

School Accountability Report Card

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

San José Unified School District

Galarza Elementary

1610 Bird Avenue
San José, CA 95125

Phone: (408) 535-6671
Fax: (408) 297-2924

Grades K-5



Principal

Susana Paredes
Susana_Paredes@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
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

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	Ernesto Galarza Elementary	District Name	San Jose Unified
Street	1610 Bird Ave.	Phone Number	(408) 535-6000
City, State, Zip	San Jose, CA, 95125	Web Site	www.sjUSD.org
Phone Number	(408) 535-6671	Superintendent	Vincent Matthews
Principal	Susana Paredes, Principal	E-mail Address	vincent_matthews@sjUSD.org
E-mail Address	susana_paredes@sjUSD.org	CDS Code	43696666119010

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

Principal's Comments

This past year we realized our goal of bringing together the Galarza and Hammer communities, while at the same time embracing our differences. Both communities participated in Ernesto Galarza Day activities, Henry Hammer Day activities and culminated the end of the school year with the annual Play Day activities. The Ernesto Galarza staff is comprised of highly dedicated teachers who are committed to providing a high quality instructional program for all students. They worked together over the summer months to create a Long Term Plan (LTP) for ELA, Math and ELD. They met on a weekly basis during the school year to continue their planning, discuss best practice strategies, and create bi monthly assessments to monitor student progress. They used the many resources available at our school and community to support the students and parents. The use of technology is integrated through out the curriculum. The Ernesto Galarza staff and community work together to ensure student success and academic achievement as well as promoting life long learning skills.

Vision

"TWO SCHOOLS, ONE COMMUNITY"
"HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS!"
"VISION, PASSION, PURPOSE"

Mission

Ernesto Galarza Elementary School provides a safe, positive, and nurturing environment. All children are challenged to set academic and behavior goals to achieve their greatest potential by taking responsibility for their learning. The use of weekly grade level team meetings, with an emphasis on the cycle of inquiry, and a focus on standards based instruction to ensure all students reach high academic achievement. The resulting synergy fosters a universal feeling of responsibility for the success of all students. We take a proactive approach to identifying students, who need extra support, accommodate individual learning styles and maintain high expectations for all students. We value parent participation and encourage all families to become involved. Family nights, parent education classes, interactive homework assignments, the PTA, the Galarza School Site Council (SSC) and SELAC parents encourage families to support the instructional environment and promote a passion for learning.

School Goals:

- . High quality Instructional program for all students
- . Intervention support for students who are below grade level in ELA and/or Math.
- . The use of assessments and data to drive all instructional decisions
- . The use of current instructional curriculum and best practices strategies
- . Provide a positive schools climate and culture
- . Create an effective teaching community
- . Expand our Parent and teacher partnership
- . The continual pursuit of professional development and growth
- . Meet or exceed AYP/API targets in order to exit out of Program Improvement status.

Because of Program Improvement status, our staff focused on reading comprehension and writing. The Diagnostic Reading Assessment (DRA) was administered to all Galarza students at the beginning and end of the school to monitor student's growth in reading. We also implemented the Write Tools to support our Writing Program and Board Math to support the Math program in K- 5th grade. Galarza's team of educators and classified staff work together with families and the community to provide a learning environment, academically focused with specific API and AYP targets.

Principal's Experience

This is Susana Ornelas- Paredes fourth year as principal at Galarza. She has a Master Degree from Santa Clara University as well as an Administrative credential. Susana believes that a strong educational

program must have clear articulation of goals in order to ensure that children are successful in middle school. She also realizes that it is important to have a good working relationship between the schools and home in order for the students to be successful.

Susana has worked as an ELP Coordinator at the site and district levels. She has more than 10 years of direct classroom teaching experience at the elementary level in Bilingual Education and ELD. During her time at Hammer Montessori she has successfully merged the two schools that share the campus into one community. Susana has been a strong advocate for the Montessori program, and worked closely with the district to identify a designated administrator to oversee the Montessori instructional program for the 2010-2011 school year. This changed provided Susana with additional time to focus on the Galarza instructional program with good results. Susana is a true "visionary" and continues her quest to make Ernesto Galarza one of the best elementary schools within SJUSD.

