

# School Accountability Report Card

Reporting for school year 2010-2011  
Published in 2011-2012

San José Unified School District

# Allen at Steinbeck

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San Jose, CA 95123 Fax: (408) 578-6059

## Grades K-8



Principal

Melinda Waller  
Melinda\_Waller@sjusd.org



## San José Unified School District

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

### Superintendent

Vincent Matthews, Ed. D.

### Assistant Superintendents

Jason D. Willis  
Chris D. Funk

### Board of Education

Jorge González Trustee Area 1  
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This school is in Trustee Area 5

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) 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.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

## II. About This School

### Contact Information (School Year 2011–12)

|                    | School             |                      | District         |
|--------------------|--------------------|----------------------|------------------|
| <b>School Name</b> | Allen at Steinbeck | <b>District Name</b> | San Jose Unified |
| <b>Street</b>      | 820 Steinbeck Dr.  | <b>Phone Number</b>  | (408) 535-6000   |

**City, State, Zip** San Jose, CA, 95123-2634  
**Phone Number** (408) 535-6205  
**Principal** Melinda Waller, Principal  
**E-mail Address** melinda\_waller@sjusd.org

**Web Site** www.sjusd.org  
**Superintendent** Vincent Matthews  
**E-mail Address** vincent\_matthews@sjusd.org  
**CDS Code** 43696666048417

## **School Description and Mission Statement (School Year 2010–11)**

### **Principal's Comments**

Allen at Steinbeck K-8 School continues in providing all our students with the opportunity to achieve. We accommodate individual learning styles and maintain high, yet attainable, expectations for our students. Allen at Steinbeck has highly trained staff members who work together to plan and implement a well-balanced curriculum that provides students with consistent, balanced instruction throughout their academic careers.

We take a very proactive approach, identifying students who need extra help. We use the many resources available at our school to work with these students and their parents to provide whatever assistance best meets each child's needs. Technology is integrated throughout all curricular areas and its use reflects the school's innovative approach to teaching and sense of community.

The Allen at Steinbeck K-8 School staff and the parent community works together to ensure student success and achievement and to promote life skills as well as promoting lifelong learning.

### **Vision**

**"Your K-8 Neighborhood School of Choice"**

### **Mission**

Provide our diverse student population with knowledge and skills required to achieve academic excellence and the skills necessary to become productive, responsible citizens.

### **Six Gator Attributes:**

#### **Universal Success for Students**

*All students will achieve academic excellence*

High expectations for all students

College bound culture

Independent learners

Celebration of achievements

Student engagement in class and in learning

Parent education that supports student learning

#### **Extending Enrichment and Excellence**

*Engaging students in enrichment opportunities before during and after school.*

Performing Arts: Music, Choir, Dance and Drama

Sports: Tennis, basketball, swimming, soccer, baseball

Individual interests and clubs: Science, Homework Center, Lunchtime GATE Program

Cultural activities

Service learning extends to the community

Volunteering time and ideas

#### **Instructional Excellence**

*Teachers and staff work collaboratively to deliver innovative strategies and expand learning.*

Team planning (Capitalizing on individual strengths)

Systematic and strategic staff development

Setting school, staff and individual development goals

Flexibility-Accepting and adapting to change

#### **Leading with Technology**

*Teachers and students are proficient users of technology in instruction and learning.*

Seamlessly integrating technology into lessons

Articulation with secondary schools to build the technological competence and interests of students

#### **Nurturing Our Second Family**

*Building community*

Always respectful

Always responsible

Always safe

Celebrating personal and professional milestones

Valuing your time and the ideas you bring to the team

#### **Conserving our Resources**

### *Ensuring the future of our school and community environment*

Increasing awareness of global issues

Energy efficiency

Reduce, reuse and recycle

Paper free environments

Constructivist Teaching

#### **Values:**

We are: Enhancing student opportunities to think critically, creatively, to learn to solve problems individually and collectively.

Stressing academic excellence for all students in ELA, Math, Science, ELD, and Social Science.

Promoting the Visual, Performing, and Fine Arts.

Integrating active learning across the grade levels.

Closing the achievement gap and accommodating individual differences by the use of standard based curriculum.

