

# School Accountability Report Card

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

San José Unified School District

## Gardner Elementary

502 Illinois Avenue  
San José, CA 95125

Phone: (408) 535-6225  
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**Grades K-5**



Principal

Janis\_Hubbs  
Janis\_Hubbs@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

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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	
<b>School Name</b>	Gardner Elementary	<b>District Name</b>	San Jose Unified
<b>Street</b>	502 Illinois Ave.	<b>Phone Number</b>	(408) 535-6000
<b>City, State, Zip</b>	San Jose, CA, 95125-1534	<b>Web Site</b>	www.sjUSD.org
<b>Phone Number</b>	(408) 535-6225	<b>Superintendent</b>	Vincent Matthews
<b>Principal</b>	Janis Hubbs, Principal	<b>E-mail Address</b>	vincent_matthews@sjUSD.org
<b>E-mail Address</b>	jannis_hubbs@sjUSD.org	<b>CDS Code</b>	43696666048532

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

#### Gardner Academy Professional Development School Vision

#### **G**ateway to College

Gardner is a community of learners where children aspire to higher learning to further their knowledge of themselves and the world around them.

#### **A**cademic success

Academic success is the goal at Gardner where students are working at their highest potential to meet and exceed grade level standard.

#### **R**igorous, relevant, & reflective curricula

Where students are active participants in constructing their own learning. Gardner students are challenged, understand the purpose of their learning, and are able to articulate their successes as well as become problem solvers.

#### **D**ata Driven Instruction

The Gardner School Community uses student data to identify students' needs and drive instruction. Teachers promote high academic achievement through conscious collaboration with each other with the support of SJSU, Partners SI, observation, and reflection.

#### **N**urturing the Whole Child

The Gardner school community nurtures the whole child with positive academic social and cultural experiences through the arts, technology, sports, and citizenship to become self-directed learners.

#### **E**quity

Equity at Gardner is demonstrated by culturally competent teachers, students, and community members who act, think, feel, and experience others' world views. The school has policies, resources, and structure in place that enables its members to work effectively in the context of a multifaceted community.

#### **R**elationships and Respect

Every member of the Gardner community is part of the connection that makes the school and neighborhood and safe and clean place to live and learn. We foster respect for each other and ourselves. We respect our environment and our learning community.

Gardner Academy has been reconstituted as a Professional Development School in the 2005/2006 school year. The teaching staff is committed to student achievement.

Gardner Academy is about continuous improvement. Gardner Academy students, teachers, administration, and parents all work towards providing Gardner students the necessary opportunities to achieve continuous academic and social success.

Gardner Academy provides a diversified educational program to meet the needs of students. Students participate in one of two academic strands: Two-Way Bilingual Immersion and Structured English. In the Two Way Immersion program option, students and staff are committed to the goals of bilingualism and biliteracy. The Structured English Immersion program provides students opportunities to move into English fluency as quickly as possible. English only teachers modify their instruction to make it comprehensible for their English learners and use strategies that teach both content and language. English and Spanish speaking students are learning to read and write in their primary language with guidance from our dedicated, well-trained staff.

#### Principal's Experience

Janis Hubbs is the current principal at Gardner and has been at Gardner for the last six years. Prior to this assignment, Janis was principal of Grant Academy for four years, assistant principal at Washington School

for three years, bilingual resource teacher for six years, and bilingual classroom teacher for eighteen years.

### **Major Achievements**

At Gardner Academy, we continue to make great strides in student academic achievement.

27 graduating fifth graders were qualified to receive the Seal Pathway to Biliteracy Award for their bilingual academic achievements.

125 2<sup>nd</sup> -5<sup>th</sup> grade students achieved 75+ % of S T Math goals for the school year.

Gardner Students in the Two-Way Bilingual Immersion classes achieved higher Spanish Standards Test scores than other schools in Santa Clara County or in the state of California.

