



March 12, 2018

OVERVIEW LETTER ON DCP – EL CAMINO CHARTER SCHOOL RENEWAL

Preparing today's students to be the thinkers, leaders, and creators of tomorrow.

The San José Unified School District shall consider increases in pupil academic achievement for all groups of pupils served by DCP – El Camino as the most important factor in determining whether to grant the charter renewal, California Education Code 47607 (a) (3) (A). DCP – El Camino states the same on page 40 of their renewal charter petition. However, and as acknowledged by the petitioners on pages 25-28, the petition does not contain verifiable evidence of increases in pupil academic achievement.

DCP – El Camino's California Assessment of Student Performance and Progress (CAASPP) data is publicly available at <https://caaspp.cde.ca.gov/sb2017/Search>. The following data represents the percentage of students meeting or exceeding standard in English Language Arts/Literacy and Mathematics for the particular year.

The tables below show change over time as reported by the state. More specifically, how former 6th grade students performed as 7th grade students and how former 7th grade students performed as 8th grade students on the most recent state assessments. The state notes that these results may not be for the exact same group of students, and, despite DCP – El Camino's 80% to 93% retention rate depending on the grade level, new students have joined the school from year-to-year, particularly in 8th grade. That being the case, the data below is evidence that DCP – El Camino is not increasing pupil academic achievement for all groups of pupils.

sjusd.org  
408-535-6053  
855 Lenzen Avenue  
San José, CA 95126

DCP – El Camino 2016 6th Graders to 2017 7th Graders	ELA/Literacy			Mathematics		
	6th in 2016	7th in 2017	Change	6th in 2016	7th in 2017	Change
All Students	28%	28%	=	22%	16%	↓6
Hispanic or Latino	29%	28%	↓1	23%	16%	↓7
Economically Disadvantaged	29%	30%	↑1	22%	16%	↓6
Ec. Dis. Hispanic or Latino	30%	30%	=	22%	16%	↓6
English Learner	5%	4%	↓1	8%	2%	↓6
DCP – El Camino 2016 7th Graders to 2017 8th Graders	ELA/Literacy			Mathematics		
	7th in 2016	8th in 2017	Change	7th in 2016	8th in 2017	Change
All Students	38%	23%	↓15	16%	9%	↓7
Hispanic or Latino	38%	23%	↓15	14%	7%	↓7
Economically Disadvantaged	36%	21%	↓15	11%	5%	↓6
Ec. Dis. Hispanic or Latino	35%	21%	↓14	11%	4%	↓7
English Learner	24%	5%	↓19	4%	2%	↓2

The tables below compare the percentage of DCP – El Camino students meeting or exceeding standard in ELA/Literacy and Mathematics for the 2016-2017 school year compared to schools students would likely otherwise attend, both for all students and for the group of students DCP – El Camino focused its data on. Other than 5th grade Mathematics for all students and 7th grade Mathematics for economically disadvantaged Hispanic or Latino students, DCP – El Camino is outperformed by a district school. This data demonstrates that the comparison academic performance is not at least equal to the academic performance of the district schools that DCP – El Camino pupils would otherwise have been required to attend, California Education Code 47607 (b) (4) (A).

All Students in 2017	ELA/Literacy				Mathematics			
	5th	6th	7th	8th	5th	6th	7th	8th
DCP – El Camino	23%	20%	28%	23%	20%	17%	16%	9%
Peter Burnett		35%	41%	33%		17%	16%	14%
Herbert Hoover		35%	43%	29%		29%	25%	22%
Willow Glen Middle		58%	52%	51%		57%	39%	36%
Galarza	27%				16%			
Gardner	13%				9%			
Lowell	29%				7%			
Olinder	34%				12%			
Washington	37%				20%			
Economically Disadvantaged Hispanic or Latino in 2017	ELA/Literacy				Mathematics			
	5th	6th	7th	8th	5th	6th	7th	8th
DCP – El Camino	22%	18%	30%	21%	16%	18%	16%	4%
Peter Burnett		25%	32%	27%		9%	9%	7%
Herbert Hoover		25%	32%	17%		18%	15%	12%
Willow Glen Middle		26%	24%	25%		22%	10%	13%
Galarza	24%				12%			
Gardner	8%				8%			
Lowell	20%				4%			
Olinder	29%				11%			
Washington	36%				19%			

