

School Accountability Report Card

Reporting for school year 2010-2011

Published in 2011-2012

San José Unified School District

Los Alamitos Elementary

6130 Silberman Drive
San José, CA 95120

Phone: (408) 535-6297
Fax: (408) 268-8929

Grades K-5



Principal

Thomas Rousseau
Thomas_Rousseau@sjusd.org



1999-2000



2001

Plus Special Emphasis
Award for Technology

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 5



School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

| School | | District | |
|-------------------------|----------------------------|-----------------------|----------------------------|
| School Name | Los Alamitos Elementary | District Name | San Jose Unified |
| Street | 6130 Silberman Dr. | Phone Number | (408) 535-6000 |
| City, State, Zip | San Jose, CA, 95120 | Web Site | www.sjUSD.org |
| Phone Number | (408) 535-6297 | Superintendent | Vincent Matthews |
| Principal | Thomas Rousseau, Principal | E-mail Address | vincent_matthews@sjUSD.org |
| E-mail Address | thomas_rousseau@sjUSD.org | CDS Code | 43696666093074 |

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

Principal's Comments

Vision: Los Alamitos will prepare its diverse students academically and socially for middle school and for life by empowering them with:

- * a sense of responsibility
- * respect for self and others
- * skill and knowledge necessary to meet the challenges of a changing world

Our students, staff, parents, and community will work together cohesively to promote the school mission in a safe, caring environment.

School Mission: At Los Alamitos students are prepared for lifelong learning and challenges through high academic, behavioral performance and curricular standards. Through our commitment to "Every Child a Reader and Writer," students will become effective communicators through acquisition and utilization of reading, writing, speaking, computing, and problem solving skills. Students are supported as they exhibit and develop a desire to excel in the achievement of personal goals. Students are motivated to ask questions about their ever-changing world in a nurturing and caring environment that respects each child and helps them understand the cultures of others. Our curriculum integrates learning opportunities that foster development of the whole child. Collaboration and teaming between staff members reinforces an atmosphere of commitment by our highly qualified staff. We work toward excellence and value each child, staff members, and family as contributing members of our cohesive school community, and we promote and encourage productive school-family-community partnerships.

A National Blue Ribbon School and California Distinguished School, Los Alamitos serves as an educational leader in the Silicon Valley. The Los Alamitos Lions take pride in their high academic standards and have been recognized locally and internationally for their innovative and trend-setting pilot programs in Early Literacy, Visual and Performing Arts, Science, Technology, and Robotics. Our experienced faculty and administration are a highly skilled and cohesive team with extensive professional expertise in accommodating diverse student learning styles and needs. Curricular focal points include our Accelerated Reader program a successfully implemented program in grades 1-5, addition of the Accelerated Math program to grade 5, Math Facts in all grades, and the continual expansion of our use of technology school wide. Our 2010 CST test results are well above county and state norms. We strive for greater student achievement by monitoring and evaluating all facets of the school's program. The Art Vista program and our music program continue to provide all students with arts experiences. Our parent docent-led Art Vista program is recognized as an exemplary program that has inspired and assisted many schools. The enthusiastic commitment of our many parent volunteers and school partners contributes directly to our students' success. Parents tutor children in reading, organize noon science lab activities, function as Art Vista docents, are key organizers for social studies' Colonial and Gold Rush Days, and staff our Reading Lab intervention programs. Los Alamitos maintains a dynamic and informative website full of resources for students, parents, and the public. Check us out at <http://www.losalamitos.org>

Principal's Experience

2010-2011: Mrs. Shyril McGuinness was the principal at Los Alamitos through the 2010-2011 school year and she had been at the site for the past six years. She has been in the San Jose Unified School District for a total of thirty-two years. She was a teacher for fifteen years, an assistant principal for five years, and principal at another SJUSD school for five years.

2011-2012: Mr. Rousseau is on his first year at Los Alamitos Elementary School (2011-2012) . Mr. Rousseau spent the past year at Graystone and Simonds Elementary Schools and is excited to be at Los Alamitos. Prior to Graystone/Simonds, Mr. Rousseau was assistant principal at Willow Glen Middle School for three years, and one year as a District Resource Teacher. He has taught all elementary grade level students as a resource teacher and 4th/5th grades as a classroom teacher. This is his 11th year in The San Jose Unified School District.

