

# School Accountability Report Card

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

San José Unified School District

## Hammer Montessori at Galarza Elementary

1610 Bird Avenue  
San José, CA 95125

Phone: (408) 535-6672  
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### Grades K-5



Associate Principal

Lynn Belmonte  
Lynn\_Belmonte@sjusd.org



CDE Honorable Mention  
2003-2004

### San José Unified School District

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

#### Superintendent

Vincent Matthews, Ed. D.

#### Assistant Superintendents

Jason D. Willis  
Chris D. Funk

#### Board of Education

Jorge González Trustee Area 1  
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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	
<b>School Name</b>	Hammer Montessori at Galarza Elementary	<b>District Name</b>	San Jose Unified
<b>Street</b>	1610 Bird Ave.	<b>Phone Number</b>	(408) 535-6000
<b>City, State, Zip</b>	San Jose, CA, 95125	<b>Web Site</b>	www.sjUSD.org
<b>Phone Number</b>	(408) 535-6671	<b>Superintendent</b>	Vincent Matthews
<b>Principal</b>	Susana Paredes, Principal	<b>E-mail Address</b>	vincent_matthews@sjUSD.org
<b>E-mail Address</b>	susana_paredes@sjUSD.org	<b>CDS Code</b>	43696666048565

### 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 Field Day activities. Hammer Montessori @ Galarza has trained staff members who are committed to putting children first. They work together to provide an instructional program in ELA, Math, Science, Social Studies and the Arts while embedding the Montessori philosophy. They use the many resources at our school to support the students and parents. The use of technology is integrated through out the curriculum. The Hammer Montessori staff and community work together to ensure student success and academic achievement as well as promoting life long learning.

#### **Vision**

"TWO SCHOOLS, ONE COMMUNITY" "PUTTING CHILDREN FIRST"  
"VISION, PASSION, PURPOSE"  
"HIGH ACADEMIC ACHIEVEMENT FOR ALL STUDENTS"

#### **Mission**

The mission of Hammer Montessori is to facilitate an educational environment, which promotes independent and self-directed learning by the way of the Montessori philosophy. To that end, we nurture: a child-centered learning environment, a responsive prepared environment, a focus on independent progress and development, hands on and active learning, multi-ability grouping, and cooperation and collaboration where our students value global understanding, service to others, and universal values. We value parent participation and encourage all families to become involved. Family nights, parent education classes, interactive homework assignments, the Hammer School Site Council, the PTA and the Hammer Montessori Foundation encourage families to support the instructional environment and promote a passion for learning.

#### **School Goals:**

- ☐ The use of current instructional curriculum and best practices strategies
- ☐ Embed the Montessori Philosophy into the curriculum
- ☐ Provide a positive school climate and culture
- ☐ The use of data to drive all decisions
- ☐ Create an effective teaching community
- ☐ Expand our Parent and Teacher partnership
- ☐ The continual pursuit of professional development and growth

#### Principal's Experience

Susana Ornelas- Paredes came to Hammer as the principal in the fall of 2007. Prior to that, she worked for two years as the Assistant Principal at Allen at Steinbeck. While there, she successfully merged the Randol and Allen communities. She has also worked as an ELP Coordinator at the site and district levels. Mrs. Ornelas-Paredes 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. Mrs. Ornelas- Paredes 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.

Lynn Belmonte became the associate principal of Hammer Montessori in the summer of 2010. Since Hammer opened in 1997, she has worked diligently to support the Montessori philosophy of education within a public school setting. She began as a classroom teacher, became the Montessori resource teacher in 2002 and is currently the associate principal. Mrs. Belmonte is credentialed by the American Montessori Society (AMS) in elementary education. She received a master's degree in Montessori Education in 1999. In 2011 she completed another master's degree in administrative leadership. She continues to be a

strong advocate for Hammer Montessori and has been successful in growing the program at the Galarza site.

### **Major Achievements**

- AYP overall score for Math increased
- ☑ Achieved AMAO2 Targets for ELL
- ☑ Behavior Intervention and Supports Program (PBIS) successfully reduced inappropriate student behaviors school wide.
- ☑ Parent Ambassadors created to connect incoming parents
- ☑ Provided music instruction from Rhythm and Moves for all K-2 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.
- ☑ The Hammer Montessori Foundation supported field trips, assemblies and music instruction. They also assisted with providing funds for Montessori professional development and materials.