In summary, DCP – El Camino does not meet the necessary criteria for comparison academic performance and does not meet the most important factor of increasing pupil academic achievement. In conjunction with the accompanying legal review and the accompanying external review, there is substantial evidence to not grant the charter renewal of DCP – El Camino. However, implementation of common core standards and the corresponding CAASPP data is relatively new and, of particular importance, DCP – El Camino has experienced significant changes the last couple of years. Additionally, DCP – El Camino is to be commended for enrolling students consistent with its charter. In recognition of those facts, the San José Unified School District approves the petition for renewal of DCP – El Camino as follows:

- (1) The petition establishes that student proficiency in English Language Arts/Literacy and Mathematics, as measured by the state, will either be met or the distance to met will decrease annually by 9 points and 10 point respectively.
- (2) The San José Unified School District will annually assess publicly available data to confirm the preceding.
- (3) The charter may be revoked if DCP – El Camino continues to not meet the pupil outcomes established in (1) above using the data from (2) above as substantial evidence or does not improve outcomes for three or more pupil subgroups, California Education Code 47607 (c) (1) (B) and 47607.3.
- (4) The charter may be revoked if DCP – El Camino commits a material violation of the charter, does not meet accepted accounting principles, engages in fiscal mismanagement, or violates any provision of law, including, but not limited to, following the standards and criteria in California Education Code 47605 for any material revision to the charter as the petitioners cannot self-waive this provision of law, California Education Code 47607 (a) (2) and (c) (1) (A), (C), (D).
- (5) The San José Unified School District shall consider increases in pupil academic achievement for all groups of pupils served by DCP – El Camino as the most important factor in determining whether to revoke the charter in accordance with California Education Code 47607 (c) (2).



# **SAN JOSE UNIFIED SCHOOL DISTRICT**

## **LEGAL REVIEW: PETITION TO RENEW DOWNTOWN COLLEGE PREP – EL CAMINO CHARTER SCHOOL**

**GOVERNING BOARD PUBLIC HEARING DATE:**

**February 8, 2018**

**GOVERNING BOARD DETERMINATION MEETING DATE:**

**March 15, 2018**

## I. INTRODUCTION AND SUMMARY OF FINDINGS

On or about January 18, 2018, the San Jose Unified School District (“District”) received a petition to renew (“Renewal Petition”) the Downtown College Prep – El Camino Charter School, a charter school serving Grades 5-8, for a term of five years, beginning on July 1, 2018 and ending June 30, 2023.

District counsel has reviewed the Renewal Petition under the criteria set forth in Education Code §47605(b)<sup>1</sup> and concludes as follows:

- Under Ed. Code section 47607(b), a charter school meets the criteria for renewal if the District “determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.” Based on an assessment of the Charter School’s academic performance data, the Charter School’s academic performance is not “at least equal” to the control group of schools.
- Under Ed. Code section 47607(a)(3)(A), the District must “consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” The Charter School has not sustained increases in pupil academic achievement in the reported subgroups.
- The Charter School has met the targeted student population set forth in its 2013 Petition, enrolling 84.9% low-income students, 95.8 Latino, 41.3 English Learners, and 88-89% counting towards the Charter School’s Unduplicated Pupil count. (Petition, pp. 17, Appendix 11, p. A-729.)
- The 2013 Petition contained a projected enrollment of 245-413 students during the first term of the charter. (2013 Petition, p. 16.) The Charter School plans for an enrollment of 600 students for each year of the renewal term. (Renewal Petition, p. 49.) The Charter School has departed from the small school approach described in its original petition, which has likely contributed to its falling short of its academic performance goals set forth in the 2013 Petition.