Utilizing ongoing assessments to identify gaps through the use of best instructional practices by all teachers.

Teaching and promoting a positive behavior system through our Gator Goals in order to obtain a positive school culture and climate.

#### **Goals:**

During the academic year we will: Promote an academic program with high expectations using data to drive our instructional program.

Promote, expand, and enhance a positive school climate and culture.

Build an effective teaching community based on trust, credibility, confidence, and mutual support.

Promote and expand our school, parent, and community partnerships.

Provide professional development training for all staff members.

(1) Curriculum and instructional best practices.

**GOAL: Promote an instructional program that will train students to think critically and creatively, and solve problems both individually and collectively.**

(2) Use of data to drive the instructional program.

**GOAL: Analyze the district benchmark assessment three times per year and realign the instructional program accordingly.**

(3) Development of School-Parent-Community partnerships.

**GOAL: Provide and expand school/parent/community partnerships.**

(4) Development of professional teaching staff that is willing and able to ensure that all students will be successful in all content areas.

**GOAL: Promote, expand, and enhance a positive school climate and school culture. Build an effective "team" based on trust, creditability, confidence, and mutual support.**

#### **Principal's Experience**

- Melinda Waller is a graduate of Santa Clara University and has a Masters in Educational Administration. She has worked for San Jose Unified School District for nine years and has worked at Allen at Steinbeck K-8 School since the fall of 2007.

#### **Major Achievements**

- Our grade level planning days have been an essential component of our Direct Instruction (DI) roll out at our school-site. Classroom teachers were released following each benchmark to evaluate data and plan instruction to mitigate the gaps identified. As teachers became more proficient in DI through the district sponsored collaboratives our planning days shifted to developing DI lesson plans that addressed heavy weight standards. Our teachers are confident and are actively using the DI phases of orientation and presentation in their classrooms. Our school site instructional coaches have done a tremendous job of facilitating this movement.
- This year our first class of 8<sup>th</sup> grade students participated in Algebra I. Our students took the High School Equivalency exam, and our passing rate for the 8th grade algebra exam was equivalent to other SJUSD middle schools.
- Our music program had several transformational outcomes for our school site:
  - On a student survey students expressed their number one reason for wanting to come to school is for music.
  - When holding middle school recruitment this winter our music program and specifically our music teacher was in the top two reasons why families selected our middle grades program.



|              |      |   |   |   |      |   |   |   |      |   |   |   |
|--------------|------|---|---|---|------|---|---|---|------|---|---|---|
| <b>Other</b> | 28.5 | 0 | 2 | 0 | 21.0 | 1 | 2 | 0 | 19.3 | 2 | 0 | 1 |
|--------------|------|---|---|---|------|---|---|---|------|---|---|---|

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

### Average Class Size and Class Size Distribution (Secondary)

| Subject               | Avg. Class Size | 2008–09 Number of Classes* |       |     | Avg. Class Size | 2009–10 Number of Classes* |       |     | Avg. Class Size | 2010–11 Number of Classes* |       |     |
|-----------------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
|                       |                 | 1-22                       | 23-32 | 33+ |                 | 1-22                       | 23-32 | 33+ |                 | 1-22                       | 23-32 | 33+ |
| <b>English</b>        | N/A             |                            |       |     | N/A             |                            |       |     | 21.5            | 2                          | 4     | 0   |
| <b>Mathematics</b>    | N/A             |                            |       |     | N/A             |                            |       |     | 21.5            | 2                          | 4     | 0   |
| <b>Science</b>        | N/A             |                            |       |     | N/A             |                            |       |     | 21.5            | 2                          | 4     | 0   |
| <b>Social Science</b> | N/A             |                            |       |     | N/A             |                            |       |     | 21.5            | 2                          | 3     | 0   |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At

the secondary school level, this information is reported by subject area rather than grade level. N/A means not available.

## III. School Climate

### School Safety Plan (School Year 2010–11)

#### Safety

**Date safety plan updated: August 2011**

**Date safety plan last reviewed with staff: September 2011**

Allen at Steinbeck K-8 School's Safety Plan is updated yearly. We participate in District emergency drills several times during the school year as well as monthly fire drills. During the school year, we have safety assemblies presented by the police, fire department, and other social/city agencies. Students receive directions on how to deal with strangers and safety tips on walking to and from school.