Major Achievements

- Met AYP targets school wide and for all significant subgroups in ELA and Math (Safe Harbor)
- Increased Academic Performance Index (API) (+16)
- Increased grade level planning to 1.5 hours weekly.
- Site created Long Term Pacing guides for ELA, Math and ELD.
- Implemented the cycle of inquiry by using data to monitor student progress.
- The teachers tracked the student's data through the implementation of the Standard Mastery Tracking for ELA and Math.
- The teachers used the Diagnostic Reading Assessment (DRA) to identify individual student reading levels.
- Achieved AMAO III Targets for ELL students
- 2nd LANGUAGE! Class for students below grade level in Reading at 4th/5th grade.
- Implemented Positive Behavior Intervention and Supports Program (PBIS) successfully reduced inappropriate student behaviors school wide.
- Implemented the Art Vista program.
- Provided music instruction from Rhythm and Moves for all K-1st grade students
- Received the CreaTV Media Access grant. Our school will provide 30 minutes of video for the local cable channel each month using our new camera.
- Implemented Lexia Reading online program that students may utilize from home.
- Award of Garden Grant
- Developed effective collaboration between the Galarza and Hammer Montessori communities

Opportunities for Parental Involvement (School Year 2010–11)

Parents assist in developing and reviewing the Title 1 Parent Involvement Plan, which includes parenting skills; home-school communication; training for instructional and support roles; strategies and techniques for assisting their children; preparing parents for governance and advocacy; access to community and support services. The plan is updated annually. In addition parenting classes were provided to teach parents how to help their children with Reading, writing and Math homework. We also have the ABC parent and Los Dichos Reading program, which is sponsored by Project Cornerstone. Parents are involved in the governance of Ernesto Galarza by participating in monthly School Site Council (SSC) and School English Language Advisory Council (SELAC) meetings. Parents of GATE students meet three times a year to discuss programs and provide input on the GATE budget. Parent volunteers work in the classroom, coordinate classroom projects, chaperone field trips and assist with special activities. Our PTA holds monthly meetings regarding school programs and provides monetary support services for all students. PTA sponsors our annual Walk-A Thon, Valentine Day event, two movie nights, and an end of school year dance. . At the monthly "Principal's Second Cup of Coffee," parenting workshops are offered. Additionally, this is an informal way to communicate with parents regarding their interests and concerns for the school. For further information, please contact our Parent Liaison, Louis Esquivel at 408 535-6671.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	106	Grade 8	0
Grade 1	95	Ungraded Elementary	0
Grade 2	81	Grade 9	0
Grade 3	70	Grade 10	0
Grade 4	87	Grade 11	0
Grade 5	84	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	523

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	5.5%
American Indian or Alaska Native	0.8%
Asian	2.5%
Filipino	1.9%
Hispanic or Latino	81.5%
Native Hawaiian or Pacific Islander	0.0%
White	4.4%
Two or More Races	1.0%
Socioeconomically Disadvantaged	87.8%
English Learners	63.1%
Students with Disabilities	6.1%

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	20.0	4	0	0	28.0	0	3	0	29.7	0	3	0
1	19.0	3	0	0	29.0	0	1	0	29.0	0	3	0
2	17.8	4	0	0	27.5	0	2	0	29.5	0	2	0
3	30.0	0	2	0	27.7	0	3	0	30.0	0	2	0
4	30.0	0	2	0	28.0	0	3	0	29.3	0	3	0
5	30.0	0	3	0	28.7	0	3	0	29.0	0	3	0
6												
Other	23.3	2	1		28.3	0	3	0	25.5	0	2	0

* 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

Date safety plan updated: October 2010

Date safety plan last reviewed with staff: October 2010

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

Providing a safe, clean, and secure learning environment is important to the Galarza faculty and community. A school-wide behavior management plan is in place with school and classroom behavioral expectations that are reinforced throughout the year. Yard Duty personnel and bus supervisors are hired to supervise students from the bus area before school. After school, students are also supervised in the valet area, which is located at the front of the school. In addition, students are supervised in the Bus Zone as well. A well supplied, secured storage area houses emergency supplies. Regular preparedness and safety drills are conducted in accordance with district guidelines.