Positive Behavior Intervention and Supports (PBIS) began at Gardner this year with 70% implementation including a successful pilot collaboration with the Gardner Health Clinic and their mental health interns.

The Sobrato Early Academic Literacy (SEAL) program was implemented in preschool and Kindergarten classes.

### **Opportunities for Parental Involvement (School Year 2010–11)**

This section provides information about opportunities for parents to become involved with school activities.

Please include the name, phone number, and/or e-mail address of person to contact about parent involvement.

Gardner Academy is fortunate to have a Parent Outreach Coordinator, Amparo Barron. Mrs. Barron can be contacted at (408) 535-6225. Room 1 is the Parent Room at Gardner Academy. Monthly 2<sup>nd</sup> Cup of Coffee meetings and Family Nights provide parents with knowledge about the reading, writing, and math programs, strategies used by the teachers and give parents ideas and techniques for working with their children at home. Kinder Literacy and Science Nights were held. Parents participate in Back to School Night, parent/teacher conferences, Open House, School Site Council/Site English Learner Advisory Committee, Gifted and Talented Education, and the HABLEMOS parent group. Parent volunteers participate in the Los Dichos program under the leadership of our Parent Outreach Coordinator. Early Childhood Language Development Institute classes were provided for preschool parents, under the leadership of the SEAL facilitator, Jill Fraka.

A family garden project was started with the assistance of Santa Clara University students. Classes were provided to parents in the areas of English as a Second Language and for positive discipline. A Science Fair Night was held with the support of parents, students, and teachers.

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

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	117	<b>Grade 8</b>	0
<b>Grade 1</b>	98	<b>Ungraded Elementary</b>	0
<b>Grade 2</b>	95	<b>Grade 9</b>	0
<b>Grade 3</b>	103	<b>Grade 10</b>	0
<b>Grade 4</b>	96	<b>Grade 11</b>	0
<b>Grade 5</b>	75	<b>Grade 12</b>	0
<b>Grade 6</b>	0	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	0	<b>Total Enrollment</b>	584

### **Student Enrollment by Subgroup (School Year 2010–11)**

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	3.3%
<b>American Indian or Alaska Native</b>	1.2%
<b>Asian</b>	1.2%
<b>Filipino</b>	0.9%
<b>Hispanic or Latino</b>	86.0%
<b>Native Hawaiian or Pacific Islander</b>	0.5%
<b>White</b>	4.5%
<b>Two or More Races</b>	0.3%
<b>Socioeconomically Disadvantaged</b>	81.2%
<b>English Learners</b>	67.6%
<b>Students with Disabilities</b>	6.3%

### 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+
<b>K</b>	20.0	6	0	0	27.5	0	4	0	29.5	0	4	0
<b>1</b>	19.8	5	0	0	27.7	0	3	0	26.0	0	3	0
<b>2</b>	17.4	5	0	0	29.3	0	3	0	27.3	0	3	0
<b>3</b>	25.3	0	3	0	29.0	0	2	0	29.0	0	2	0
<b>4</b>	29.0	0	2	0	25.0	0	2	0	31.0	0	2	0
<b>5</b>	31.0	0	2	0	30.5	0	2	0	30.0	0	2	0
<b>6</b>												
<b>Other</b>	24	1	1	0	28.8	0	4	0	29.5	0	4	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: Fall of 2010

Date safety plan last reviewed with staff: Fall, 2010

Students and staff participate in monthly fire drills and quarterly disaster drills.

All classrooms and offices are equipped with emergency backpacks.

Staff is trained on lockdown Code Red emergency plans.

A full time yard duty person supervises the campus all day for students' safety

PBIS (Positive Behavior Interventions and Support) has been implemented at Gardner

#### **Homework**

Kindergartens through fifth graders are assigned homework Monday through Thursday. All students are required to read for at least 20-30 minutes per night with parents signing off their homework form.

Homework consists of writing, spelling, math, reading, and reports, when applicable.