#### Homework

Our homework policy is reflective of our District handbook policy booklet. Kinder homework is optional and can be up to 30 minutes per week. First and Second graders have 10 - 20 minutes a day of homework. Third grade has homework assignments of 15 - 30 minutes a day. Fourth and Fifth grades have 30-60 minutes per day. Sixth, Seventh, Eighth grades have 20-30 minutes per day per academic subject. Homework assignments are given Monday through Thursday. We have a daily read of at least 20 minutes every day during the week.

#### Discipline

The discipline plan is developed by teachers, parents and students, and is provided to each parent at the beginning of the school year along with the District's Behavior Handbook. We believe that students who have positive self-esteem generally perform better academically and socially. Therefore, 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 fun days, and lunch with the principal. Classroom teachers also include a description of their award system in the classroom discipline plans.

We also implement the Gator Goals: Always Responsible, Always Respectful, Always Safe. These rules are the basis of our positive behavior climate at school, and they have been adopted and are actively used by all students, staff, and involved community members. The Gator Goal logos are visible throughout our school.

### Suspensions and Expulsions

| Rate*              | School 2008–09 | School 2009–10 | School 2010–11 | District 2008–09 | District 2009–10 | District 2010–11 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 3.9%           | 4.43%          | 11.2%          | 11.8%            | 5.17%            | 10.8%            |
| <b>Expulsions</b>  | 0.0%           | 0.0%           | 0.0%           | 0.2%             | 0.19%            | 0.3%             |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

Allen at Steinbeck K-8 School is in its sixth year on the site of Steinbeck Middle School, which closed in June of 2005. The Allen at Steinbeck K-8 School enrollment is 845 students. The facilities include 44 classrooms, a Media Center, a Computer

Lab, two mobile computer labs, Speech & Language Rooms, and ELD/Reading Room, RSP Resource rooms, and a Science center with an Art Vista Room.  
 The school incorporates into its yearly schedule periodic fire and disaster drills in addition to campus-wide emergency plans and a close working relationship with local law enforcement agencies and neighboring schools.

### School Facility Good Repair Status (School Year 2011–12)

| System Inspected  | Repair Status<br>Exemplary Good Fair Poor | Repair Needed and Action Taken or Planned   |
|---|---|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | x   | There were 3 deficiencies noted in this area. Ceiling vents needed cleaning.  |
| <b>Interior:</b> Interior Surfaces                                      | x   | There were 2 deficiencies noted in this area. They had to do with baseboard missing or loose.                                 |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | x   | There were 3 deficiencies noted in this area. They included tagged playground and weeds growing in cracks of cement pool.     |
| <b>Electrical:</b> Electrical   | x   | There were 14 deficiencies noted in this area. They included lights flickering and electrical banks out..                     |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | x   | There was 1 deficiency in this area. It included a dirty faucet.  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | x   | There was 1 deficiency in this area. It included a fire extinguisher that was low.  |
| <b>Structural:</b> Structural Damage, Roofs                             | x   | There was 1 deficiency in this area. Outside divider from Rm 9 broken.  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | x   | There was 1 deficiency noted in this area. It included all the windows from the South Exit have graffiti scratched into them. |
| <b>Overall Rating</b>   | x   | Summer cleaning going on  |

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

| Teachers  | School 2008–09 | School 2009–10 | School 2010–11 | District 2010–11 |
|---|----------------|----------------|----------------|------------------|
| <b>With Full Credential</b>   | 39             | 33             | 36             | 1464             |
| <b>Without Full Credential</b>  | 1              | 0              | 4              | 58               |
| <b>Teaching Outside Subject Area of Competence (with full credential)</b> | 0              | 0              | 0              | 0                |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator   | 2009–10 | 2010–11 | 2011–12 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       |         |
| <b>Total Teacher Misassignments*</b>                  | 0       | 0       |         |
| <b>Vacant Teacher Positions</b>                       | 0       | 0       |         |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate

California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE

*Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

| <b>Location of Classes</b>              | <b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b> | <b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b> |
|---|---|---|
| <b>This School</b>                      | 74.07%  | 25.93%  |
| <b>All Schools in District</b>          | 94.01%  | 5.99%   |
| <b>High-Poverty Schools in District</b> | 94.08%  | 5.92%   |
| <b>Low-Poverty Schools in District</b>  | 92.02%  | 7.98%   |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## **VI. Support Staff and Specialized Programs**

### **Academic Counselors and Specialized Programs (School Year 2010–11)**

#### **Counselors**

Allen at Steinbeck K-8 School has a full time counselor available for students.