## II. OVERVIEW

The Charter Schools Act of 1992 permits school districts, county boards of education, and the State Board of Education (“SBE”) to grant charters for the operation of charter schools. (Ed. Code § 47600, *et seq.*) Charter schools “are part of the public school system,” but “operate independently from the existing school district structure.” (Ed. Code §§ 47615(a)(1), 47601.) Charter schools are established through submission of a petition by proponents of the charter school to the governing board of a school district, county board of education, or to the SBE. The governing board must grant a petition “if it is satisfied that granting the charter is consistent with

---

<sup>1</sup> “Ed. Code”

sound educational practice.” (Ed. Code §47605(b).) Nevertheless, a governing board may deny a petition for the establishment of a charter school if it finds that the particular petition fails to meet enumerated statutory criteria and adopts written findings in support of its decision to deny the charter. (Ibid.) Once a governing board grants a charter petition, the charter school becomes a separate legal entity from the authorizing agency.

### **III. REVIEW OF THE PETITION**

The District’s review was guided by Ed. Code §47605(b), which sets forth the following guidelines for governing boards to consider in reviewing charter petitions:

- The chartering authority shall be guided by the intent of the Legislature that charter schools are, and should become, an integral part of the California educational system and that establishment of charter schools should be encouraged.
- A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.
- The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the following findings:
  - (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
  - (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
  - (3) The petition does not contain an affirmation of each of the conditions required by statute.
  - (4) The petition does not contain reasonably comprehensive descriptions of the required elements of a charter petition.
  - (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees).

The review was also guided in its analysis by the SBE regulations for the evaluation of charter petitions (hereinafter, “regulations”). Where relevant, the content of the Education Code and regulations are stated or paraphrased with respect to each required element of the Petition in *italics*.

### **IV. RENEWAL-SPECIFIC LEGAL REQUIREMENTS**

Education Code section 47607(a) contains specific requirements applicable to renewal petitions:

(1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education, or the state board may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years...

... (2) Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(3)(A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

(B) For purposes of this section, “all groups of pupils served by the charter school” means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

*See. e.g.,* 5 C.C.R. 11966.4(b) also contains the following requirements:

(1) When considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.

(2) The district governing board may deny a petition for renewal of a charter school only if the district governing board makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code section 47605(b) or facts to support a failure to meet one of the criteria set forth in Education Code section 47607(b).

#### **A. Eligibility for Renewal**

Under Ed. Code section 47607(b), a charter school must meet the following performance criteria in order to be eligible for or consideration for renewal:

Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

... [Obsolete provisions based on Academic Performance Index deleted.]

(4)(A) The entity that granted the charter determines that the academic

performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The Charter School has self-reported in its Renewal Petition its academic performance relative to that in the schools in which its pupils otherwise would have been required to attend. The Renewal Petition includes data showing that, for low-income Latino students, the performance on the English/Language Arts and Mathematics portions of the Smarter Balanced Assessment Consortium (SBAC), the Charter School performed better than some District schools in some instances, and worse in others.

Figure ES.11 - SBAC Proficiency in ELA for Low-income Latino Subgroup

SBAC in ELA	2014-15					2015-16 <sup>b</sup>					2016-17 <sup>c</sup>				
	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6-8 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6-7 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6-8 <sup>th</sup>
DCP El Camino		24%					29%	35%	-	32%	22%	18%	30%	21%	22%
Herbert Hoover (6-8)		11%					22%	22%	-	22%		25%	32%	17%	24%
Peter Burnett (6-8)		13%					25%	32%	-	28%		25%	32%	27%	28%
Willow Glen (6-8)		30%					33%	25%	-	30%		26%	24%	25%	25%
Ernesto Galarza (K-5)												24%			
Gardner Elementary (K-5)												8%			
Lowell Elementary (K-5)												20%			
Selma Olinder Elementary (K-5)												29%			
Washington Elementary (K-5)												35%			

Key	
Black	Comparison school is equal to DCP
Green	Comparison school is higher than DCP
Red	Comparison school is lower than DCP

