

## School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Willow Glen Middle

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Grades 6-8



Principal

Mark Molina  
Mark\_Molina@sjusd.org

## San José Unified School District

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### Superintendent

Don Iglesias

### Assistant Superintendents

Dr. William J. Erlendson  
Chris D. Funk

### 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

### Vision:

Willow Glen Middle School's vision is to provide a safe, nurturing environment where all of our students will strive to be self-directed learners, responsible members of our community and will attain grade level or higher academic skills. Our school, parents, and community will work as a partnership so that all feel included, valued, and part of the vision of our school.

### Mission:

#### Willow Glen Middle School is better when:

- All students feel they belong
- All students reach their potential
- We develop our technology skills
- We recognize everyone's strengths
- Our community rallies behind us
- We work as a team
- We have fun

Willow Glen Middle School is a unique learning community focused on engaging students in academics that are intellectually challenging as well as athletics, the arts, and service opportunities. We empower our students to discover and develop new talents and skills.

We are bound by the Ram Way, which compliments our emphasis on academic excellence by focusing on strong character development and life skills: respect, making good decisions and solving problems.

Willow Glen Middle school uses data driven instruction to provide an enriching academic experience. Students take courses such as Pre Algebra, Algebra 1, Geometry, Algebra 2/Trigonometry, Solar Energy, Leadership, High School Equivalent Spanish 1 / 2, Spanish 3 / 4, French 1 / 2, French 3 / 4, Introductory French and Spanish, Choir and Concert Choir, Beginning and Intermediate Band, Drums, Speech and Debate, year long science in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, and 3D and 2D Art. Teachers collaborate weekly to share best practices and discuss teaching strategies.

Athletically, we are part of three athletic leagues and participate in Soccer, Softball, Wrestling, Volleyball, Basketball, Track, Cross Country, and Flag Football. Our 8<sup>th</sup> Grade Basketball Team was League Champs in '07-'08.

Students participate in a wide array of clubs:

Campus Life, CJSF, COW (Changing Our World), Cheerleading, Applause Concert Choir, Drama, Friends of Rachel, Garden Club, Leadership, Math Club, STRUT, ASB (Student Council), Robotics, Yearbook/Journalism.

Learning at Willow Glen Middle continues outside of the academic day: Students attend After School all Stars for homework help, sports, and enrichment. Students travel to France and Spain as well as New York City, Washington, D.C., and Boston to experience history and culture.

We value our parents' involvement in their children's' education and are fortunate to have strong parent participation starting with our active PTA and Foundation.

Willow Glen Middle strives to continually improve and expects to be a high performing school. Staff continues to investigate new research based strategies to enhance educational opportunities for all students.

We invite you to visit and learn more about the special community at Willow Glen Middle School.

### Our students tell it best:

*"Willow Glen has a lot of PMA – Positive Mental Attitude." – Alexandria*

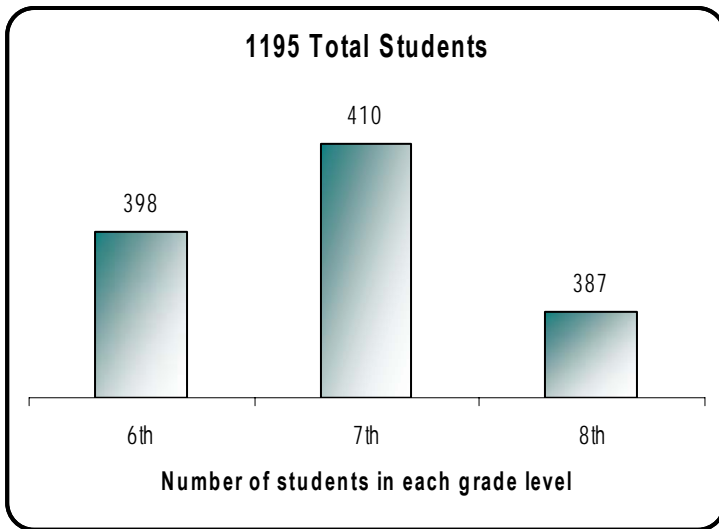
*"Feels like home – lots of really good friends, nice people and really good teachers that help us through anything! Go Willow Glen Middle!" – Will*