#### **GATE**

GATE students are individually assessed and assigned stimulating activities in reading and writing, as well as higher-level instruction. Such activities are accelerated reader, field trips, and science projects. Our GATE students participate in a published collection of writings generated by the students.

#### **Special Ed**

We have two teams, the Student Study Team (SST) and the Coordination of Services Team (COST), that consist of our Resource teachers, 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 whose behavior issues interrupt learning.

#### **At-risk students**

At-risk students receive intensive in-class support.

#### **English language learners**

Based on our API (Academic Performance Index) our English learners continue to make sufficient progress

#### **Students with disabilities**

Three full time Special Day Class (SDC) classroom teachers, one (RSP) teacher, two Speech teachers, an Occupational Therapist (OT) one day a week, and one adaptive PE teacher are available to students who qualify under Special Education Guidelines.

#### **After-school programs**

Allen at Steinbeck K-8 School has built a relationship with the YMCA, which offers a variety of fee-based, reduced-cost, or free programs. They offer homework support and Kinder readiness classes for K-5, and Fit for Fun for the middle grades. For more information, please contact Joan at the YMCA at 408-226-9622.

#### **Tutoring**

Volunteer and paid tutors are available to assist the students with the greatest need in ELA or Math.

#### **Peer tutoring**

Allen at Steinbeck K-8 has a Cross-Age Buddy Program.

## **VII. Curriculum and Instructional Materials**

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

### Curriculum

#### Reading and Writing

The Kindergarten through eighth grades are using the District approved language arts text. Teachers supplement the text with classroom sets of books and Accelerated Reader. Assessment is provided by end of theme tests, along with District benchmark assessments.

#### Math

We use the Envision Math program by Scott Foresman that teaches the State standards for kindergarten through fifth grade students, and Holt in sixth-eighth grades. Every student receives a consumable or non-consumable pupil textbook. Lessons use visuals, manipulatives (blocks, fraction pieces, counting beads, etc.), as well as technological components, for reinforcement of math concepts. Each unit ends with a unit review and unit test that teachers use to mark progress. Accelerated Math is also used in certain grade levels.

#### Science

We have a science lab program with all classes, K-8, attending. In Science class, students participate in hands-on activities, demonstrations, and experiments. These lessons will help them to better understand the world around them, while putting the scientific method into practice and learning to utilize other scientific inquiry and process skills. Our K-5 teachers are working with Scott Foresman Science, and sixth and seventh grades use Glencoe/McGraw-Hill. One focus of our science program is our school garden, which we are aiming to expand into a fully functioning outdoor classroom. The goal of the garden is to create a space where students can make the connections between their academic content and the natural world. Students will have additional opportunities to participate in the garden beyond their scheduled science lessons. For example, they can help out in the garden during their Friday lunch recess.

#### Social Studies

Our school uses Macmillan / McGraw-Hill Social Studies program in Kindergarten through Eighth Grades. Teachers supplement the curriculum with real life experiences including field trips, speakers, and collaborative team projects.

### Textbooks

We have primary kits and textbooks for all students in every content area, including language arts, science, math, and social studies.

