

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

San José Community Middle

1155 East Julian Street
San José, CA 95116

Phone: (408) 279-2550
Fax: (408) 288-7386

Grades 6-8



Principal

Rosa Nieto
Rosa_Nieto@sjusd.org

San José Unified School District

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

Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

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Principal's Comments

Community Schools are educational options, which provide safe, challenging, and supportive learning environments for students with diverse needs by teaching academics and life skills and motivating students to envision and create their futures. Minimum instructional day is 360 minutes.

San Jose Community School's mission is to provide expelled students and other referred at-risk students, grades 6-12, with a well-supervised, structured, small classroom environment, where students abilities are assessed and individualized and group instruction takes place to best meet each students needs. A challenging, standards-based academic program addressing individual students learning modalities and abilities, with emphasis on pro-social skills and the building of student self-esteem through academic success, will enable students to become functioning, productive members of society.

The staff members of Community School believe:

- that is essential to maintain a safe, supportive environment that emphasizes positive self image and personal responsibility.
- that students' personal issues need to be address to prepare them for academic success.
- that flexible scheduling and varied delivery systems give all students the opportunity and encouragement to succeed.
- in providing specialized programs for drug treatment, gang intervention, and personal counseling.

Principal's Experience

Rosa Nieto has served as San Jose Community School principal for the last 5 years. Ms. Nieto has been an administrator with San Jose Unified School District since July 2002. She was also a high school counselor for 10 years prior to becoming an administrator.

Major Achievements

- Refined our Check-in procedures which reduced the number of in class disturbances.
- Instructors developed similar classroom rules and grading polices which increased students' expectations.
- Instructors implemented a Positive Behavior reward system to decrease student office referrals.
- Instructors implemented an After-school Study Hall program where students are provided one on one assistance.

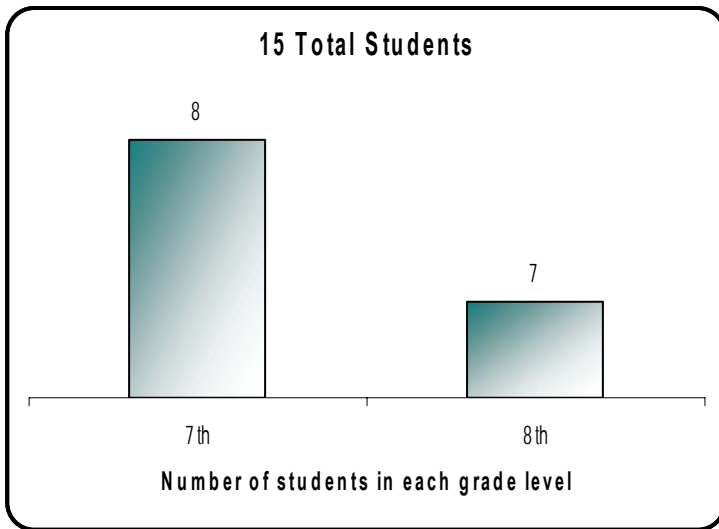
Parental Involvement

Parents are required to attend a mandatory orientation meeting prior to their student enrolling at San Jose Community School. An Open House is held in the fall. Parents are invited to attend our Student of the Month awards events and they encourage them to visit their child's classroom. Teachers, Counselors and School Administrators are available to meet with parents in regards to their students' academic progress or support services.

For further information on parent involvement, please contact us at 279-2550

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	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	80.00 %
Pacific Islander	%
White (Not Hispanic)	13.33 %
Multiple or No Response	6.67 %
Socioeconomically disadvantaged	63.00 %
English Learners	27.00 %
Students with disabilities	20.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	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+
English	6.1	14	0		4.3	9	0		4.8	6	0	
Mathematics	25.0		1									
Science	12.5	1	1									
Social Science	5.0	4			4.5	6			4.5	4		

This table displays by subject area 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

San Jose Community School Safety plans were reviewed and updated November 2009 by our school Leadership Team that included all certificated staff. The plan includes emergency procedures for evacuations, intruders on campus and natural disasters. In addition, we participate in the district –wide emergency drills and Code Red drills with the San Jose Police Department.

Our students follow the rules outlined in the District's Student and Parent Information Handbook. Students and parents are asked to agree to all of our school rules and dress code, which includes a mandatory common dress policy prior to enrolling. We require students and parents to sign a Neutral Territory Agreement to which they agree to leave all gang, drug, alcohol, and violence out of our school.

Homework

Homework and extra credit is assigned at the discretion of the classroom instructor.