Major Achievements

Other 25 1 1 0 29.7 0 3 0 29.5 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: November 16, 2010

Date safety plan last reviewed with staff: November 17, 2010

Our Safety Plan is updated by staff and parents each November and is submitted to our District Office in late November, after approval by our Safety Committee. Key elements of the plan include programs to help students feel safe, procedures to be followed by staff to maintain safety, and the types of support provided to students and families in need.

During the school day, our school is secured in the morning and evening by our school custodian. Yard duties, Parent Patrol, and teacher supervisors are present to supervise students before school, during recess and lunches, and after school, in conjunction with hundreds of parents who come to the school site to walk their children back and forth and ensure safe delivery. Because of our open campus setting, we have procedures put in place whereby all visitors and parents stop in the office in order to sign-in that they have arrived.

Providing a safe, clean, and secure learning environment is important to the Los Alamitos faculty and community. San José Unified’s Zero Tolerance Policy sets the tone for our school climate, free of drugs, alcohol, gang influence, conflict, and violence. A school wide discipline plan is in place with school and classroom behavioral expectations that are posted and reinforced throughout the year. Students earn “Paws” for following school rules and for being good citizens.

Homework

Homework is assigned, based on the protocol at each grade level. Homework is assigned to provide additional practice of new lessons, reinforcement of previous lessons, and may include both long and short-term assignments.

Our Homework Policy is that of our school district, with an average of 10 minutes assigned per grade level, four nights per week. For example, a 1st grader would expect to have 10 minutes of homework, compared to a 5th grader with 50 minutes per night.

Discipline

Los Alamitos has a school wide discipline plan to promote a positive learning environment. Individual class standards reinforce positive behavior as well as consequences for inappropriate behavior. We believe that students who have a positive self-esteem and have opportunities to receive recognition perform better academically and socially.

Inappropriate behavior is dealt with accordingly. If there is a small violation of a school rule, a pink slip is sent home that reminds parents of a rule broken. The pink slip also provides specific information. All violations that are suspendable do result in suspension, including fights, weapons, illicit drugs, etc.

The student body receives recognition through a variety of programs including monthly awards opportunities, Student Council, the Lion’s Paw Program, “Lifeskills” character education program, Principal’s Pride, Conflict Managers, Cross-Age Tutors, Lifeskill Leaders, Safety Patrol, and Cafeteria Service Workers.

Suspensions and Expulsions

| Rate* | School 2008–09 | School 2009–10 | School 2010–11 | District 2008–09 | District 2009–10 | District 2010–11 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|
| Suspensions | 2.0% | 1.96% | 2.2% | 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)

Los Alamitos Elementary School is a 36-year-old facility with fifteen portable classrooms. During the summer of 2009 the field was torn out, and new grass was planted. During the summer of 2008, walls were installed in the Main Building, and two kindergarten classrooms to close the open pod classrooms into single self-contained rooms. Other construction improvements during the summer of 2008 were made in the Health Office, the Staff Room, resurfacing the driveway and the blacktop. During the summer of 2002, our school underwent a \$2 million renovation, including updated T-1 lines, new carpets, new paint, and improved heating/air conditioning systems. A Disaster Preparedness Plan is updated yearly, and practice drills are scheduled regularly. Our school is rated by parents and staff each year in our Annual Climate Survey, and continues to receive high marks for cleanliness. Our custodian cleans all restrooms daily, including all kindergarten restrooms. Our grounds are also checked daily for debris that is promptly removed. Classroom trashcans are emptied daily, and a custodial crew rotates through classrooms each evening to clean chalkboards, sinks, and vacuum floors.

In 2009, our PTA and the school district installed two shade structures. One shade structure was placed over the outside 4th and 5th grade eating area; the other was placed near the new field. In the spring of 2006, the PTA purchased a double -sided lighted outside sign to inform the community, and advertise upcoming school events.

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 9 deficiencies in this area. They were all for the need to clean AC/Heating vents. |
| Interior: Interior Surfaces | x | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | x | There was 1 deficiency in this area. It included 1/3 cafeteria not clean. |
| Electrical: Electrical | | | There were 23 deficiencies in this area. They were for lights out, banks out, and a loose light in Rm C-4, |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | x | | There was 1 deficiency in this area. Drinking fountain sticks in on position in Rm E6. |
| Safety: Fire Safety, Hazardous Materials | | x | There was 1 deficiency in this area. It included a low fire extinguisher in Unified Area. |
| Structural: Structural Damage, Roofs | | x | There was 1 deficiency in this area. Outside Rm B4 15' board split needs repair. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | x | |
| Overall Rating | | x | Summer cleaning going on |

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

| Teachers | School 2008–09 | School 2009–10 | School 2010–11 | District 2010–11 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 30 | 26 | 28 | 1464 |
| Without Full Credential | 0 | 1 | 1 | 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 | 92.31% | 7.69% |
| 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

Los Alamitos has 0.4 FTE Academic Counselor 2 days a week and an Almaden Valley Counselor one day a week.