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)

| Core Curriculum Area                       | Year and month in which data were collected: <u>Sept 2011</u> |  |
|--|---|--|
|  | From most recent adoption?                                    | Percent students lacking own assigned copy |
| Reading/Language Arts                      | No  | 0%   |
| Mathematics                                | Yes   | 0%   |
| Science                                    | Yes   | 0%   |
| History-Social Science                     | Yes   | 0%   |
| Foreign Language                           | Yes   | 0%   |
| Health                                     | Yes   | 0%   |
| Science Laboratory Equipment (grades 9-12) | Yes   | 0%   |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|-------|------------------------------|--|---|------------------------|
|-------|------------------------------|--|---|------------------------|

|  |         |        |         |          |
|--|---------|--------|---------|----------|
| <b>School Site</b>                                   | \$8,836 | \$2869 | \$5967  | \$71,889 |
| <b>District</b>                                      |         |        | \$6048  | \$67,256 |
| <b>Percent Difference – School Site and District</b> |         |        | -1.3%   | +6.9%    |
| <b>State</b>   |         |        | \$5,455 | \$69,207 |
| <b>Percent Difference – School Site and State</b>    |         |        | +9.4%   | +3.9%    |

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2009-10)

San José Unified School District spent an average of \$9,225 per student in the 2009-10 school year, compared to \$8,545 per student spent on average by all unified districts in the state. Total operating expenses for the 2009-10 year were \$281,302,275. 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 ex-penses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA).

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

| Category   | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$43,436        | \$42,017                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$71,772        | \$67,294                                     |
| <b>Highest Teacher Salary</b>                        | \$87,228        | \$86,776                                     |
| <b>Average Principal Salary (Elementary)</b>         | \$108,331       | \$108,534                                    |
| <b>Average Principal Salary (Middle)</b>             | \$111,511       | \$112,893                                    |
| <b>Average Principal Salary (High)</b>               | \$119,913       | \$123,331                                    |
| <b>Superintendent Salary</b>                         | \$241,743       | \$226,417                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 34.00%          | 38.00%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.00%           | 5.00%  |

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students – Three-Year Comparison**  
**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**

| Subject                       | School  |         |         | District |         |         | State   |         |         |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | 2008–09 | 2009–10 | 2010–11 | 2008–09  | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| <b>English-Language Arts</b>  | 57%     | 52%     | 53%     | 54%      | 56%     | 57%     | 49%     | 52%     | 54%     |
| <b>Mathematics</b>            | 61%     | 49%     | 58%     | 50%      | 51%     | 53%     | 46%     | 48%     | 50%     |
| <b>Science</b>                | 59%     | 55%     | 51%     | 52%      | 57%     | 60%     | 50%     | 54%     | 57%     |
| <b>History-Social Science</b> | 0%      | 0%      | 30%     | 49%      | 50%     | 51%     | 41%     | 44%     | 48%     |

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.**

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**  
**Percent of Students Scoring at Proficient or Advanced**

| Group                             | English- Language Arts | Mathematics | Science | History- Social Science |
|-----------------------------------|------------------------|-------------|---------|-------------------------|
| <b>All Students in the LEA</b>    | 57%                    | 53%         | 60%     | 51%                     |
| <b>All Students at the School</b> | 53%                    | 58%         | 51%     | 30%                     |
| <b>Male</b>                       | 53%                    | 60%         | 52%     | 31%                     |
| <b>Female</b>                     | 53%                    | 56%         | 49%     | 29%                     |

|  |     |     |     |     |
|--|-----|-----|-----|-----|
| <b>Black or African American</b>                     | 40% | 50% | 33% | 0%  |
| <b>American Indian or Alaska Native</b>              | 0%  | 0%  | 0%  | 0%  |
| <b>Asian</b>   | 80% | 83% | 73% | 0%  |
| <b>Filipino</b>                                      | 0%  | 0%  | 0%  | 0%  |
| <b>Hispanic or Latino</b>                            | 45% | 48% | 39% | 13% |
| <b>Native Hawaiian or Pacific Islander</b>           |     |     |     |     |
| <b>White</b>   | 63% | 67% | 71% | 0%  |
| <b>Two or More Races</b>                             | 64% | 75% | 65% | 0%  |
| <b>Socioeconomically Disadvantaged</b>               | 45% | 50% | 41% | 23% |
| <b>English Learners</b>                              | 32% | 43% | 4%  | 0%  |
| <b>Students with Disabilities</b>                    | 49% | 49% | 0%  | 0%  |
| <b>Students Receiving Migrant Education Services</b> | 50% | 57% | 0%  | 0%  |

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.