Figure ES.12 - SBAC in Math, Economically Disadvantaged Latino Subgroup

SBAC in Math	2014-15					2015-16 <sup>7</sup>					2016-17 <sup>8</sup>				
	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6-8 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6-7 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	6-8 <sup>th</sup>
DCP El Camino		12%				23%	11%			15%	16%	18%	16%	4%	14%
Herbert Hoover (6-8)		8%				13%	14%			14%		18%	15%	12%	15%
Peter Burnett (6-8)		5%				8%	8%			8%		9%	9%	7%	8%
Willow Glen (6-8)		13%				13%	13%			13%		18%	15%	12%	15%
Ernesto Galarza (K-5)											12%				
Gardner Elementary (K-5)											8%				
Lowell Elementary (K-5)											4%				
Selma Olinder Elementary (K-5)											11%				
Washington Elementary (K-5)											19%				

Key	
Black	Comparison school is equal to DCP
Green	Comparison school is higher than DCP
Red	Comparison school is lower than DCP

In addition, the District conducted an independent analysis of the Charter School’s schoolwide performance on the CAASPP test from 2015-2017, relative to that of the same District similar schools. In almost all instances, the similar District schools outperformed the Charter School in English/Language Arts.

English Language Arts – (2015-2017)						
Schoolwide – Percentage in Level 3 or Level 4						
	2015		2016		2017	
	5 <sup>th</sup>	6-8 <sup>th</sup>	5 <sup>th</sup>	6-8 <sup>th</sup>	5 <sup>th</sup>	6-8 <sup>th</sup>
DCP Middle School	N/A	26.00	N/A	33.00	22.92	23.73
Herbert Hoover (6-8)		<b>30.00</b>		<b>33.00</b>		<b>25.69</b>
Peter Burnett (6-8)		<b>28.00</b>		<b>37.00</b>		<b>36.60</b>
Willow Glen (6-8)		<b>53.00</b>		<b>56.00</b>		<b>53.82</b>
Ernesto Galraza (K-5)	28.00		26.00		<b>27.14</b>	
Gardner Elementary (K-5)	14.00		27.00		12.66	
Lowell Elementary (K-5)	18.00		32.00		<b>28.57</b>	
Selma Olinder (K-5)	47.00		20.00		<b>33.85</b>	
Washington Elementary (K-5)	33.00		45.00		<b>36.93</b>	

In Mathematics, the Charter School’s performance is slightly more comparable, but still largely falls short of the District’s similar schools, with the exception of 5<sup>th</sup> Grade.

Mathematics (2015-2017)						
Schoolwide						
	2015		2016		2017	
	5 <sup>th</sup>	6-8 <sup>th</sup>	5 <sup>th</sup>	6-8 <sup>th</sup>	5 <sup>th</sup>	6-8 <sup>th</sup>
DCP Middle School (Schoolwide)	N/A	16.00	N/A	19.00	19.59	14.16
Herbert Hoover (6-8)		20.00		23.00		25.33
Peter Burnett (6-8)		15.00		13.00		15.73
Willow Glen (6-8)		38.00		40.00		43.54
Ernesto Galarza (K-5)	4.0		11.00		15.72	
Gardner Elementary (K-5)	6.0		10.00		8.86	
Lowell Elementary (K-5)	6.0		10.00		7.15	
Selma Olinder (K-5)	15.0		1.0		12.31	
Washington Elementary (K-5)	9.0		18.00		19.70	

5<sup>th</sup> Grade scores only used for 5<sup>th</sup> graders at District elementary schools and DCP. Schoolwide scores used for District middle schools; 6-8 average used for DCP (See, Exhibit A.)

It cannot be said that, under Ed. Code section 47607(b)(4)(a), “the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.” In almost all instances, the District’s similar schools outperformed the Charter School on the CAASSP test during the last three years.