Homework

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

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

Discipline

Include in this narrative information about your efforts to create and maintain a positive learning environment, including the use of disciplinary strategies. Ernesto Galarza has a school-wide behavior management plan called Positive Behavioral Interventions and Supports (PBIS) to promote a positive learning environment and respect of the individual. Individual classroom standards reinforce positive behavior as well as specific consequences for inappropriate behavior. We believe that students who have positive self-esteem and have opportunities to be connected to their school environment, through service, perform better academically and socially. We also understand there is always a reason for a student's misbehavior. Through discussion with the student, the teacher, the parent, and the counselor, we work to get at the root of the problem to eliminate the negative behavior. Each student has a specific role and responsibility in maintaining the school environment. School wide, students participate in a variety of programs, including Expect/Respect Workshop, Student Leadership, Cross-Age tutoring, and recess coaches trained by Play Works.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	12.3%	7.41%	5.7%	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)

Galarza is in its tenth year of existence. The two-story, 'closed' environment provides a safe learning atmosphere for all students and staff. During the summer of 2010, new exits on the second floor were created. Fixtures, appliances, and facilities are all new and in working condition. One daytime custodian is responsible for the cleanliness of all student bathrooms, the cafeteria, and the emptying of trash throughout the school. A district coordinated 'night-crew' is assigned for two hours daily to vacuum stairways, maintain the office, health office, staff room and adult bathrooms. A weekly grounds crew is present to weed, rake, water and complete general yard work. This past year a Liquid Cristal Display (LCD) board was installed at the Galarza site to foster communication between school and home. The LCD board will provide valuable written information while school is in/out of session. Currently, Hammer Montessori shares the facilities with the Galarza community.

A William's textbook complaint was filed for lack of sufficient Social Studies textbooks in the 3rd and 4th grade. This complaint was resolved in a timely manner and dismissed. This coming year all textbooks will be "bar-coded" to ensure all students have all the textbooks they need in order to achieve academic success.

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			x	There were 11 deficiencies in this area. Most deficiencies were for the need to clean AC/Heating vents.
Interior: Interior Surfaces			x	There were 2 deficiencies in this area. They included carpet with holes in Rm 104, graffiti on boys RR.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			x	There were 5 deficiencies in this area. They included dirty toilets, tape and glue all over floor Rm 106, walls full of staples downstairs hallway.
Electrical: Electrical				There were 21 deficiencies in this area. They were for lights and banks out.
Restrooms/Fountains: Restrooms, Sinks/Fountains			x	There were 2 deficiencies in this area. They included dirty drinking fountain outside Rm 102 and all 6 fountains outside North end area.
Safety: Fire Safety, Hazardous Materials			x	
Structural: Structural			x	

Damage, Roofs
External:
 Playground/School
 Grounds, Windows/
 Doors/Gates/Fences

x

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	20	21	1464
Without Full Credential	2	0	3	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	100.00%	0.00%
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)

Support Staff

Galarza has the following certificated and classified staff:

- One full time Literacy Coach
- One full time Title I teacher
- One full time English Learner program coordinator
- One Full time Resource Specialist Teacher (RSP)
- One full time Speech Teacher
- Three Preschool Teachers (Two Special Ed. And one State)
- One part time Intervention teacher
- Two Primary Language Aides
- Counselors for each day
- One part time Technology Coordinator
- One full time 4/5 Release Teacher
- One 0.10 part time Occupational Therapist

Specialized Programs

GATE

In the spring, all second grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Students new to the district, as well as current fifth grade students with previous 'borderline' results are screened in the fall. Site GATE coordinators, along with parents and district GATE personnel, work to get the eligible students qualified. Montessori Curriculum by design is differentiated at all levels to provide GATE students with opportunities for challenging, self-guided work. Hands-on projects allow students to explore topics at greater depth and complexity. Students in grades 3-5 had the opportunity to attend Math and Creative Writing Workshops.