Discipline

San Jose Community School provides students and their families with discipline guidelines and behavior expectations at orientation meeting. Parents and students are asked to sign all documents acknowledging and accepting school rules and expectations. The forms establish a clear system of rewards and consequences that include detention, On-campus suspension, and suspension. High School teachers and Middle school teachers are required to set common classroom rules and expectations that are aligned to the school, district, and state policies.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	877.8	682.6	626.7	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

San Jose Community School moved to its current location in August 04. There are 12 classrooms, a counseling center, computer lab, multipurpose room, and administration building. The campus is gated and fenced and is well maintained. A small open field is available for students to use for recreational activities. Students also use the outdoor handball and basketball courts during lunch and PE. The facility is safe, clean, and well maintained by the custodial and grounds personnel. The restrooms at the school are fully operational and clean.

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	✓				
Electrical		✓			There were 2 deficiencies in this area. Lights were out in Rooms 14 and 15.
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
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 September 13, 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	2	1	1	1503
Without Full Credential	0	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.



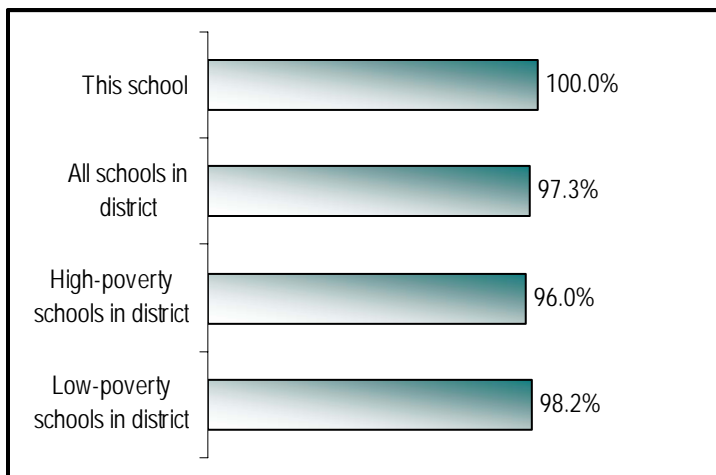
Teacher Misassignments and Vacant Teacher Positions

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

San Jose Community School administration follows the guidelines for teacher evaluation as set forth by the District. Certificated staff participated in monthly meetings where they discuss “Best Practices” and evaluate academic program.

Professional Development

Opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period.

The teaching staff participates in all district in-service and curriculum development activities. In addition, the staff is committed to continual self-development to improve their teaching skills and classroom management.

Teacher Assignment

All teachers at San Jose Community School hold a full or preliminary credential and are highly qualified under NCLB in at least one subject area. All have CLAD certification to work with English Language Learners.

Substitute Teachers

San Jose Community School maintains a list of qualified substitute teachers who have prior experience working with at risk students.

Leadership Team

San Jose Community School administration and certificated staff form the school Leadership Team. The leadership team meets weekly to discuss students progress and to evaluate school program.

Curriculum

Reading and Writing

The English department uses Character Based Literacy Program as the core program for all English classes including RSP and SDC. It is a value-themed literacy program that uses a wide selection of recommended readings and supportive materials to meet California Reading Language Arts Standards. The comprehensive program includes daily written, oral, and visual language with linked instruction in coping, cooperation, and thinking skills. This combination helps to build literacy while increasing positive thoughts, values, and behaviors in classrooms. In addition, students' 10-12th grades receive CAHSEE prep class prior to every exam.

Math

The Math department uses a standard-based instructional program for Math1-8, Algebra, Geometry, and Algebra II. In addition, students' 10-12th grades receive CAHSEE prep class prior to every exam.

Science

The Science department implemented a Character Based Literacy Science program this year. Science teacher attended a weeklong training program on implementation and delivery of instruction. CBL Science is a value themed program that focuses on Biological themes that are based on character. The program includes hands on and computer activities that relate to students lives. A program called "Too Good for Drugs and Violence" is used once a week to teach prevention of alcohol and tobacco use and also in dealing with conflict resolution and anger management.


Social Studies

The Social Science department offers one subject per year alternating between World History and U.S. History. Instructors use a variety of teaching tools including group projects and presentations.

The special education program is designed to specifically meet the needs of students with learning disabilities through the Resource Specialist Program and the Special Day Class. Instruction is provided in math, English, science, and social science. Students are mainstreamed into elective and academic classes based on academic achievement and assessment.

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

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	\$22,037	\$21,033	\$1,004	\$59,883
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	131.90%	419.98%	-81.60%	-14.14%
State			\$5,512	\$65,905
Percent Different - School Site and State			-81.79%	-9.14%

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	3	9	10	48	51	54	43	46	50
Mathematics	3	18	7	46	48	50	40	43	46
Science	0	6	47	42	50	52	38	46	50
History-Social Science	0	0	0	39	43	49	33	36	41

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	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	*	*		
Filipino				
Hispanic or Latino	4	4	50	0
White (not Hispanic)	*	*	*	*
Male	13	8	46	0
Female	*	*	*	*
Economically Disadvantaged	9	9	50	0
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

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	B	B	B
Similar Schools	B	B	B

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	B	B	B	B

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by *Education Code* Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

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
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

Federal Intervention Program (School Year 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
7			

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/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

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.