**B. Review of Charter School’s Increases in Pupil Performance by Pupil Subgroups**

Using the standard set forth in Education Code section 47607(a)(3)(A), which requires the District to “consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal,” when disaggregated by the Charter School’s only reported significant pupil subgroup, the Charter School has not achieved sustained pupil growth in English/Language Arts or Mathematics over the past two school years.

English Language Arts – (2017)					
Hispanic/Latino					
	6 <sup>th</sup> (2015)	7 <sup>th</sup> (2016)	8 <sup>th</sup> (2017)	6 <sup>th</sup> (2016)	7 <sup>th</sup> (2017)
Standard Exceeded: Level 4	5%	4%	2.52%	3%	3.03%
Standard Met: Level 3	22%	34%	20.17%	26%	25.25%
Standard Nearly Met: Level 2	37%	34%	44.54%	38%	29.29%
Standard Not Met: Level 1	36%	29%	32.77%	34%	42.42%
Level 1 + Level 2	27%	38%	22.69%	29%	28.28%

Mathematics – (2017)					
Hispanic/Latino					
	6 <sup>th</sup> (2015)	7 <sup>th</sup> (2016)	8 <sup>th</sup> (2017)	6 <sup>th</sup> (2016)	7 <sup>th</sup> (2017)
Standard Exceeded: Level 4	6	5	3.28	5%	4.04%
Standard Met: Level 3	8	9	4.10	18%	12.12%
Standard Nearly Met: Level 2	34	47	36.07	31%	32.32%
Standard Not Met: Level 1	51	39	56.56	46%	51.52%
Level 1 + Level 2	14%	14%	7.38%	23%	16.16%

The only significant growth noted was between 2015-2016 in English/Language Arts. (See, Exhibit A.)

### C. Other Considerations

The Charter School’s academic performance must be considered within the context of other factors related to the Charter School’s original stated mission.

#### 1. Student Demographics and School Size

The 2013 Petition to form the Downtown College Prep Middle School contained the stated mission to target students who were “first-generation college graduates,” as well as “low-income Latino students whose families have limited educational attainment” and a significant percentage of English Language Learners. (2013 Petition, p. 16.) The 2013 Petition touted a “Small School Approach,” as “research indicates that small schools are more appropriate for DCP’s target audience of low-income, first-generation, college-bound students.” (2013 Petition, p. 29.)

The 2013 Petition went on to state that:

When fully enrolled, the proposed DCP Middle School 2 will include approximately 420 students in 3 grade levels. Each grade level will be comprised of four College Readiness cohorts of 35 students, who will matriculate together with the same College Readiness teacher over the course of 6<sup>th</sup> through 8<sup>th</sup> grade. These cohorts further reinforce the benefits of the small school approach, by creating deeper, multi-year relationships among students and teachers within the middle school structure. (2013 Petition, p. 30.)

The 2013 Petition projected that the Charter School would enroll 89% Latino students, 85% socio-economically disadvantaged, and 67% Limited English Proficient. (2013 Petition, p. 16.)

The Charter School has largely adhered to its mission to enroll the pupil demographic originally identified in the 2013 Petition. The Charter School reports a student enrollment consisting of 95.3% Latino students, 84.9% low-income and 41.3% English Learners. It utilizes an unduplicated pupil count of approximately 88.8% (Petition, Appendix 11, p. A-729.) However, the Charter School has departed from its original mission of maintaining a small school size. While under the 2013 Petition the Charter School planned an enrollment not to exceed 420

students, the projected enrollment for each year of the proposed renewal term is 600 students. Accordingly, the proposed class size has increased more than proportionately since the submission of the 2013 Petition:

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Enrollment	245	380	413	590	600	600	600	600	600
Teachers	9.0	14.5	16.0	N/P	18	18	18	18	18
Class Size	27.22	26.20	25.81	N/P	33	33	33	33	33

2014-2017 Enrollment taken from 2013 Petition, Appendix O, p. A-729.

2014-2017 Teacher staffing level taken from 2013 Petition, Appendix O, p. A-734.

2018-2023 Enrollment taken from Petition, p. 50.

