

School Accountability Report Card

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

San José Unified School District

Almaden Elementary

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Grades K-5



Principal

Enrique Pin
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San José Unified School District

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Superintendent

Vincent Matthews, Ed. D.

Assistant Superintendents

Jason D. Willis
Chris D. Funk

Board of Education

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This school is in Trustee Area 4

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	
School Name	Almaden Elementary	District Name	San Jose Unified
Street	1295 Dentwood Dr.	Phone Number	(408) 535-6000
City, State, Zip	San Jose, CA, 95118-3018	Web Site	www.sjUSD.org
Phone Number	(408) 535-6207	Superintendent	Vincent Matthews
Principal	Enrique Pin, Principal	E-mail Address	vincent_matthews@sjUSD.org
E-mail Address	enrique_pin@sjUSD.org	CDS Code	43696666048425

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

Principal's Comments

Mission: The Almaden school community builds a legacy of excellence by embracing lifelong learning. We foster a caring environment that ensures successful, self-motivated learners who develop character, confidence, and self-discipline.

Vision: Our faculty and staff will provide an academically rigorous foundation that fosters a love of learning, and a college-ready environment. We will prepare all students to achieve the highest standards of intellectual and social growth. We will provide students with the academic and social skills necessary to be successful learners and productive citizens.

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

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

Principal's Experience

Mr. Enrique Pin has been Principal at Almaden Elementary since the 2007-2008 school year. He is a 23-year veteran in Education, with teaching and administrative experience at all levels of primary and secondary public education. During Mr. Pin's tenure, the school has moved to higher levels of proficiency.

Major Achievements

1. Almaden Elementary's major achievements have been critical to our success and are as follows:
2. Continues academic improvement in all areas. Almaden reached API and AYP goals.
3. Continued implementation of the coaching cycle. All teachers followed the coaching cycle in order to improve their instructional practices.
4. We have also implemented "Instructional Rounds" in which more experienced teachers conducted demo lessons for the rest of the staff. This is an ongoing part of professional growth at Almaden Elementary.
5. Implementation of the Accelerated Reading program to help all our students increase reading scores.
6. Implementation of interventions before and after school and on Saturdays.
7. Implementation of "Language!" a Language Arts curriculum for students who are below grade level in reading.
8. Continued implementation of school wide Guided Language Acquisition Design Strategies (GLAD) in all classrooms.
9. Implementation of the After School Homework Club, with a computer lab component focused on reading and math, supervised by Almaden teachers.
10. Implementation of a school-wide instructional schedule to be followed with fidelity for the core subjects.
11. Implementation of various parent workshops training for parents in reading and math and

parental skills.

Opportunities for Parental Involvement (School Year 2010–11)

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

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

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

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

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

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	82	Grade 8	0
Grade 1	58	Ungraded Elementary	0
Grade 2	81	Grade 9	0
Grade 3	79	Grade 10	0
Grade 4	59	Grade 11	0
Grade 5	71	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	430

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	3.3%
American Indian or Alaska Native	0.7%
Asian	2.1%
Filipino	1.4%
Hispanic or Latino	81.4%
Native Hawaiian or Pacific Islander	0.0%
White	7.0%
Two or More Races	1.2%
Socioeconomically Disadvantaged	87.0%
English Learners	70.5%
Students with Disabilities	7.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.7	1	2	0	25.5	0	2	0	31.5	0	1	1
1	20.3	3	1	0	27.5	0	2	0				
2	17.7	3	0	0	28	0	2	0	29.0	0	1	0
3	30.5	0	2	0	21.5	1	1	0	29.0	0	2	0

4	26.0	0	2	0	29.0	0	2	0	24.0	0	1	0
5	27.0	0	2	0	28.5	0	2	0	27.5	0	2	0
6												
Other	19.0	1	0	0	25	1	4	0	27.9	0	6	1

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

III. School Climate

School Safety Plan (School Year 2010–11)