There is a full time Speech/Language/Hearing Specialist.

Specialized Programs

GATE

Ravens 3 Matrix test is given to all second graders and new students to the district to determine eligibility. Curriculum is differentiated at all grades within the core program to provide GATE students opportunities for more challenging work. Hands-on projects also allow students to explore topics at greater depth and complexity. All teachers have received specialized training in differentiated instruction to meet the needs of GATE students and all students.

GATE students are individually monitored by classroom teachers. Collectively, all GATE students are monitored by the School Site Council during the data analysis section of the School Plan.

Special Ed

A counselor, registered nurse, and school psychologist are on campus one or more days per week to provide needed support for students. Our school has a half-time Resource Specialist who teaches students

with the aid of a full time instructional assistant. Special Education students are monitored by their classroom teachers, principal, school Resource Teacher, Program Specialist, and School Psychologist.

At-risk students

At-risk students are the responsibility of the entire school staff. Student Study Teams focus on at-risk children who need additional assistance. As a team, we gather to discuss what interventions might be appropriate for the child. Some interventions include the Voyager Program, Reading Lab, Cross-Age Tutors, parent volunteers, and the SOAR reading program. At-risk students are monitored by their teacher and the principal.

English language learners

We address the special needs of English learners by providing a full and balanced core curriculum in English. Sheltered language techniques are imbedded in classroom instruction. English learners are monitored by the English Learner Coordinator. She is a classroom teacher who assists colleagues with English Learner strategies.

Students with disabilities

Students with disabilities are monitored and supported by our Resource teacher and other support staff. We have a pre-K SDC (Special Day Class) on our campus. This program supports identified pre-school students. There is a credentialed Special Education teacher and two instructional aides.

After-school programs

We offer a wide variety of fee-based after-school programs. Some of those include Mad Science, Art, Drama, Fun Math, and Academic Chess. We are always willing to explore other programs.

Tutoring

At this time, we offer no tutoring programs, but do have a list of community resources available upon parent request.

Peer tutoring

Due to the age of our students, we currently do not offer a true peer-tutoring program. Although we provide noontime Cross Age Tutors where 5th graders tutor 1st graders in reading under the direction of a teacher.

* 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

Teachers are trained in early literacy strategies with an emphasis on intervention techniques, such as running records, shared/guided reading, anecdotal records, rubrics, and alternate rankings. The Houghton Mifflin district adoption, adopted in spring 2003, is used as our basal text. We also use many supplementary materials that include two core literature books for each grade level, grammar resources, and leveled books. Writing across the curriculum is introduced in kindergarten and is further developed in a spiraling sequence at each grade level. Teachers engage students in the strategies of the "Step Up To Writing" program that includes pre-writing, drafting, revising, editing, and post-writing activities.

Math

The Los Alamitos mathematics curriculum closely 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. Preparation for real-world math is priority when selecting curriculum. Our 2009 adoption is En-Vison from Harcourt Brace, 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. Students regularly write about their thinking in math journals while working towards clarity and coherence. Math is integrated throughout the curriculum at all grade levels.

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. All grade levels receive 10 different hands-on, interactive labs, which are taught by three science specialists. Additional activities include: Science Mystery Nights, Bubble Fest, science assemblies, a lunchtime Science Sleuths program provided by parent volunteers, a primary Science Expo, and an upper grade Science Fair judged by district personnel and community experts. Fifth graders attend Camp Campbell for an outdoor science week.

Social Studies

Our social studies program follows the California State Framework to prepare 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 literacy, and include civil rights, values, and responsibilities. Children have the chance to learn through a wide variety of different modalities, including coordinated compute programs that use challenging problem-solving games or writing programs. Cooperative learning encourages interaction and collaboration, such as Living History Days, Colonial Days, and Gold Rush Days that help reinforce historical curriculum studied during the year.