2018-2023 Teacher staffing level taken from Petition, Appendix 11, p. 732.

N/P means "Not Provided."

It is probable that the departure from the small-school model, likely compelled by the need to maintain a sufficient critical mass of students to finance the Charter Schools' long-term facilities needs, has resulted in the Charter School not meeting the academic performance goals set forth in its 2013 Petition, which was to attain a proficiency target of 70% in both English/Language Arts and Mathematics<sup>2</sup>. (2013 Petition, p. 79.)

#### IV. FIFTEEN REQUIRED CHARTER ELEMENTS SET FORTH IN EDUCATION CODE §47605(b)(5)

The review of the Petition was conducted with reference to the 15 required elements set forth in Education Code §47605(b)(5).

##### A. Element One: A Description of the Educational Program [Ed. Code, §47605, subd. (b)(5)(A).]

*The Education Code requires a description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. (Ed. Code, §47605(b)(5)(A)(i).)*

*The regulations require the educational program description to include a framework for instructional design that is aligned with the needs of the target student population, as well as descriptions of the following: the basic learning environment, and the instructional approach, including the curriculum and teaching methods that will enable the school's students to master the content standards for the core curriculum areas and to achieve objectives specified in the charter. (Cal. Code Regs., tit. 5, §11967.5.1(f)(1).) The regulations further require an explanation of how the charter school will identify and respond to the needs of students who are not achieving at or above expected grade levels, how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above, or below*

<sup>2</sup> The Board granted DCP's request for a material revision to amend the Charter approved in 2013 to add the 5<sup>th</sup> grade, and increase the enrollment of the Charter School from 400 to 594, on March 17, 2016. At the same meeting, the Board denied a petition to form DCP El Futuro, a second Middle School of approximately the same size. (<http://agendaonline.net/public/Meeting.aspx?AgencyID=123&MeetingID=7459&AgencyTypeID=1&IsArchived=True>)

*grade level expectations, and other special populations, and the charter school's special education plan. (Ibid.)*

Analysis:

**A. Proposed Educational Program**

The Charter School's instructional model is discussed on pp. 66-69, and includes the Workshop Model, Understanding by Design and Project/Problem Based Learning. The Petition describes the Charter School's curriculum in English/Language Arts, History/Social Science, Mathematics, Science, Physical Education, and Visual and Performing Arts. (Petition, pp. 69-99)

**B. Other Requirements**

- Target Student Population: The Petition addresses this element on pp. 50-52. See p. 8, *above*, of this report for discussion.
- Plan for Educating Low-Achieving Students: The Petition addresses this element on pp. 106-107.
- Plan for Educating High-Achieving Students: The Petition addresses this element on pp. 106-107.
- Plan for English Learners: The Petition addresses this element on pp. 107-112.
- Plan for Special Education: The Petition addresses this element on pp. 113-120. The Charter School functions as a "School of the District" for the purposes of special education under Ed. Code 47641(b).
- What it means to be an educated person in the 21<sup>st</sup> century: The Petition addresses this element on pp. 55-56.
- How learning best occurs: The Petition addresses this element on pp. 58-66, and discusses the Charter School's College Success Framework, adherence to the Coalition of Essential Schools (CES) Principles, and the development of non-academic, "metacognitive skills."
- How the charter school will accomplish the goal that students become "self-motivated, competent, and lifelong learners": The Petition addresses this requirement on pp. 55-57.

**B, C. Elements Two and Three: Measurable Student Outcomes and Measuring Student Progress [Ed. Code, § 47605, subd. (b)(5)(B), (C).]**

*Regarding the descriptions of Measurable Pupil Outcomes and Measuring Pupil Progress, the Petition must meet the legal requirements of Education Code § 47605, subdivisions (b)(5)(B), (C) and California Code of Regulations, title 5, §11967.5.1, subdivisions (f)(2), (3) regarding the identification of outcomes and assessment tools and plans. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school.*

*Education Code § 47605(b)(5)(A)(ii) requires the Petition to contain “[t]he specific annual goals” for “each subgroup of pupils identified pursuant to [Education Code] § 52052, to be achieved in the state priorities.”*