Safety

Almaden Elementary School has conducted and created a comprehensive school safety plan that follows District and school policy. The Safety Plan was updated August 10, 2011 and reviewed with staff on Sep. 26, 2011. Monthly Fire drills and quarterly earthquake drills ensure orderly responses by teachers and students in such an event. In addition, teachers are trained in safety procedures for a "Shelter in Place" event. We have also increased our traffic supervision before and after school. We have trained our safety patrol students to direct traffic and increased safety for our community. Several staff members, including the school principal, are also highly visible to monitor and direct traffic safety. Our annual school climate survey consistently indicates that students (and teachers) feel safe at school. Almaden strongly promotes positive social interactions between students on the playground, in the classroom, and in the cafeteria. Our "Peace Builders" and student-trained "Conflict Managers" programs promote a school-wide sense of personal safety and an atmosphere of community at Almaden. Students feel that teachers and the administrative team are available help them with problem solving.

Homework

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

Discipline

Almaden has the Peace Builders Program, a behavior plan developed to encourage positive student interaction. Students recite the Peace Builder Pledge each morning after the flag salute. Parents are educated in the goals of the program in addition to receiving a copy of the District's Behavior Handbook. We believe in recognizing and rewarding positive behavior. Achievement in academics, attendance, and citizenship are recognized through monthly Super-Star, Super-Citizen, and Peace Builder assemblies. Recognition programs are in place to reward student work, attendance, and behavior. In addition, selected students have been trained in conflict management and resolution techniques. The rules and consequences of misbehavior are discussed and posted in every classroom, but every effort is made to reward positive behavior, which serves as a deterrent to negative behaviors.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	11.2%	5.05%	14.7%	11.8%	5.17%	10.8%
Expulsions	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)

The current Almaden School site was opened in September 1974. The school's maintenance is done on a regular basis. There is one full-time day custodian and a crew of four one-hour night custodians. Almaden students and staff have a high regard for the appearance of the school and the beautiful murals that adorn

the school. Student volunteers receive special recognition for keeping the school campus clean. These combined efforts have resulted in a low incidence of vandalism. Almaden began upgrading the facility in the summer of 2001. Upgrades included new carpeting, heating, air conditioning units, a new roof, upgrading our electrical wiring. In the summer of 2006, work was done in the bathrooms, playing fields, and areas prone to flooding. In the summer of 2007, a major renovation was done to the main media center building. Our playground equipment was renovated during the summer of 2009. Previously open-walled classrooms were enlarged and enclosed. Small Group Instruction workrooms were added, as well as fresh paint, new carpeting, new counters, and shelving.

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

System Inspected	Repair Status		Repair Needed and Action Taken or Planned
	Exemplary	Fair/Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x		
Interior: Interior Surfaces		x	There was 1 deficiency in this area. It included a missing ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x		
Electrical: Electrical		x	There were 21 deficiencies in this area. They included lights out in 21 rooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x		
Safety: Fire Safety, Hazardous Materials	x		
Structural: Structural Damage, Roofs		x	There was 1 deficiency in this area. It included bolts missing on staircase in playground.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x		
Overall Rating		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
With Full Credential	24	17	21	1464
Without Full Credential	0	0	0	58
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94.12%	5.88%
All Schools in District	94.01%	5.99%
High-Poverty Schools in District	94.08%	5.92%
Low-Poverty Schools in District	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)

Academic Counselors

Almaden has 1.0 FTE academic counselor for its 430 students

GATE

To further nurture the child's development, additional school site support services provide three annual meetings for parents of gifted children, and a yearly professional development workshop for classroom teachers on differentiated classroom instruction to meet the academic needs of the gifted student. Gate students are taking on an annual field trip to the Technology museum in San Jose.

Special Ed

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

At-risk students

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

English language learners

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

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

After-school programs

Almaden has active after-school programs that enhance our curricular goals. They include our partnership with the YMCA. Students are supported in math and reading. Additionally, there are before and after school Interventions in reading and math. The Saturday Academy was an additional program to support student achievement.