Textbooks

All students have access to current, state-adopted, standards-aligned textbooks in each core subject area. All books are in good condition and, when needed, are replaced. Consumable workbooks are purchased each year for most grade levels. Each child has his/her own textbook in each subject. Our language arts books are a result of a 2003 adoption, Math was adopted in 2009, Science was adopted in 2001 and Social Studies was adopted in 2000. All four series meet State standards and have been adopted by the State Board of Education. Additional reading materials are purchased to support programs such as leveled reading in primary grades and Accelerated Reading in grades 2 – 5.

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 | \$7,855 | \$2,212 | \$5,643 | \$72,755 |
| District | | | \$6,048 | \$67,256 |
| Percent Difference – | | | -6.6% | 8.2% |

| | | |
|---|---------|----------|
| School Site and District | | |
| State | \$5,455 | \$69,207 |
| Percent Difference – School Site and State | +3.4% | +5.1% |

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 | 83% | 80% | 81% | 54% | 56% | 57% | 49% | 52% | 54% |
| Mathematics | 84% | 81% | 84% | 50% | 51% | 53% | 46% | 48% | 50% |
| Science | 85% | 88% | 84% | 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 | 81% | 84% | 84% | 0% |
| Male | 78% | 82% | 83% | 0% |
| Female | 85% | 87% | 86% | 0% |
| Black or African American | 0% | 0% | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% | 0% | 0% |
| Asian | 90% | 92% | 91% | 0% |
| Filipino | 0% | 0% | 0% | 0% |
| Hispanic or Latino | 64% | 68% | 73% | 0% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 82% | 85% | 84% | 0% |
| Two or More Races | 86% | 89% | 0% | 0% |
| Socioeconomically Disadvantaged | 50% | 57% | 69% | 0% |
| English Learners | 51% | 60% | 0% | 0% |
| Students with Disabilities | 74% | 74% | 0% | 0% |
| Students Receiving Migrant Education Services | | | | |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only.

This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 24.60% | 27.20% | 28.10% |
| 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 | 10 | 10 | 10 |
| Similar Schools | 1 | 3 | 1 |

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

| Group | Actual API Change 2008–09 | Actual API Change 2009–10 | Actual API Change 2010–11 |
|--|------------------------------|------------------------------|------------------------------|
| All Students at the School | 35 | -11 | 8 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 31 | 14 | -16 |
| Filipino | | | |
| Hispanic or Latino | 46 | -48 | |
| Native Hawaiian or Pacific Islander | | | |
| White | 29 | -2 | 0 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| 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 | School | 2011 Growth API | | Number of Students | State |
|---|--------------------|--------|--------------------|-----|--------------------|-------|
| | | | Number of Students | LEA | | |
| All Students at the School | 488 | 924 | 23,642 | 798 | 4,683,676 | 778 |
| Black or African American | 9 | | 738 | 758 | 317,856 | 696 |
| American Indian or Alaska Native | 1 | | 166 | 786 | 33,774 | 733 |

| | | | | | | |
|--|-----|-----|--------|-----|-----------|-----|
| Asian | 86 | 957 | 2,205 | 941 | 398,869 | 898 |
| Filipino | 10 | | 374 | 850 | 123,245 | 859 |
| Hispanic or Latino | 64 | 858 | 11,980 | 716 | 2,406,749 | 729 |
| Native Hawaiian or Pacific Islander | 0 | | 7 | | 26,953 | 764 |
| White | 292 | 927 | 6,455 | 878 | 1,258,831 | 845 |
| Two or More Races | 0 | | 153 | 787 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 42 | 800 | 11,520 | 712 | 2,731,843 | 726 |
| English Learners | 59 | 848 | 8,287 | 701 | 1,521,844 | 707 |
| Students with Disabilities | 26 | 821 | 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 |
| First Year of Program Improvement | | 2009-2010 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 16 |
| Percent of Schools Currently in Program Improvement | | 30.8% |

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

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

Our staff regularly initiates ongoing professional development. The focus of staff development, over the past few years, has been in Direct Instruction, Thinking Maps, technology, sports involvement, and diversity. The staff development is offered before, during the school day, and after school. Teachers support one another in the implementation of new practices and procedures. Teachers have been part of a District-wide initiative around Direct Instruction. Grade level teams have attended District run professional development collaboratives and have planned Direct Instruction lessons on site. Professional Development is delivered after/before school, Staff Development Days, and workshops. There were 3 Staff Development Days.

**Los Alamitos
Elementary**

San Jose Unified

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

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org