*"The teachers are great and the school spirit is awesome!! Respect and Peace is what makes Willow Glen Middle School welcoming." - Lisa Marie*

*"Willow Glen isn't just another shell on the seashore, its a piece of sea glass that gleams above all the rest." - Michael*

## 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	5.44 %
American Indian or Alaska Native	1.00 %
Asian	5.27 %
Filipino	1.76 %
Hispanic or Latino	55.40 %
Pacific Islander	0.17 %
White (Not Hispanic)	30.13 %
Multiple or No Response	0.84 %
Socioeconomically disadvantaged	45.00 %
English Learners	23.00 %
Students with disabilities	12.00 %



## 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	23.8	32	36	6	22.8	31	30	9	24.5	19	35	8
Mathematics	28.4	3	33	11	28.4	8	15	14	29.7	2	22	11
Science	28.6	4	15	6	31.2	1	18	13	30.3	1	25	13
Social Science	27.1	6	16	5	27.9	5	21	8	29.8	3	29	7

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).

## Principal's Experience

After serving five of her ten years in administration for SJUSD, the last two years at WGMS, Ms. Erin Green left SJUSD to pursue further opportunities in Los Altos.

Mr. Mark Molina is serving his first year as principal of WGMS during the 2009-2010 school year. This is his tenth year in administration. Past schools include Casa Grande High School in Petaluma, Green Acres Middle School in Visalia, and Earlimart Middle School in Earlimart.

## Major Achievements

- WGMS is the only middle school in SJUSD that offers 7<sup>th</sup> period courses such as Leadership, Band, Choir, Yearbook and Robotics
- WGMS participated three Sporting leagues, offering students many choices to participate and compete in a wide array of sports
- Offered a writing tutorial class to assist students close to re-designation on Saturdays. This has resulted in significant growth in our reclassification rate for 2006-2007. In addition, our District Writing Assessment shows significant growth.
- Expanded an aggressive cheer leading program for 6<sup>th</sup> through 8<sup>th</sup> grades.
- Expanded our active participation in California Jr. Scholarship Foundation
- 4th year of department/ grade level collaboration (three times a month).
- Re-designed and implemented an aggressive campaign for activities using Leadership students that include a stronger WEB (We all belong) program.
- Implemented PBIS, Rachel's Challenge, and Expect Respect programs to address school climate.

## Parental Involvement

Parent involvement is considered a vital resource at WGMS. Research shows that it is important for middle school students to have their parents involved with the school. Willow Glen Middle School parents are involved in a variety of different ways: volunteering in the office, and classrooms, assisting with after-school activities, supervising dances, supporting students in the classroom, working on campus during lunchtime, decorating for graduation exercises, or planting flowers on campus. Parents are encouraged to join the Parent-Teacher Association, School Site Council, and/or the Site English Learner Advisory Committee. The PTA supports the school through volunteerism, campus beautification, and fundraising in order to supplement teacher resources. We also have a strong Willow Glen Foundation, which raises approximately eighty thousand dollars for the high school and middle school. Last year the Willow Glen Foundation focused on technology and purchased numerous projectors for social studies teachers, InterWrite Boards for all of our math teachers and several other tools to help bring technology to the classroom at WGMS. This year, the Foundation focus is "Growing Readers."

For further information on our parent volunteer program, please contact Angelica Yates, Assistant Principal of Guidance and Activities. Angelica\_Yates@sjusd.org 408.535.6277

## Climate for Learning

### Safety

Willow Glen Middle School's safety plan was reviewed and updated October 6<sup>th</sup>, 2008.

The safety plan is reviewed with staff on an ongoing basis. We revisit portions of the plan on a monthly basis at our staff meeting. The plan was reviewed in its entirety at WGMS this year at our staff meeting, October 17<sup>th</sup>, 2008.

