

## School Accountability Report Card For School Year 2003-2004 Published in 2004-2005

### Principal's Comments

Ernesto Galarza is in its third year in the San Jose Unified School District. Our school vision is to provide a safe, positive, and nurturing environment where all children can achieve to their greatest potential.

As a result of our student achievement data, our staff is emphasizing language arts and math skills. The Galarza team of educators, classified staff and parent volunteers is working with our families and the community to provide a safe learning environment, hoping to make learning fun.

### 2003-2004 Achievements

- Increased Academic Performance Index (API)
- Maintained *Success For All Reading* program (K-5)
- Implemented Accelerated Reading and Accelerated Math Programs (grades 2-5)
- Cornerstone Math program (K-5)
- Implemented After School Program with the City of San Jose
- Cornerstone Program that focuses on students' assets.

### Focus for Improvement for 2004-2005

At Galarza, we the community, students and teachers are working on the following:

- Work on language arts and math skills in kinder through fifth grades and mark progress by collecting three samples of student work during the year.
- Implement Step-Up to Writing (K-5)
- Increase parental participation in school-wide events such as Back-to-School night, parent/teacher conferences, Walk-a-Thon (fundraiser) and Campus Clean Up.
- Identify 1st grade readers at-risk of retention and provide additional one-on-one tutoring
- Implement other schoolwide interventions for those students not at proficiency in Language Arts and Math.

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Office hours  
8:00 am to 3:30 pm  
After School Program Hours  
Mondays and Thursday  
2:45 pm to 3:45 pm  
Kinders  
8:50 am to 1:00 pm  
Grades 1-5  
8:50 am to 2:40 pm

Before or after school childcare  
- 6:45- 8:50 am and 12:45-  
6:00 pm

### San José Unified School District Building on Success

Superintendent  
Don Iglesias  
Board of Education  
Pam Foley  
Richard Garcia  
Jorge González  
Veronica Grijalva Lewis  
Leslie Reynolds  
Susan Nguyen, Student

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## Parental Involvement

At Galarza, we established a School Site Council that consists of parent members, staff and the administration who oversee and monitor the implementation of our school plan. We also have a parent advisory committee called SELAC (Site English Learners Advisory Committee), and they advise the School Site Council regarding English learners educational needs.

At Galarza, we established the Home and School Club that consists of parent volunteers, teachers and administration. They have raised funds that provided additional materials for the classrooms and funded other student activities. To find out about our volunteer program you can reach the administration at (408) 535-6671.

## Funding

Galarza's Home and School Club has raised approximately \$12,000 through a candy and catalog sales, a Walk-a-Thon, and a book fair. We have received donations from school staff, San Jose Latino Police Association and private citizens to help fund our 5th grade Camp Campbell Science Camp. We are starting small because we are a small community, but hope to encourage new members as we grow.

Aside from General Fund allocations, we receive funding from Desegregation, School Improvement Program, Gifted and Talented Education, Limited English Proficient programs and IIUSP. PTA budget provides funding to support school programs.

### Desegregation dollars are used to support:

- A SFA program specialist to monitor the implementation of the SFA program and to provide assistance to teachers and students in this area
- A technology resource teacher to support the Accelerated Reader Program and provide lessons on keyboarding, word processing, and research on the Internet.
- Tutors work, under the direction of the teacher, with individuals or small groups of students to reinforce skills.
- The purchase of additional educational materials to supplement the state adopted curriculum.

### SIP funds are used to support the following:

- 'Special' Teachers to coordinated and run the Student Success Teams
- 'Special' Teachers to assist with student use of technology and the web site
- Categorical Program Assistant who maintains the categorical budgets
- Substitute teachers to allow for staff to participate in peer coaching
- Additional hours for the Media Clerk in order to maintain the library.
- Primary Intervention Program/Counseling Interns for students
- Instructional Supplies, as needed

### GATE funding is used to

- Purchase professional reading materials for parents to help them support their GATE students
- Provide supplemental workshops for GATE students and parents
- LEP funding is used to Support the English Language Learners by:
- Providing additional small group assistance
- Purchasing of supplemental materials
- Supporting the Categorical Program Assistance in the purchasing and organizing of the materials.

### Title 1 funding is used to:

- Pay for a Professional Development Coach to provide staff support, and training in strengthening the Reading/Language Arts program.
- Help supplement the student after school extended day enrichment program
- Promote education in our community, through increased parent involvement..