#### **Student Council**

A student council made up of representatives from grades 2-5 was formed under the leadership of 4<sup>th</sup> and 5<sup>th</sup> grade teachers. Several "Spirit Days" were implemented.

A PBIS reward system was created including a weekly ticket raffle and student store. Students are rewarded monthly at an Awards Assemblies for the following reasons: Student of the Month, Most Improved Students, and Lifeskills Award.

A YMCA leader was on campus daily during the lunch hours to engage students in sports activities.

#### **Discipline**

At times, it is necessary to suspend or expel students who break certain school rules. The number of suspensions and expulsions for the year is reported here. In 2010/11 Gardner had 30 suspensions, which was a reduction of 5 from the previous year. These suspensions included students who chose to not adhere to our zero tolerance policy when it comes to specific types of offenses. These numbers reflect both our rules and how strictly we enforce them. This number also reflects students with multiple suspensions during the year. Gardner is a school of 575 students, which was an increase of 27 students from the previous year.

Positive Discipline Supports and Interventions (PBIS) was implemented at Gardner this year.

### 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>	4.7%	2.68%	5.0%	11.8%	5.17%	10.8%

<b>Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.19%	0.3%
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\* 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 Gardner site opened in 1978. The school is maintained on a regular basis. Modernization took place during the summer of 2003. However, a fire destroyed the main building in November 2003. The new building was under construction in 2005/2006. The building was completed in March 2006. A new Cafeteria/Multi-Purpose building, parking lot with drop-off area, and artificial turf was completed by fall, 2007. Gardner students and staff have a high regard for the appearance of the school, and student volunteers take responsibility for keeping the school campus clean. Our HABLEMOS parent group along with other community partners sponsor two clean-up days a year. The portables classrooms on the Willis Avenue side of the school were renovated during the summer of 2009 and the two-story building was painted, and a new shade structure was erected in the summer of 2009.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		x			There was 1 deficiency in this area. It included the need to clean AC/Heating vent.
<b>Interior:</b> Interior Surfaces			x		There was 1 deficiency in this area. It included ceiling tiles with water stains in Rm B1.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			x		There were 2 deficiencies in this area. They included dirty floors in the Kitchen and Cafeteria.
<b>Electrical:</b> Electrical				x	There were 13 deficiencies in this area. These included light and banks out, and a missing light cover in Rm 8.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		x			There was 1 deficiency in this area. It included a stained, dirty drinking fountain by outdoor RR.
<b>Safety:</b> Fire Safety, Hazardous Materials		x			There was 1 deficiency in this area. Fire extinguisher low in Rm B11.
<b>Structural:</b> Structural Damage, Roofs			x		There were 2 deficiencies in this area. They included a swing glide missing in main playground and turf ripped 2' by 2' by ladder in fenced playground.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		x			
<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>	29	21	26	1464
<b>Without Full Credential</b>	0	0	0	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	1	

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>	95.24%	4.76%
<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)**

#### **GATE**

The Gardner GATE program follows the SJUSD practice of using various differentiation strategies in the classrooms, so that students are challenged appropriately. In addition, a weekly session in the computer lab gives the students an opportunity to work with their intellectual peers from other classrooms and grades. The focus is higher-level thinking, mathematics, creative writing, and internet research.

#### **Special Ed**

A full-time resource specialist and part-time speech and language specialist assist special education students. We have Student Success Teams made up of teachers, resource teachers, and a counselor. The teams meet with the families of children who may need speech therapy, who have a suspected learning disability, attendance difficulties or whose behavior interrupts learning. A full time counselor and part-time nurse are available to at-risk students. A Gardner Mental Health pilot was created to assist Tier 3 students with social/emotional needs.