*Education Code §47605(b)(5)(B) requires that a charter petition contain measurable pupil outcomes “that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of § 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of § 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school.*

*The SBE regulations provide that a petition should set out measurable student outcomes to be used by the charter school. (Cal. Code Regs., tit. 5, § 11967.5.1(f)(2).) The student outcomes should, at a minimum:*

*(a) Specify skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress;*

*(i) The frequency of the objective means of measuring student outcomes should vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources; and*

*(ii) Objective means of measuring student outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and groups of students ...*

Analysis:

The Petition must contain measurable pupil outcomes “that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school” as is required by Education Code §47605(b)(5)(B). The Petition’s measurable pupil outcomes are contained on pp. 121-137. This section of the Petition contains pupil growth goals for English Learners in English fluency, and “for all statistically significant subgroups,” but does not provide differentiated goals for each individual subgroup. (Petition, p. 124.)

**D. Element Four: Governance Structure, Including Parental Involvement**  
**[Ed. Code § 47605, subd. (b)(5)(D).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(4) requires the Petition to contain a reasonably equivalent description of the following:

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the*

*school's effort on behalf of the school's pupils, as required by Education Code section 47605(b)(5)(D), at a minimum:*

*(A) Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.*

*(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:*

- 1. The charter school will become and remain a viable enterprise.*
- 2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians).*
- 3. The educational program will be successful.*

Analysis:

The Petition addresses its governance structure on pp. 139-148. The Charter School is operated and governed by the Across the Bridge (ABF) Foundation nonprofit public benefit corporation. (Petition, p. 140.) ABF operates and governs three other charter schools operating in the City of San Jose, including DCP High School, which is authorized by SJUSD. The Petition states that the ABF Board “meetings shall be held in accordance with the Brown Act.” (Petition, p. 144.)

Section 7 of the ABF Bylaws (Attached as Appendix 6 to the Petition) states that the Board’s “[m]eetings shall be held at the principal office of the corporation unless otherwise provided by the board ...” While the Bylaws list the principal office of the corporation as being located at 1460 The Alameda, San Jose, CA, the agendas for the meeting of the ABF Board show that the Board has met at least once outside of SJUSD boundaries:

Date	Location
July 19, 2017	1400 Parkmoor Ave., San Jose, CA
August 16, 2017	1400 Parkmoor Ave., San Jose, CA
September 20, 2017	1400 Parkmoor Ave., San Jose, CA
October 18, 2017	1400 Parkmoor Ave., San Jose, CA
November 15, 2017	1402 Monterey Highway, San Jose, CA
December 13, 2017	2888 Ocala Ave., San Jose, CA (DCP Alum Rock)
January 17, 2018	1400 Parkmoor Ave., San Jose, CA
January 29, 2018	1400 Parkmoor Ave., San Jose, CA
February 14, 2018	1400 Parkmoor Ave., San Jose, CA

The Brown Act (Government Code §54954(b)) provides that “[r]egular and special meetings of the legislative body shall be held within the boundaries of the territory over which the local agency exercises jurisdiction,” subject to exceptions not applicable here. A charter school’s jurisdictional boundary is considered to be that of the school district from which it obtained authorization. (See, *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262, 277 (“[a]ccordingly, section 47605, subdivision (a), including its geographic restrictions, must apply to all charter schools whether classroom-based or

nonclassroom-based”); Education Code §47065(j)(1) (“[a] charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition.”.) Therefore, the ABF Board should conduct its meetings within SJUSD boundaries, unless it properly invokes one of the exceptions under the Brown Act.

**E. Element Five: Employee Qualifications [Ed. Code § 47605, subd. (b)(5)(E).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(5) requires the Petition to contain a reasonably equivalent description of the following:

*The qualifications to be met by individuals to be employed by the school, as required by Education Code section 47605(b)(5)(E), at a minimum:*

*(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.*

*(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.*

*(C) Specify that the all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.*

Analysis:

The Petition addresses this element on pp. 149-162.