Willow Glen Middle School has four Campus Supervisors who monitor the grounds, bathrooms, and hallways before and after school, during passing periods, and during lunch. Administrators are always visible throughout the day at all passing periods and lunchtime. A full-time police officer is present each day at school. Staff and students practice emergency drills on a regular basis and are prepared for all situations that may arise.

### Homework

Teachers follow the SJUSD Student and Parent Information Handbook in assigning 20-30 minutes of homework per academic subject area per day. Each student receives a Ram Planner at the beginning of the school year that includes a daily calendar where students record their Language Arts, Reading, Social Studies, Science, Math, P.E. and Elective assignments.

### Discipline

Staff, parents, and students developed our school's student uniform policy and discipline plan. The information is provided to each parent at the beginning of each school year along with a copy of the District Behavior Handbook. School standards and expectations are included in each student's Homework Planner. At the beginning of each semester, teachers also provide written expectations for students and parents through the format of a course syllabus (green sheet).

#### Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Rate of Suspensions</b>	36.5%	27.7%	19.6%	12.6%	13.6%	11.8%
<b>Rate of Expulsions</b>	0.1%	0.2%	0.2%	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.						

All students are expected to uphold the "Ram Way," WGMS's code of ethics. This year, the Willow Glen Middle School community implemented PBIS (Positive Behavioral Intervention & Support).

## Facilities

Built in 1950, Willow Glen Middle School celebrated its 50th anniversary during the 2000-01 school year. During 1999-2000, the school was completely renovated. All classrooms and offices now have new heating/air conditioning units, new floors, ADA upgrades, interior and exterior paint, electrical and technology upgrades, new roofs and ceilings as needed, and new furniture. New track and fields were installed during the summer of 2005. Renovation of PE locker rooms, changing rooms and PE offices took place during 2006. Replacement of all school windows and doors took place during 2007. During the 2008-2009 school year, Willow Glen Middle School was part of the Chevron Solar Energy project. During the summer of 2009, the school underwent construction, which included a complete remodel of the A-wing science classrooms, updating of the office and the art classes, and repainting of the school.

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
<b>Systems</b> Gas leaks, Mechanical/HVAC, Sewer			✓		There were 30 deficiencies in this area. They were all for the need to clean heating/AC vents.
<b>Interior</b> Interior surfaces			✓		There were 13 deficiencies in this area. Wall paper is tearing in hallway, hole in wall in F101, walls cracked in boys restroom in D wing, paint peeling in girls restroom C wing, speaker loose in C103, carpets need cleaning in B101, floors need sealing in A104, A103, A102 and A101. Ceiling tile missing in A201.
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation	✓				
<b>Electrical</b>			✓		There were 18 deficiencies in this area. They were for burned out light bulbs, banks of lights that need repair and/or missing light plate covers.
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains			✓		There were 12 deficiencies in this area. Drinking fountains and sinks need cleaning.
<b>Safety</b> Fire safety, Hazardous Materials	✓				
<b>Structural</b> Structural Damage, Roofs	✓				
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

### Overall Summary of School Facility Good Repair Status as of September 4, 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	47	52	47	1503
Without Full Credential	5	4	6	77
Teaching Outside Subject Area of Competence	2	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.



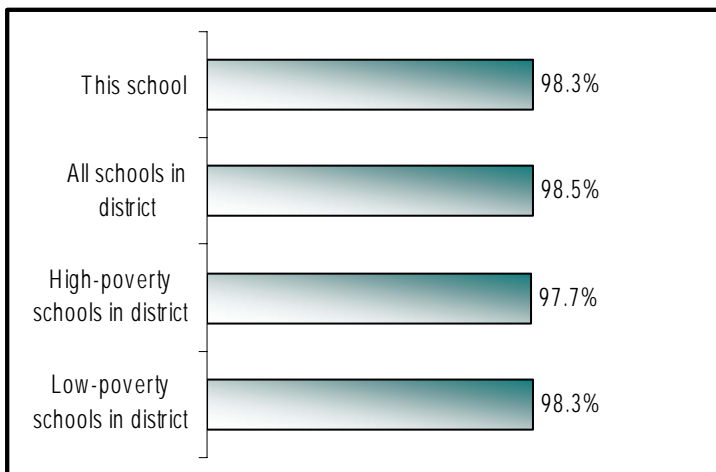
## Teacher Misassignments and Vacant Teacher Positions

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/>.