#### **English language learners**

At Gardner, we have implemented a K-5 ELD program. Every student is leveled according to their CELDT score and instructed in a focused ELD program incorporating GLAD strategies, frontloading and Text Talk. Teachers collaborate on GLAD units to develop English academic language and discuss student progress. Teachers implement English in my Pocket, and Avenues curriculum. An extended year of two weeks is devoted to English Language Learners learning English through hands-on science lessons. After school tutoring services are in place for ELL students. 20 Saturday Academy sessions were provided to support English Learners.

### **Students with disabilities**

Gardner has a full-time resource specialist who services students in their primary language according to their IEP.

Gardner has a part-time Speech and Language Specialist.

### **After-school programs**

After school programs include:

Small group tutoring in math and/or LA by certificated teachers

AfterSchool Allstars

Supplemental Educational Services for targeted students

Saturday Academy for at-risk students

Kids Club

Extended School Year

### **Tutoring**

Tutoring was provided by Resource Teachers and Dedicated Substitute teachers as well as classroom teachers before and after school.

Supplemental Educational Services tutoring serviced approximately 100 students after school.

\* 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**

The Gardner reading program is based on the Houghton Mifflin district adopted series and State Language Arts Standards. Reading activities include the entire continuum of Language Arts. Differentiation occurs during Universal Access time. Step Up to Writing and Write Tools training has been offered to our staff school wide. Teachers use this method as well as other proven writing techniques such as Writer's Workshop. All teachers monitor students' progress on a regular basis through Developmental Reading Assessments, Accelerated Reader, 4 Benchmark assessments yearly, Performance-Based assessments, and student work samples.

##### **Math**

The Gardner mathematics curriculum follows the state framework and state math standards, and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Preparation for real-world math is a priority when selecting curriculum. In 2009/2010 a math adoption was implemented from Scott-Foresman (Envision) a state-approved curriculum. Basic skills are taught through concrete hands-on experiences and use of manipulatives. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. Math is integrated throughout the curriculum at all grade levels. Students are assessed regularly with the district math benchmarks 4 times a year and with the math topic tests and teacher developed Standards-based assessments. In 2010-2011 school year, ST Math, from the Mind Institute was provided to 2<sup>nd</sup> through 5<sup>th</sup> grade students to provide opportunities to visualize math.

##### **Science**

Science instruction follows the state framework and benchmarked district standards. Our focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. Fifth graders attend Camp Campbell Science Camp for an outdoor science week. Schmahl

Science lessons were provided to Preschool, Kindergarten, and first grade students through the SEAL (Sobrato Early Academic Literacy) Project. Science related field trips are available to Gardner students. A Community Garden project was started in collaboration with Santa Clara University and AmeriCorps.

**Social Studies**

Our social studies program follows the California State Framework to prepare our students for each succeeding grade and middle school. The curriculum’s rich program integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacies, and include civil rights, values, and responsibilities. Children have the chance to learn through a wide variety of different modalities, including coordinated computer programs that use challenging problem-solving games or writing programs. Cooperative learning encourages interaction and collaboration. Fifth grade students participated in Law-Related Education. Fourth grade students participated in an all-day field trip to Sacramento. Social Studies related field trips are available to Gardner Students.

**Textbooks**

New textbooks are selected from state approved lists that have been piloted by all grade levels throughout the district. Additional reading materials are purchased to support programs such as leveled reading and Accelerated Reading.

All students have equal access to all core subject areas. Textbooks and other instructional materials are current and in good condition.