## Demographics

Date reported are the number of students at each grade level as reported by the California Basic Education Data System (CBEDS)

### Student Enrollment by Grade Level

Grade Level	Enrollment
Kindergarten	91
Grade 1	118
Grade 2	105
Grade 3	74
Grade 4	65
Grade 5	51
<b>Enrollment</b>	<b>504</b>

### Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	15	3.0
American Indian or Alaska Native	6	1.2
Asian	8	1.6
Filipino	1	0.2
Hispanic or Latino	408	81.0
Pacific Islander	2	0.4
White (Not Hispanic)	64	12.7
Multiple or No Response	0	0.0

## School Safety and Climate for Learning

### Safety and Safety Plan

Safety Plans are reviewed annually, by the end of each September. The key element in the plan is that of student safety and respect for one another. Staff members reviewed literature and visited other campuses in search of a way to uniformly promote a behavior plan that would encourage all students to show respect and, as a result, feel safe.

There is supervision on campus 30 minutes before school and 20 minutes after school. Our supervisors are comprised of parents and community members. We hold monthly fire drills, and our district schedules four earthquake/disaster drills each year.

### Facilities

Galarza is in its third year of existence. The two-story building, 'closed' learning environment provides a safe learning atmosphere for all students and staff. There is one daytime custodian who 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.

### Maintenance

San José Unified takes great efforts to make sure all of its schools are clean, safe, and functional. The District's maintenance staff works to ensure that all necessary repairs are made to keep schools in good condition and in working order. A work order process is used to make certain that repairs are done in a timely and efficient manner. Emergency repairs are given the highest priority and those requests are usually handled the day they are received. Restrooms at all schools are fully operational. Work order requests to repair restrooms are given a number one priority.

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules and to ensure a clean and safe school. **A copy of the cleaning standards is available upon request by calling the Maintenance Department at (408) 535-6200.**

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2004-05 school year, the district deposited \$1,322,354 into the deferred maintenance program. This is equivalent to 0.5% of the district's general fund budget. Expenditures in this fund are made according to the District's five year plan, which is developed in coordination with the Measure F bond program. It is anticipated that \$1,155,000 will be expended on deferred maintenance projects during the 2004-2005 school year.

## Deferred Maintenance and Modernization Projects.

In 1997 voters in San José Unified passed Measure C – a \$165 million bond measure that began modernization projects in the district's 48 schools. To continue and expand these renovations, voters once again voted to approve a \$423 million bond measure in March of 2002 – Measure F. When Measure F is completed, San José Unified will have some of the finest facilities in the state of California. A Citizens' Bond Oversight Committee was appointed by the Board of Education to ensure that the bond funds are spent properly. School by school projects targeted to be funded by Measure F are available on the District's website, [www.sjUSD.k12.ca.us](http://www.sjUSD.k12.ca.us), and at each school site.

## Homework

Our homework policy is reflective of our District handbook. Kinder, first and second graders have 20 - 30 minutes of homework. Third, fourth and fifth graders can have homework assignments of 30-50 minutes. Homework assignments are given Monday through Thursday. As part of *the Success For All* reading program, we have a daily reading requirement of 20 minutes per day during the week.

## Discipline

Our discipline policies are strict. They are reflective of the District Student/Parent Handbook. We have a discipline program that was developed by the staff and parents of our school. We teach *Getting Along* curriculum and the peace path as our method of conflict resolution with all students. We acknowledge our students during Student of the Month assemblies. They can receive Good Citizen Tokens, and if their name is drawn, receive a prize. Teachers also have classroom rewards.

## Suspensions and Expulsions

	2002	2003	2004
Number of Suspensions	40	40	22
Rate of Suspensions	11%	9%	4%
Number of Expulsions	0	0	0
Rate of Expulsions	0%	0%	0%

Data reported are the total number of incidents where a student was suspended or expelled from school and the school's rates of suspension or expulsion. A single student may be involved in more than one incident. The rate of suspension or expulsion are calculated by dividing the number of incidents during the school year by the school's total enrollment in October 2003. Rates for the district are computed separately for Elementary, Middle and High Schools.

## Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at

<http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

### All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	12	18	21	38	40	40	32	35	36
Mathematics	12	19	23	32	34	34	31	35	34
Science			6	34	26	25	30	27	25



### CST—Racial/Ethnic Groups

Subject	Hispanic or Latino	White (not Hispanic)
English-Language Arts	17	54
Mathematics	20	54
Science	5	

### CST—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	20	23	5	16	31	0	23	11
Mathematics	23	24	13	21	29	14	24	20
Science	10	0	0	3	12		7	

## Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

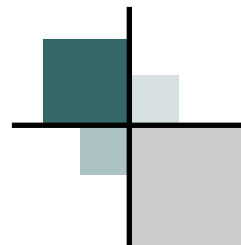
### NRT—All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	28	28	---	47	47	---	43	43
Mathematics	---	29	34	---	53	53	---	50	51

Data reported are the percent of students scoring at or above the 50th percentile.