Tutoring

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

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

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

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

Math

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

Science

Based on District standards for science, the students understand and apply the concepts of physical science, life science, and earth and space science. They learn to think scientifically, conduct scientific investigations, understand, and use scientific tools and technologies, communicate and understand scientific information and processes, and understand how developments in science and technology affect society and the environment. At Fifth Grade, all students are required to take the California Standards Test in Science. They are well prepared by teachers to be proficient in Science concepts. Almaden 4th graders have participated in the Children's Discovery Museum's hands-on BioSITE program for the past seven years. Through this outstanding program, students do monthly fieldwork at the Guadalupe Creek where they perform water quality testing and learn about wetland ecology and geology.

Social Studies

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

Textbooks

Core Curricular textbooks from Houghton Mifflin for Reading and Envision for Math are used as designated by new textbook adoptions and the SJUSD Division of Instruction to meet the SJUSD, and State Standards. Math instruction is enhanced for students by using online components of the EPGY program in

the computer lab. All students are provided with the core subject area textbooks and supplementary instructional materials.

A list of textbooks and adoption dates is available at:

http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Year and month in which data were collected: <u>Sept 2011</u>		
Core Curriculum Area	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
School Site	\$10,846	\$4,610	\$6,236	\$69,149
District			\$6,048	\$67,256
Percent Difference – School Site and District			+3.1%	+2.8%
State			\$5,455	\$69,207
Percent Difference – School Site and State			+14.3%	-0.08

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).

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).

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,436	\$42,017
Mid-Range Teacher Salary	\$71,772	\$67,294
Highest Teacher Salary	\$87,228	\$86,776
Average Principal Salary (Elementary)	\$108,331	\$108,534
Average Principal Salary (Middle)	\$111,511	\$112,893
Average Principal Salary (High)	\$119,913	\$123,331
Superintendent Salary	\$241,743	\$226,417
Percent of Budget for Teacher Salaries	34.00%	38.00%
Percent of Budget for Administrative Salaries	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)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	38%	36%	45%	54%	56%	57%	49%	52%	54%
Mathematics	61%	47%	65%	50%	51%	53%	46%	48%	50%
Science	21%	31%	38%	52%	57%	60%	50%	54%	57%
History-Social Science	0%	0%	0%	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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	53%	60%	51%
All Students at the School	45%	65%	38%	0%
Male	34%	60%	31%	0%
Female	56%	70%	45%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	42%	64%	36%	0%
Native Hawaiian or Pacific Islander				
White	58%	65%	0%	0%
Two or More Races	67%	75%	0%	0%
Socioeconomically Disadvantaged	43%	64%	34%	0%
English Learners	31%	61%	16%	0%
Students with Disabilities	37%	74%	0%	0%
Students Receiving Migrant Education Services	0%	0%	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
5	27.90%	27.90%	18.00%
7	0.00%	0.00%	0.00%
9	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	3	4	2
Similar Schools	5	5	3

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	20	-24	53
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	-17	50
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	20	-26	55

English Learners	12	-16	59
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	Number of Students	2011 Growth API			Number of Students	State
		School	Number of Students	LEA		
All Students at the School	274	782	23,642	798	4,683,676	778
Black or African American	5		738	758	317,856	696
American Indian or Alaska Native	3		166	786	33,774	733
Asian	4		2,205	941	398,869	898
Filipino	0		374	850	123,245	859
Hispanic or Latino	233	769	11,980	716	2,406,749	729
Native Hawaiian or Pacific Islander	0		7		26,953	764
White	17	850	6,455	878	1,258,831	845
Two or More Races	0		153	787	76,766	836
Socioeconomically Disadvantaged	237	772	11,520	712	2,731,843	726
English Learners	195	762	8,287	701	1,521,844	707
Students with Disabilities	20	731	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
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes

Met Graduation Rate

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
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		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.

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

**Almaden
Elementary**

**School Accountability Report Card, 2010-
2011**

San Jose Unified

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