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

Parents are involved in the governance of Hammer Montessori by participating in monthly School Site Council (SSC) and School English Language Advisory Council (SELAC) meetings. 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. At the monthly "Principal's Coffee," parents are informed and updated on current school activities. Parents are also encouraged to participate in on-going workshops. Montessori demonstrations are also offered. The Hammer Montessori Foundation (HMF) helps provide funding for student enrichment and Montessori training for teachers. If you are interested in becoming more involved at your child's school, you may contact the school regarding your interests or concerns. For further information, please contact our parent liaison, Lou 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	79	Grade 8	0
Grade 1	75	Ungraded Elementary	0
Grade 2	51	Grade 9	0
Grade 3	35	Grade 10	0
Grade 4	42	Grade 11	0
Grade 5	37	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	<b>Total Enrollment</b>	<b>319</b>

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

Group	Percent of Total Enrollment
Black or African American	6.0%
American Indian or Alaska Native	0.0%
Asian	15.0%
Filipino	3.1%
Hispanic or Latino	31.7%
Native Hawaiian or Pacific Islander	0.3%
White	34.2%
Two or More Races	4.4%
Socioeconomically Disadvantaged	28.8%
English Learners	21.3%
Students with Disabilities	9.1%

### **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	19.3	3	0	0	28.5	0	2	0	30.0	0	2	0

<b>1</b>									29.0	0	1	0
<b>2</b>	17.0	1	0	0					30.0	0	1	0
<b>3</b>	22.0	0	1	0	26.0	0	1	0	27.0	0	1	0
<b>4</b>					25.0	0	1	0				
<b>5</b>					25.0	0	1	0				
<b>6</b>												
<b>Other</b>	22.4	4	3		27.2	0	5	0	29.0	0	6	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: November 2010

By the end of each September, Safety Plans are reviewed annually. The key element in the plan is student safety as well as their respect for one another.

Providing a safe, clean, and secure learning environment is important to the Hammer 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

Homework is assigned, based on the expectations at specific grade levels and in specific classrooms. It is assigned to provide additional practice of new and previously learned concepts, and may include both long and short-term projects. Every student is required to read to another person for twenty minutes each night. Homework is also used as a way to involve parents in the schooling and to keep them abreast of classroom academics.

##### Discipline

Hammer Montessori 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 coaching with training 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
<b>Suspensions</b>	7.9%	2.91%	3.8%	11.8%	5.17%	10.8%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.19%	0.3%

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

### IV. School Facilities

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

The 2003-2004 school year found Hammer Montessori School in a different location. We now share the beauty of a twelve - year old site with Galarza Elementary School in SJUSD. 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.

## 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 were 11 deficiencies in this area. Most deficiencies were for the need to clean AC/Heating vents.
<b>Interior:</b> Interior Surfaces			x	There were 2 deficiencies in this area. They included carpet with holes in Rm 104, graffiti on boys RR.
<b>Cleanliness:</b> 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.
<b>Electrical:</b> Electrical			x	There were 21 deficiencies in this area. They were for lights and banks out.
<b>Restrooms/Fountains:</b> 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.
<b>Safety:</b> Fire Safety, Hazardous Materials		x		
<b>Structural:</b> Structural Damage, Roofs		x		
<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>	14	11	13	1464
<b>Without Full Credential</b>	0	0	1	58
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page

at: <http://www.cde.ca.gov/nclb/sr/tq/>

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
<b>This School</b>	100.00%	0.00%
<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)**

#### **Support Staff**

Hammer Montessori has the following certificated and classified support staff:

- One full time Resource Teacher
- One part-time RSP teacher
- One part-time Speech Therapist
- Five part-time Instructional Associates
- One .10 Occupational Therapist
- One part time Technology Coordinator
- Counselor available each day

#### **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. 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.

##### **Special Ed**

Through the COST and Student Study Team process and by way of academic testing, students may be eligible for special education services for speech, reading, language arts, and/or math. Special education services provided at Hammer 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. A counselor meets 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 sessions with a counselor, buddy teachers, peer tutoring, Voyager interventions, or other outside services. Monitoring is done along the timeline of the Student Study Team process.

#### **English language learners**

English learners are provided full access to the balanced core curriculum in English. Sheltered language techniques are imbedded in classroom instruction. Specific time is scheduled daily for instruction of content and language skills.

#### **Students with disabilities**

Hammer School works with the district office to align services for those with disabilities according to the needs outlined in their individual IEP's. Currently, we use RSP, Speech and Occupational Therapy services.

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

After-school homework assistance, childcare and enrichment activities are provided through a partnership with the YMCA. Our Playworks coach oversees our volleyball and basketball teams and facilitates an enrichment class. The Hammer 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 year's teachers and assist in the classroom with student work. Montessori education believes in combination classrooms where peer tutoring is a natural process between grade levels.