## Evaluating/Improving Teachers

Temporary and probationary teachers are evaluated a minimum of two times annually. Tenured teachers are evaluated every other year or every five years, depending on past evaluation records. Teachers are evaluated as to planning and preparation, the learning environment they provide students, instruction of the California Content and SJUSD Standards, assessment, and fulfilling professional responsibilities. Teachers identified as needing extra help are provided opportunities to take additional training courses and receive peer coaching. In addition to formal evaluations, all teacher's classrooms are visited a minimum of one time per week by an administrator. Administrators are in classrooms a minimum of 90 minutes each week to supervise the learning.

## Professional Development

Teachers and administrators at our school are scheduled to participate in three staff development days per year, contingent on state budget issues. During these days, our staff might share specific skills, discuss new curricula or technology; learn more about our culturally diverse school community, or how to analyze test scores.

Additional professional development is delivered through after school in-service meetings. Staff Development Days give more intensive training for six hours four days a year. In addition to these training days, release time is given to departments for collaboration and cross-curricular lesson planning.

Teachers are given student performance data to study. Departments collaborate on lesson planning, standard delivery, intervention, and unit planning.

## Substitute Teachers.

Willow Glen Middle School has a core group of committed substitutes we call on provide instruction when our certificated staff is out. Many retired Willow Glen teachers return as substitutes.

## Support Staff

Willow Glen Middle School has a 1.0 FTE Speech/Language/Hearing Specialist, a 1.0 FTE Dropout Prevention Counselor, a 0.5 FTE Academic Counselor, and a 0.6 FTE English Learner Instructional Coach

## Curriculum

### Computer

Willow Glen Middle is committed to preparing students to embrace and master the use of technology. All Willow Glen Middle, the faculty has their own e-mail accounts that they can access from home as well as on campus, increasing their contact with one another and with parents.

Our computer labs are equipped with Apple computers and equipment for graphics, video, robotics, and digital photography. Students master many applications including word processing, spreadsheets, Web design, graphics, multi-media presentations, mathematics, and foreign language programs.

### English

The language arts curriculum offers a variety of sequenced and integrated skills. Listening, critical reading, writing, speaking, studying, researching, and analyzing literature provide a framework students can utilize in all their subject areas throughout the three years. Tremendous emphasis is placed on grammar and writing. Students read a variety of novels throughout the English program, which are coordinated with other disciplines. By the Eighth Grade, they are asked to write papers analyzing literary techniques in novels, demonstrating higher level thinking skills.

### Fine and Performing Arts

The visual arts program challenges the student to use a variety of materials, techniques, and visual concepts. Some of the areas explored include two and three dimensional media. Emphasis is placed on creative expression, aesthetic perception, artistic heritage, and developing critical thinking skills.

The drama program develops and encourages an individual, vivid, presentational style by introducing performance techniques, working on self-awareness, and exploring effective and affective behavior. The students work with costumes, props, scripted material, and improvisation, at the same time stressing disciplined approaches and respect for each other's work.

The Introductory Band program introduces instrumental music. Students may continue in Band in Drum Class and Intermediate Band. Students develop their performance skills on selected instruments and perform at various venues. The curriculum includes performance, theory, composition, improvisation, and listening skills. Willow Glen Middle School Chorus is open to all interested students as an elective. Eighth grade students can audition for the Applause Concert Choir.