### NRT—Racial/Ethnic Groups

Subject	Hispanic or Latino	White (not Hispanic)
Reading	27	50
Mathematics	29	75



### NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	26	30	13	23	38	9	30	37
Mathematics	32	36	21	32	39	17	36	15



## Local Assessment

% Scoring Proficient or Higher						
Grade	Writing			Mathematics		
	2002	2003	2004	2002	2003	2004
3	9	16	22	32	0	28
5	35	12	9	5	0	21

Data reported are the percent of students meeting or exceeding the district standards.

## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	18.8	26.3	13.8	12.8	12.7	12.9	24.8	26.7	22.9

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### API—Schoolwide

	API Base Data			API Growth Data		
	2001	2002	2003	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested			99	Percent Tested	99	99
API Base Score		575	596	API Growth Score	598	620
Growth Target		11	10	Actual Growth	23	24
Statewide Rank		2	1			
Similar Schools Rank		6	2			

### API—Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Hispanic or Latino				Hispanic or Latino			
API Base Score		560	575	API Growth Score		576	594
Growth Target		9	8	Actual Growth		16	19

### API—Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score		558	570	API Growth Score		573	604
Growth Target		9	8	Actual Growth		15	34

## State Awards and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

## Federal Intervention Programs

	School	District
Year Identified for Program Improvement	2004-2005	---
Year in Program Improvement	Year 1	---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Identified for Program Improvement	---	17.5

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## Adequate Yearly Progress (AYP)

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	No	---	No	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	No	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes
Socioeconomically Disadvantaged	---	No	Yes	---	Yes	Yes
English Learners	---	No	No	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	Yes

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

NOTE: N/A means that this group was too small to receive summary scores.

## Class Size

### Average Class Size and Class Size Distribution

Grade	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.5	8			19.7	6			18.4	4	1	
1	19.3	4			20.0	5			18.2	6		
2	20.0	2			18.3	3			19.8	4		
3	19.0	3			19.0	3			30.0		1	
4	30.0		1						31.0		1	
5	27.0		1									
6												
K-3	17.0	2			19.0	2			19.5	4		
3-4									28.5		2	
4-8	26.0		2		32.3		2	1	31.0		2	
Other												

Data reported are the average class size and the number of classrooms that fall into each category (i.e., the number of students), by grade level as reported by CBEDS.

### Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	0

### Teacher and Staff information

Catalina Milligan was the principal of Galarza during the 2003-2004 school year. Diane Hemmes is the principal for the current year. Diane has had three years of administrative experience and 21 years of teaching experience.

### Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
This School	60.7	---
All Schools in District	---	70.3
High-Poverty Schools in District	---	57.1
Low-Poverty Schools in District	---	75.7

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the

teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

		2002	2003	2004
Total Teachers		20	29	30
Teachers with Full Credential		12	20	24
Teachers Teaching Outside Subject Area	<i>(full credential but teaching outside subject area)</i>		0	0
Teachers in Alternative Routes to Certification	<i>(district and university internship)</i>	0	0	0
Pre-Internship		0	2	2
Teachers with Emergency Permits	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	7	7	4
Teachers with Waivers	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	1	1	1

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2004
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

### Teacher Education Level

	School	District
Doctorate	0.0	1.2
Master's Degree plus 30 or more semester hours	0.0	2.3
Master's Degree	16.7	25.8
Bachelor's Degree plus 30 or more semester hours	50.0	46.0
Bachelor's Degree	33.3	24.6
Less than Bachelor's Degree	0.0	0.1

Data reported are the percent of teachers by education level.

### Vacant Teacher Positions

	2004
Vacant Teacher Positions	0

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

### Teacher Evaluations

All teachers work in self-contained elementary school classrooms with proper state credentialing, as well as specialized SFA training. All teachers have either a CLAD or BCLAD credential, in accordance with their classroom assignment

In accordance with the SJTA teacher's contract, temporary and probationary teachers are assessed twice a year, while permanent teachers are assessed every other year. Evaluations are based on the District protocol that is aligned to the California Standards for the Teaching Profession, with different expectancies analyzed on a four-level rubric.

### Staff Development

Teachers and administration participate in trainings for our SFA (*Success For All*) reading program, *Step Up To Writing* and on how to analyze test data for curriculum planning. We have set aside three days during the school year to focus on the above concepts. Professional development is presented in many ways: after school workshops; conferences; individual mentoring, to name a few.

### Teacher Assignment

Ultimately, teacher assignments are the responsibility of the principal. In accordance with the SJTA contract, principals have the right of placement at the school site. With this in mind, the principal considers teacher familiarity with Montessori and District curriculum, expertise in specific age groupings, expertise with Second Language Learners, as well as personal preference.

## Substitute Teachers

We are fortunate to have retired teachers from our school district and from our Willow Glen community who have substituted at our school. If we cannot find a substitute, the principal and/or our resource teachers step in and teach.