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)

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	\$9,287	\$3,983	\$5,304	\$61,246
District			\$6,048	\$67,256
Percent Difference – School Site and District			-12.3%	-8.9%
State			\$5,455	\$69,207
Percent Difference – School Site and State			-2.8%	-11.5%

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 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
<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)								
	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>	38%	37%	40%	54%	56%	57%	49%	52%	54%
<b>Mathematics</b>	58%	55%	61%	50%	51%	53%	46%	48%	50%
<b>Science</b>	29%	36%	30%	52%	57%	60%	50%	54%	57%
<b>History-Social Science</b>	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
<b>All Students in the LEA</b>	57%	53%	60%	51%
<b>All Students at the School</b>	40%	61%	30%	0%
<b>Male</b>	35%	59%	37%	0%
<b>Female</b>	45%	64%	22%	0%
<b>Black or African American</b>	43%	43%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	0%	0%	0%	0%
<b>Filipino</b>				
<b>Hispanic or Latino</b>	39%	63%	29%	0%

<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	41%	53%	0%	0%
<b>Two or More Races</b>	38%	69%	0%	0%
<b>Socioeconomically Disadvantaged</b>	36%	58%	26%	0%
<b>English Learners</b>	31%	60%	13%	0%
<b>Students with Disabilities</b>	15%	22%	0%	0%
<b>Students Receiving Migrant Education Services</b>	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
<b>5</b>	29.00%	42.00%	7.20%
<b>7</b>	0.00%	0.00%	0.00%
<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
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<b>Statewide</b>	2	3	2
<b>Similar Schools</b>	2	5	3

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

<b>Group</b>	<b>Actual API Change 2008–09</b>	<b>Actual API Change 2009–10</b>	<b>Actual API Change 2010–11</b>
<b>All Students at the School</b>	48	-12	15
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	51	-15	16
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>	46	-16	10
<b>English Learners</b>	64	-10	13
<b>Students with Disabilities</b>			

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.

<b>Group</b>	<b>Number of Students</b>	<b>2011 Growth API</b>				
		<b>School</b>	<b>Number of Students</b>	<b>LEA</b>	<b>Number of Students</b>	<b>State</b>
<b>All Students at the School</b>	347	748	23,642	798	4,683,676	778
<b>Black or African American</b>	12	776	738	758	317,856	696
<b>American Indian or Alaska Native</b>	4		166	786	33,774	733
<b>Asian</b>	2		2,205	941	398,869	898
<b>Filipino</b>	0		374	850	123,245	859
<b>Hispanic or Latino</b>	302	745	11,980	716	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		7		26,953	764
<b>White</b>	15	793	6,455	878	1,258,831	845
<b>Two or More Races</b>	0		153	787	76,766	836
<b>Socioeconomically Disadvantaged</b>	284	729	11,520	712	2,731,843	726
<b>English Learners</b>	243	740	8,287	701	1,521,844	707
<b>Students with Disabilities</b>	26	527	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>	1998-1999	2009-2010
<b>Year in Program Improvement</b>	Year 5	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.

## XII. 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 teachers at Gardner participate in monthly meetings to collaborate in grade level teams. Many teachers have attended the AB466 Language Arts (LA) training and Guided Language Acquisition Design (GLAD) training. All Gardner teachers were trained in the Explicit Direct Instructional framework provided by SJUSD. Coaches demonstrate lessons in the classrooms for classroom teachers and engage them in complete coaching cycles in order to improve instruction. Teachers are also supported through teacher/principal meetings and coaching, and grade level team meetings to review and analyze student performance data.

A Literacy Coach and English Language Instructional Coach offer staff development in their content areas. Teachers are released monthly for Professional Development and grade level collaboration.

Teachers demonstrate lessons for their colleagues in order to learn best practices from each other.

ST Math training was provided to teachers in grades 2-5

SEAL provided training for Preschool and Kindergarten teachers in the areas of oral language development, text engagement, affirming culture, and standards-based instruction. Guitars in the Classroom workshops were provided for preschool through first grade teachers in order to better elicit oral language from students.

ELD Professional Development is provided to teachers.

Coaches participated in a coaching academy provided by SJUSD.  
Teachers received training in student engagement by Ernie Mendes.  
PBIS team was trained in positive supervision, classroom rules, and classroom routines and procedures.  
The PBIS team then trained the entire staff in these areas. There were 3 staff development days.

**Gardner  
Elementary**

San Jose Unified

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

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