Special Ed

We have two teams, the Student Study Team and a COST that consist of our counselor, nurse, attendance clerk, health clerk, classroom teachers and the principal. These teams meet with staff and the families who may suspect a learning disability or who may have behavior issues that interrupt learning. The teachers take these students through the SST process, and may refer the student for Special Education review if sufficient progress has not been made after systematic academic interventions have taken place without any significant growth. Special education services provided at Galarza are 'pull-out' and 'push-in' programs: the majority of time is spent in a regular classroom setting with same-ability pull-out groups working with the Resource Teacher for blocks of one – two hours daily. All progress and goals are monitored in accordance with the individual IEPs. Counselors meet weekly with those students who need extra help.

At-risk students

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

English Language Learners

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

Students with disabilities

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

After-school programs

After school programs are supported through a Title 1 grant based on our Program Improvement status. Supplemental Economic Services (SES) programs are provided for all students who are identified as low social economic status (LSES) Additional funds come from the City of San Jose. Our program provides extended-day enrichment services to groups of students needing additional assistance in Reading, Writing, and/or Math. Groups are kept small (6-10 students) and are taught by a credentialed classroom teacher. Additionally after school homework assistance, childcare and enrichment activities are provided through a partnership with the YMCA. After-school homework assistance, childcare and enrichment activities are provided through a partnership with the YMCA. Our Play works coach oversees our volleyball and basketball teams and facilitates an enrichment class. The Galarza staff provides a variety of after-school interventions to support students in Language Arts, English Language Development and Math.

Peer tutoring

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

* 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

Our teachers are trained in early literacy strategies with an emphasis on intervention techniques, such as differentiation, shared/guided reading groups, observation survey, and alternate rankings. The Houghton-Mifflin District adoption is used as our basal text. This comprehensive reading program occurs 60 minutes daily for Kindergarten classes. The students in 1st- 3rd have a two and a half hour reading block. The students in 4th and 5th have a two-hour reading block. Included in the reading block is a 30-minute Universal Access time, which allows for differentiation of the curriculum, depending on the student needs. We also use many supplementary materials that include core literature books at each grade level, grammar resources, leveled books, Accelerated Reader, and Lexia Reading. Students review daily using Strategic Schooling strategies based on problem solving and state standards. Teachers engage students in the strategies of the Write Tools program, which includes pre-writing, drafting, and revising, editing, and post-writing activities. LANGUAGE! is a district wide reading intervention program for students in the 4th and 5th grade who are two or more years below grade level. The students work with the LANGUAGE! teacher for two hours per day, five days per week. Students in K-3rd who are below grade level are invited to participate in the Voyager/Passport Program, which is the district's reading intervention program.

Math

The math curriculum follows the state framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Hands-on materials are integrated extensively into the District-adopted core curriculum to provide concrete experiences and to facilitate acquisition of basic skills. Students review daily Strategic Schooling strategies based on problem solving and state standards. They test themselves regularly for speed and accuracy using Math Facts in a Flash (a web-based program.) Students are using Math Chants to help memorize multiplication/Division facts. Grades 3-5 use the Accelerated Math Program to reinforce concepts taught in their classrooms. Math is integrated throughout the curriculum at all grade levels.

Science

Science materials are integrated into the State framework and benchmarked District standards. Beginning in kindergarten and continuing through fifth grade, students learn scientific processes and relate these to the world around them. The new district Science curriculum offers many hands on science projects. All fifth graders attend Camp Campbell for a week of Outdoor Science Camp. An annual Science Fair, originally begun as a fifth grade project requirement, is now a school wide event. Students in grades 1st-5th also have the opportunity to attend a six-week science workshop. The workshops are geared to each grade levels' needs and interests.