\* 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 Montessori teachers are trained in early literacy strategies with an emphasis on intervention techniques, such as running records, shared/guided reading, anecdotal records, observation survey, rubrics, and alternate rankings. The Houghton-Mifflin District adoption is used as our basal text. We also use many supplementary materials that include core literature books at each grade level, grammar resources, leveled books, Accelerated Reader, Lexia Reading and sequenced Montessori materials. 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. Academically struggling students in second and third grade are invited to participate in the Voyager Program. We also provide the Lang! Intervention Program five days a week for fourth and fifth grade students who are performing below the LA standards.

### **Math**

Hammer Montessori 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 Montessori materials are integrated extensively into the District adopted core curriculum to provide concrete experiences and to facilitate acquisition of basic skills. Students review daily using 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.) 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**

Montessori 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. A complete array of FOSS Science kits, developed by the Lawrence Hall of Science provides additional depth and understanding. All fifth graders attend Camp Campbell for a week of Outdoor Science School. An annual Science Fair, originally begun as a fifth grade project requirement, is now a school wide event.

### **Social Studies**

The Social Studies program integrates Montessori 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**

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 and Accelerated Reading titles and Montessori manipulatives 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.

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**

<b>Core Curriculum Area</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	No	0%
<b>Mathematics</b>	Yes	0%
<b>Science</b>	Yes	0%
<b>History-Social Science</b>	Yes	0%
<b>Foreign Language</b>	Yes	0%
<b>Health</b>	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Yes	0%

## **VIII. School Finances**

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$8,555	\$2,769	\$5,786	\$73,763
<b>District</b>			\$6,048	\$67,256
<b>Percent Difference – School Site and District</b>			-4.3%	+9.7%
<b>State</b>			\$5,455	\$69,207

**Percent Difference –  
School Site and State**

+6.1%

+6.6%

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)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<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

Subject	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>	59%	61%	61%	54%	56%	57%	49%	52%	54%
<b>Mathematics</b>	66%	67%	68%	50%	51%	53%	46%	48%	50%
<b>Science</b>	70%	88%	72%	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>	61%	68%	72%	0%
<b>Male</b>	57%	69%	67%	0%
<b>Female</b>	64%	67%	78%	0%
<b>Black or African American</b>	59%	65%	0%	0%
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	79%	88%	0%	0%
<b>Filipino</b>	0%	0%	0%	0%
<b>Hispanic or Latino</b>	54%	61%	58%	0%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	65%	72%	0%	0%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	41%	54%	45%	0%
<b>English Learners</b>	45%	64%	0%	0%
<b>Students with Disabilities</b>	30%	70%	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>	26.30%	21.10%	15.80%
<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.

<b>API Rank</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Statewide</b>	8	7	7
<b>Similar Schools</b>	6	2	2

### 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>	-3	15	-4
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	-7	17	11
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>	-21	6	-3
<b>English Learners</b>			
<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>Number of Students</b>	<b>State</b>
		<b>School</b>	<b>Number of Students</b>	<b>LEA</b>		
<b>All Students at the School</b>	158	841	23,642	798	4,683,676	778
<b>Black or African American</b>	16	849	738	758	317,856	696
<b>American Indian or Alaska Native</b>	0		166	786	33,774	733
<b>Asian</b>	24	921	2,205	941	398,869	898
<b>Filipino</b>	4		374	850	123,245	859
<b>Hispanic or Latino</b>	65	806	11,980	716	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		7		26,953	764
<b>White</b>	40	848	6,455	878	1,258,831	845
<b>Two or More Races</b>	0		153	787	76,766	836

<b>Socioeconomically Disadvantaged</b>	61	778	11,520	712	2,731,843	726
<b>English Learners</b>	39	822	8,287	701	1,521,844	707
<b>Students with Disabilities</b>	20	717	2,265	583	521,815	595

### Adequate Yearly Progress

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

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

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

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

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

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

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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

Note: Cells shaded in black do not require data.

## XI. Instructional Planning and Scheduling

### Professional Development

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

The district 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. 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 Montessori 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 Observation Surveys, Running Records, Step Up to Writing, Write Tools, Board Math, Direct Instruction, SPARK, Thinking Maps, Multiple Intelligences, CLAD, and SDAIE. In addition, the Hammer staff has been trained in First Aid and CPR. Classroom teachers have completed extensive Montessori Training and credentialing.

**Hammer Montessori at  
Galarza Elementary**

San Jose Unified

**School Accountability Report  
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***Provided by the Ed-Data  
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