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| <b>5</b>    | 31.10%  | 27.90%                | 20.50%               |
| <b>7</b>    | 23.30%  | 20.00%                | 30.00%               |
| <b>9</b>    | 0.00%   | 0.00%                 | 0.00%                |

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent 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 ten 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        | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide       | 5    | 6    | 4    |
| Similar Schools | 1    | 3    | 1    |

### Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group                               | Actual API Change 2008–09 | Actual API Change 2009–10 | Actual API Change 2010–11 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School          | 43                        | -27                       | 6                         |
| Black or African American           |                           |                           |                           |
| American Indian or Alaska Native    |                           |                           |                           |
| Asian                               |                           |                           |                           |
| Filipino                            |                           |                           |                           |
| Hispanic or Latino                  | 63                        | -49                       | 12                        |
| Native Hawaiian or Pacific Islander |                           |                           |                           |
| White                               | 51                        | -3                        | -2                        |
| Two or More Races                   | N/D                       |                           |                           |
| Socioeconomically Disadvantaged     | 55                        | -34                       | 18                        |
| English Learners                    | 38                        | -25                       | 10                        |
| Students with Disabilities          |                           |                           |                           |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group                               | 2011 Growth API           |                        |                          |                           |                        |                          |
|-------------------------------------|---------------------------|------------------------|--------------------------|---------------------------|------------------------|--------------------------|
|                                     | Number of Students School | Number of Students LEA | Number of Students State | Number of Students School | Number of Students LEA | Number of Students State |
| All Students at the School          | 628                       | 781                    | 23,642                   | 798                       | 4,683,676              | 778                      |
| Black or African American           | 42                        | 739                    | 738                      | 758                       | 317,856                | 696                      |
| American Indian or Alaska Native    | 5                         |                        | 166                      | 786                       | 33,774                 | 733                      |
| Asian                               | 29                        | 905                    | 2,205                    | 941                       | 398,869                | 898                      |
| Filipino                            | 7                         |                        | 374                      | 850                       | 123,245                | 859                      |
| Hispanic or Latino                  | 325                       | 734                    | 11,980                   | 716                       | 2,406,749              | 729                      |
| Native Hawaiian or Pacific Islander | 0                         |                        | 7                        |                           | 26,953                 | 764                      |
| White                               | 144                       | 834                    | 6,455                    | 878                       | 1,258,831              | 845                      |
| Two or More Races                   | 6                         |                        | 153                      | 787                       | 76,766                 | 836                      |
| Socioeconomically Disadvantaged     | 344                       | 733                    | 11,520                   | 712                       | 2,731,843              | 726                      |
| English Learners                    | 192                       | 733                    | 8,287                    | 701                       | 1,521,844              | 707                      |
| Students with Disabilities          | 75                        | 677                    | 2,265                    | 583                       | 521,815                | 595                      |

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE

AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

| AYP Criteria  | School | District |
|---|--------|----------|
| <b>Made AYP Overall</b>                               | No     | No       |
| <b>Met Participation Rate - English-Language Arts</b> | Yes    | Yes      |
| <b>Met Participation Rate - Mathematics</b>           | Yes    | Yes      |
| <b>Met Percent Proficient - English-Language Arts</b> | No     | No       |
| <b>Met Percent Proficient - Mathematics</b>           | Yes    | No       |
| <b>Met API Criteria</b>                               | Yes    | Yes      |
| <b>Met Graduation Rate</b>                            | N/A    | No       |

### Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator  | School    | District  |
|--|-----------|-----------|
| <b>Program Improvement Status</b>                          | In PI     | In PI     |
| <b>First Year of Program Improvement</b>                   | 2011-2012 | 2009-2010 |
| <b>Year in Program Improvement</b>                         | Year 1    | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  |           | 16        |
| <b>Percent of Schools Currently in Program Improvement</b> |           | 30.8%     |

Note: Cells shaded in black do not require data.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The District offers a number of staff development opportunities. Teachers that go to workshops or trainings, then present trainings and presentations to other staff members. The district has three staff development days per year. Currently most of our trainings are centered on the district reading Initiative. We also have a staff development day once per month on Tuesday afternoons to work on reading, math, ELD, and other content areas.

## Allen at Steinbeck School Accountability Report Card, 2010-2011

San Jose Unified

***Provided by the Ed-Data Partnership***

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