Social Studies

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

Textbooks

Do all students have access to textbooks and other instructional materials in each core subject area that are current and in good condition?

New textbooks are selected from State-approved lists that have been piloted by all grade levels throughout the District. All students have access to textbooks and supplementary text materials for class and/or home use in order to complete assigned projects. Additional materials, such as leveled books, Accelerated Reader titles, and manipulative help supplement the core curriculum. The Scott Foresman-Addison Wesley enVision Math Series was adopted in 2009/2010. The Houghton Mifflin reading Series was adopted in 2003/2004. All students have access to the core curriculum, including texts and other supplemental materials.

As affirmed through a William's Settlement Site visit in September 2010, all students have access to textbooks and other instructional materials in each core subject area.

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: Sept 2011

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	\$9,768	\$3,984	\$5,784	\$63,203
District			\$6,048	\$67,256
Percent Difference – School Site and District			-4.4%	-6.0%
State			\$5,455	\$69,207
Percent Difference – School Site and State			+6.0%	-8.7%

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%	39%	45%	54%	56%	57%	49%	52%	54%
Mathematics	50%	51%	61%	50%	51%	53%	46%	48%	50%
Science	34%	43%	32%	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%	61%	32%	0%
Male	38%	58%	37%	0%
Female	51%	65%	28%	0%
Black or African American	42%	37%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino				
Hispanic or Latino	42%	61%	33%	0%
Native Hawaiian or Pacific Islander				
White	65%	71%	0%	0%
Two or More Races	68%	84%	0%	0%
Socioeconomically Disadvantaged	43%	61%	31%	0%
English Learners	34%	59%	12%	0%
Students with Disabilities	52%	70%	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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at

<http://cahsee.cde.ca.gov/>.

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	30.50%	24.40%	2.40%
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	3	3
Similar Schools		5	4	4

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	8	17	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	8	17
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	17	20	13
English Learners	24	14	27
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				
		School	Number of Students	LEA	Number of Students	State
All Students at the School	299	767	23,642	798	4,683,676	778
Black or African American	19	723	738	758	317,856	696
American Indian or Alaska Native	1		166	786	33,774	733
Asian	0		2,205	941	398,869	898
Filipino	0		374	850	123,245	859
Hispanic or Latino	246	763	11,980	716	2,406,749	729
Native Hawaiian or Pacific Islander	0		7		26,953	764
White	15	827	6,455	878	1,258,831	845
Two or More Races	0		153	787	76,766	836
Socioeconomically Disadvantaged	277	763	11,520	712	2,731,843	726
English Learners	197	757	8,287	701	1,521,844	707
Students with Disabilities	21	718	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	In PI	In PI
First Year of Program Improvement	2004-2005	2009-2010
Year in Program Improvement	Year 5	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.

The district allots 3 days of staff development and 3 in service days throughout the year. In the beginning of the year meetings are reserved for analysis of test scores and student achievement from the previous year. This is the time to realign our goals with current student needs. . Staff meetings are held the second Tuesday of every month. The remaining Tuesday, are set aside for grade level planning and discussing "best practices" strategies in ELA, Math and ELD. One Staff development day in the fall is reserved for Parent Teacher conferences and one in the spring focuses on multicultural aspects of education. Other days are used for additional focus on improving the academic needs of our students. Professional speakers are invited and grade level teaming/planning is always integrated. Our staff regularly initiates on-going professional development on a monthly basis. Staff collaborates on an on-going basis as well as visiting other schools and/or attends district trainings. These trainings have included; Diagnostic Reading Assessment (DRA), Write Tools, Board Math, Direct Instruction, ELD, Creation of Assessments, Positive Behavior Intervention (PBIS), PLAYWORKS games and Standard Mastery Tracking. This year we will add Thinking Maps training to our repertoire of teaching skills. In addition, the Galarza staff has been extensively trained in First Aid and CPR.

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

Ernesto Galarza
Elementary

San Jose Unified

School Accountability Report Card,
2010-2011

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org