### Foreign Language

The study of French or Spanish can begin in the sixth Grade with Introduction to Foreign Language. Language and vocabulary development is emphasized in both classes. An opportunity to visit France and Spain during Spring Break is available. Extremely motivated students may take High School Equivalent French and Spanish in the 7<sup>th</sup> and 8<sup>th</sup> grade. Emphasis is placed on the development of skills of speaking and aural comprehension, with special attention paid to pronunciation and intonation. Classes are conducted in the target language.

### Mathematics

The Middle School mathematics program progresses from higher elementary mathematics through pre-algebra to algebra I. The curriculum encompasses comprehension and practical applications. The use of hands-on activities, calculators, and computers add variety and enjoyment to the mathematics classroom. Students have the opportunity to advance to geometry and Algebra II if they show high achievement.

### Physical Education

The Middle School physical education program attempts to recognize the differences in each individual student's physical potential and limitations. Improvement and effort are rewarded and a value for fitness is nurtured. All grades participate in a wide array of sports including. Swimming is part of the physical education program for all Middle School students, and students must pass a swimming safety test. Health is a component of the Eighth Grade physical education curriculum.

## Science

Sixth graders participate in earth science. Seventh and Eighth Grades concentrate on life science and physical science, respectively. Throughout all grades, the emphasis is on experiential, hands-on learning. An Exploratory Science class focused on Solar Energy is an elective option.

## Social Studies

The social studies program in the Middle School is a broad examination of the human condition from the earliest world civilizations to modern societies. Focus emphasizes particular times and areas of the world. Various research and study skills are reinforced throughout the program.

## Extracurricular

In the Middle School, students are encouraged to become involved in after-school activities that include Robotics, band, Applause Show Chorus, team sports, and drama productions. These activities provide students the chance to further develop interests, skills, and friendships. Leadership opportunities are developed in Student Government and WEB (Where Everyone Belongs)

## Traditions

As a member of the Willow Glen Middle School community, there are many unique traditions, including: The Golden Book signing, when students who have achieved all A's and A's and B's are honored at a ceremony which culminates in their signing of the Golden Book, a fifty-year tradition. In the fall, members of the administration, faculty, and staff challenge another Middle School in the Tackle Hunger softball game; and several awards assemblies during the school year for the distribution of certificates or awards recognizing specific achievement.

## Transition to High School

Middle School well-prepares students to continue their studies in the academically challenging years of High School. Transition is facilitated through an academic counselor

## Textbooks

Textbook adoption is done by our school district; our district provides both State approved / SBE adopted textbooks in all core subject areas. These textbooks align with the California Content Standards. San Jose Unified School District purchases one textbook per student.

All students have access to the State Adopted Textbooks. In addition to these books, the students have many published supplemental enrichment books. The English Language Development department has many texts that support English Learner's acquisition of English as well.

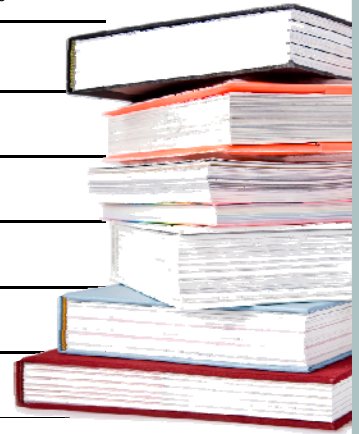
## Specialized Programs

### GATE

GATE students choose their own electives in seventh and eighth grades. They may apply for advanced High School Equivalent math courses such as Algebra I, or Geometry. In addition, we offer High School Equivalency Spanish and French. If any student moves beyond the offered advanced courses, he / she is able to participate in high school courses taught next door at Willow Glen High School. GATE students also engage in stimulating after-school activities and lessons such as challenging science, literature, and robotics projects. For those gifted in Math, we offer membership into our Math Club. Our Math Club has successfully competed and placed in County level competitions for the last several years.

### 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](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

## Special Ed

We have 3 full time RSP teachers and 3 full time SDC teachers. Students receiving special education are placed in classes that follow their current IEP plan. All students are mainstreamed for the maximum number of periods each day in accordance to his/ her ability each day.