## Leadership Team

Teachers have many opportunities for participation in School Leadership. Teachers are represented on School Site Council, on SE-LAC, and GATE. Grade level Lead teachers organize monthly meetings and act as liaison between the grade level and the principal. We make all decisions with total staff input..

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	504.0

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as

enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

## Other Support Staff

Galarza also has a part-time psychologist, nurse, resource specialist, speech and language specialist and SFA coordinator..

## Specialized Programs

### GATE

GATE students are individually assessed and prescribed stimulating activities in reading and writing in their classrooms. In addition, students are grouped by ability in reading and math when working on Accelerated Reading and Accelerated Math. The students at this time are able to excel at their own pace, test out periodically to monitored learning and conference on their progress with the classroom teacher.

### Special Education Staff

We have two teams, the Student Study Team and a Dropout Prevention Team that consist of our counselor, nurse, attendance clerk, health clerk, classroom teachers and the principal. These teams meet with staff and the families who may suspect a learning disability or whose behavior issues interrupt learning. One 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, or other outside services. Monitoring is done along the timeline of the Student Study Team process.

### English Language Learners

At Galarza, approximately two thirds of the students are English learners from many diverse backgrounds and ethnicities. They are supported by the staff through our English Language Development Program every day. The Bilingual Resource teacher is a coach and resource for the teachers in the Bilingual and Structured English classrooms. Students not at the proficiency level on our AYP (Adequate Yearly Progress) are tutored in Language Arts or English as a Second Language by our Program Assistant in the classroom or on a pull out session. In addition, an After School Program provides further support in Language Arts and Math for our students.

### Students with Disabilities

Galarza School works with the district office to align services for those with disabilities. Currently, our few disabled students are provided with a 1:1 aide who works with them throughout the day, according to the needs as outlined on the individual IEPs

## After-school Programs

After school programs are supported through a grant from the city of San Jose. Our program provides extended day enrichment services to groups of students needing additional assistance in Reading, Writing, and/or Math. Groups are kept small (6-10 students) and are taught by the credential classroom teacher.

## Tutoring

Tutors are supported through the use of Title 1 funds and offer assistance in Reading to those who are below grade level.

# Curriculum and Instruction

## Reading and Writing

The Kindergarten through fifth grade students are implementing the SFA (*Success For ALL*) reading program. This is a comprehensive program that groups students by reading ability for 90 minutes a day. In addition, the Accelerated Reader Program provides additional reading opportunities.

## Math

The math curriculum follows the state framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Hands-on materials are integrated extensively into the District adopted core curriculum to provide concrete experiences and to facilitate acquisition of basic skills. Students review daily using Daily-Oral-Math and test themselves regularly for speed and accuracy using Fifty-In-A-Minute. Math is integrated throughout the curriculum at all grade levels.

## Science

Science materials are integrated into the State framework and benchmarked District standards. Beginning in kindergarten and continuing through fifth grade, students learn scientific processes and relate these to the world around them. A complete array of FOSS Science kits, developed by the Lawrence Hall of Science provides additional depth and understanding. All fifth graders attend Walden West for a week of Outdoor Science School.

## 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.

## Quality and Currency of Textbooks and Other Instructional Materials

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 Harcourt Brace Math series was adopted in 2002/2003. 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 complete list of textbooks and their date of adoption is available at:

[http://www.sjUSD.org/Staff/Instructional\\_Material/Textbook\\_Listing.pdf](http://www.sjUSD.org/Staff/Instructional_Material/Textbook_Listing.pdf)

## Instructional Minutes

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	43,200	36,000
1	50,400	50,400
2	50,400	50,400
3	50,400	50,400
4	54,000	54,000
5	54,000	54,000

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. The number of minutes shown here does not take into consideration pupil free days, minimum days or shortened days that are used for parent/teacher conferences or testing.

## Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,477	\$36,856
Mid-Range Teacher Salary	\$61,930	\$58,263
Highest Teacher Salary	\$75,268	\$72,665
Average Principal Salary (Elementary)	\$88,972	\$94,774
Average Principal Salary (Middle)	\$93,586	\$98,934
Average Principal Salary (High)	\$98,794	\$106,858
Superintendent Salary	\$215,206	\$177,295
Percent of Budget for Teacher Salaries	37.7	41.6
Percent of Budget for Administrative Salaries	5.8	5.1

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

### Expenditures (Fiscal Year 2002-2003)

District Total Dollars	District Dollars per Student (ADA)	State Average for Districts in the Same Category (ADA)	State Average All Districts (ADA)
\$251,113,629	\$7,855	\$6,882	\$6,822

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/>

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

San José Unified SARC's are prepared by the Office of Public Engagement. Questions — call Sheryl Stroh at 535-6108 or via e mail to [Sheryl\\_Stroh@sjsud.org](mailto:Sheryl_Stroh@sjsud.org)