects. In addition, a complete array of FOSS Science kits, developed by the Lawrence Hall of Science provides additional depth and understanding as supplemental materials. All fifth graders attend Walden West for a week of Outdoor Science Camp.

Social Studies

The social studies program integrates cultural materials and philosophy into the California State Framework. The blended curriculum integrates literature, math, science, art, and music. We focus on the relationship of the child to the bigger concept of time and place in history. Children research historical characters and prepare presentations and displays for events such as Colonial Days and Gold Rush Days. Cooperative learning and multi-age grouping encourages interaction and collaboration.

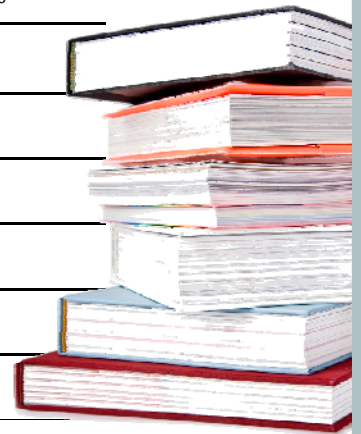
Textbooks

New textbooks are selected from State-approved lists that have been piloted by all grade levels throughout the District. All students have access to textbooks and supplementary text materials for class and/or home use in order to complete assigned projects. Additional materials, such as leveled books, Accelerated Reader titles, and manipulative help supplement the core curriculum. The Harcourt Brace Math series was adopted in 2002/2003. The Houghton Mifflin reading Series was adopted in 2003/2004. All students have access to the core curriculum, including texts and other supplemental materials.

As affirmed through a William's Settlement Site visit in September 2008, all students have access to textbooks and other instructional materials in each core subject area.

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

GATE students are individually assessed and prescribed stimulating activities in reading and writing in their classrooms. In addition, students are grouped by ability in reading and math when working on Accelerated Reading and Accelerated Math. The students at this time are able to excel at their own pace. They constantly test out periodically to monitor their learning and conference on their progress with the classroom teacher.

Special Ed

We have two teams, the Student Study Team and a COST that consist of our counselor, 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 who may have behavior issues that interrupt learning. The teachers take these students through the SST process, and may refer the student for Special Education review if sufficient progress has not been made after systematic academic interventions have taken place without any significant growth. One counselor meets weekly with those students who need extra help.

At-risk students

Students are identified based on academic or social performance, as well as outside mitigating factors. Initially, students are taken through the Student Study Team process to help develop a plan whereby the student's needs are addressed. Follow-up meetings are held monthly to review the plan and adjust, as needed. Interventions may include after school intervention programs, Saturday Academy, buddy teachers, peer tutoring, or other outside services. Monitoring is done along the timeline of the Student Study Team process.

English language learners

At Galarza, approximately two-thirds of the students are English learners from many diverse backgrounds and ethnicities. They are supported daily by the staff through our English Language Development Program. The English Learner Program Coordinator is a coach and resource for the teachers in the Bilingual and Structured English classrooms. Students below the proficiency level on our AYP (Adequate Yearly Progress) are tutored in Language Arts or English as a Second Language by our Program Assistant, in the classroom or in a pullout session. In addition, an After School Program provides further support in Language Arts and Math for our students. All students in grades K- 5th will regroup their students for ELD by grade level. This enables the classroom teacher to teach the ELL students at their appropriate CELDT levels.

Students with disabilities

RSP, Speech, and Occupational Therapy. Galarza works with the district office to align services for those with disabilities, in accordance with their IEPs.

After-school programs

After school programs are supported through a Title 1 grant based on our Program Improvement status. Supplemental Economic Services (SES) programs are provided for all students who are identified as low social economic status (LSES) Additional funds come from the City of San Jose. Our program provides extended-day enrichment services to groups of students needing additional assistance in Reading, Writing, and/or Math. Groups are kept small (6-10 students) and are taught by a credentialed classroom teacher.

Tutoring

Tutors are supported using Title 1 funds and offer assistance in Reading to those who are below grade level.

Peer tutoring

Peer tutoring is implemented in a variety of ways and for a variety of reasons. Upper and lower grade teachers will partner their classes for Peer Tutoring in Reading. Kinder teachers invite fifth grade students into the classroom to read to their students. Students needing a boost in self-esteem and sense of belonging, will return to their previous teachers and assist in the classroom with student work.

School Finances (Fiscal Year 2007-2008)

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	\$10,996	\$5,247	\$5,750	\$69,070
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	15.71%	29.72%	5.35%	-0.96%
State			\$5,512	\$65,905
Percent Different - School Site and State			4.32%	4.80%
<p>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/.</p>				

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	29	33	38	48	51	54	43	46	50
Mathematics	38	44	50	46	48	50	40	43	46
Science	19	51	34	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
African American	27	27	*
American Indian or Alaska Native	*	*	*
Asian	*	*	
Filipino	*	*	
Hispanic or Latino	37	51	30
White (not Hispanic)	56	50	*
Male	32	51	35
Female	44	48	32
Economically Disadvantaged	36	50	33
English Learners	28	48	13
Students with Disabilities	4	23	*
Students Receiving Migrant Education Services	38	44	*

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	2009
Statewide	2	3	3
Similar Schools	4	5	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	28	15	8	734
Hispanic or Latino	37	17	19	739
White (Not Hispanic)				
Socioeconomically disadvantaged	25	29	17	730
English Learners	43	10	24	716
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	In PI	In PI
First Year of Program Improvement Implementation	2004-2005	2009-2010
Year in Program Improvement	Year 5	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	29.5	35.2	18.2

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/tq/pfi/>.

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.