## At-risk students

WGMS students who are at-risk work closely with our school counselor and YWCA interns. In addition, they are offered specialized instruction and intervention in either the Homework Center or In an intervention class after school. We also have an academic counselor who meets with all 7<sup>th</sup> grade students in regards to academic achievement.

## English Language Learners

English Learner (EL) students at Beginning, Intermediate and Advanced levels participate in structured English Immersion ELD classes with full-time teachers in language arts, reading, science, and math. They are mainstreamed into regular educational classes for Physical Education and electives. Those more proficient in English (students scoring 4-5 on the CELDT) are placed in a less restrictive environment. They participate in Specially Designed Academic Instruction in English (SDAIE) classes. ELL's are monitored closely and assessed often in accordance with the English Language Development State Standards in listening, speaking, reading, and writing. Students are encouraged and supported through the reclassification process. As soon as students have developed academic language proficiency in English and score proficient in Language Arts, Math and Writing on the state standardized tests, they are reclassified as a "fluent English".

## Students with disabilities

Our Resource Specialist assesses students with disabilities. Should a student qualify for assistance and receive an individualized educational plan, he/ she is assigned to our special education caseload and is monitored by the resource specialist assigned to the student case.

## After-school programs

Willow Glen Middle School houses an After-School All-Stars Program from 2:05-5:00 pm each day for up to 115 students. The mission of the After-School All-Stars is to provide comprehensive out of school programs that keep children safe and help them achieve in school and in life.

Every day in the United States as many as 15 million children leave school with no place to go. How a child spends the critical few hours between the end of the school day and the time parents arrive home from work can literally change that child's life. The "danger zone" for most adolescents is from 2:00 - 5:00 pm, and by offering comprehensive programs for students, we are keeping them safe during this critical time period.

Every day students in our programs are engaged in classes such as "Fun in Motion", "Gear Up", "Miracles", "Wild Wacky Goopy Experiments", "Cold Foods Cookin", "Fashion Design", "Ready to Rumble" and "Get Crafty". These classes are chosen by students and created by staff.

Our comprehensive programs have a strong emphasis on school achievement. Students attend homework center where staff and volunteers are present to assist with homework.

## Tutoring

Teachers offer tutoring in content areas during lunch and/or after school. Our Homework Club is open in the Media Center Tuesday-Thursday from 2pm -3pm.

## Peer tutoring

The staff at WGMS is strongly encouraged to assist students who are struggling. Many teachers open their classrooms at lunchtime as well as before and after school to help students who need additional help or a quiet place to complete their homework. Teachers are also encouraged to provide peer tutoring in content areas within their classes.

## 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	\$9,916	\$3,996	\$5,200	\$68,218
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	4.35%	-1.21%	-4.73%	-2.18%
State			\$5,512	\$65,905
Percent Different - School Site and State			-5.66%	3.51%

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](http://www.ed-data.k12.ca.us)).

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

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 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	42	50	47	48	51	54	43	46	50
Mathematics	34	36	37	46	48	50	40	43	46
Science	38	57	55	42	50	52	38	46	50
History-Social Science	26	37	39	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	38	32	57	36
American Indian or Alaska Native	45	36	*	*
Asian	69	68	79	79
Filipino	67	62	*	*
Hispanic or Latino	30	19	38	20
White (not Hispanic)	73	62	80	65
Male	42	36	53	38
Female	52	37	57	41
Economically Disadvantaged	26	17	35	18
English Learners	7	7	13	4
Students with Disabilities	15	19	16	7
Students Receiving Migrant Education Services	12	19	15	8

## 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	5	5
Similar Schools	6	3	2

### 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	7	23	-21	719
Hispanic or Latino	-12	17	-33	625
White (Not Hispanic)	13	19	-6	856
Socioeconomically disadvantaged	-26	12	-31	606
English Learners	-34	7	-34	546
Students with Disabilities	-84	13	-51	465

### Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

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 <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

### California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.8	24.1	15.6

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*

### 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.