**F. Element Six: Procedures to Ensure Health and Safety of Students and Staff [Ed. Code §47605(b)(5)(F).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(6) requires the Petition to contain a reasonably equivalent description of the following:

*The procedures that the school will follow to ensure the health and safety of pupils and staff, as required by Education Code section 47605(b)(5)(F), at a minimum:*

*(A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.*

*(B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.*

*(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.*

*(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.*

Analysis:

The Petition addresses this element on pp. 163-167.

**G. Element Seven: Racial and Ethnic Balance [Ed. Code §47605(b)(5)(G).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(7) requires the Petition to contain a reasonably equivalent description of the following:

*Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted, as required by Education Code section 47605(b)(5)(G), shall be presumed to have been met, absent specific information to the contrary.*

Analysis:

The Petition addresses this element on pp. 169-170.

**H. Element Eight: Admissions Requirements [Ed. Code §47605(b)(5)(H).]**

*Education Code 47605.6(d)(2)(B) states that, in the enrollment lottery, “[i]f the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.”*

Cal. Code Regs., tit. 5, §11967.5.1(f)(8) requires the Petition to contain a reasonably equivalent description of the following:

*To the extent admission requirements are included in keeping with Education Code section 47605(b)(5)(H), the requirements shall be in compliance with the requirements of Education Code section 47605(d) and any other applicable provision of law.*

*The following requirements were added to Education Code section 47605(d)(2)(B) as of January 1, 2018:*

*Priority order for any preference shall be determined in the charter petition in accordance with all of the following:*

*(i) Each type of preference shall be approved by the chartering authority at a public hearing.*

*(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.*

*(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.*

*(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.*

Analysis:

The Petition addresses this element on pp. 171-174.

**I. Element Nine: Audit of Financial and Programmatic Operations [Ed. Code § 47605, subd. (b)(5)(I).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(9) requires the Petition to contain a reasonably equivalent description of the following:

*The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority, as required by Education Code section 47605(b)(5)(I), at a minimum:*

*(A) Specify who is responsible for contracting and overseeing the independent audit.*

*(B) Specify that the auditor will have experience in education finance.*

*(C) Outline the process of providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may direct, and specifying the time line in which audit exceptions will typically be addressed.*

*(D) Indicate the process that the charter school will follow to address any audit findings and/or resolve any audit exceptions to the satisfaction of the authorizer.*

Analysis:

The Petition addresses this element on p. 175.

**J. Element Ten: Student Suspension/Expulsion Procedures [Ed. Code § 47605, subd. (b)(5)(J).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(10) requires the Petition to contain a reasonably equivalent description of the following:

*The procedures by which pupils can be suspended or expelled, as required by Education Code section 47605(b)(5)(J), at a minimum:*

*(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.*

*(B) Identify the procedures by which pupils can be suspended or expelled.*

*(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.*

*(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).*

*(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D):*

*1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion.*

*2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.*

*Education Code section 47605(b)(5)(J) was amended to require the following elements as of January 1, 2018:*

*These [disciplinary] procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

Analysis:

The Petition addresses this element on pp. 177-193.

**K. Element Eleven: Manner in Which Staff Will Be Covered by STRS, PERS, or Federal Social Security [Ed. Code § 47605, subd. (b)(5)(K).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(11) requires the Petition to contain a reasonably equivalent description of the following:

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, as required by Education Code section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.*

Analysis:

The Petition addresses this element on p. 195.

**L. Element Twelve: Student Attendance Alternatives [Ed. Code § 47605, subd. (b)(5)(L).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(12) requires the Petition to contain a reasonably equivalent description of the following:

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by Education Code section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.*

Analysis:

The Petition addresses this element on p 197.

**M. Element Thirteen: Employee Rights [Ed. Code § 47605, subd. (b)(5)(M).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(13) requires the Petition to contain a reasonably equivalent description of the following:

*The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by Education Code section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:*

*(A) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.*

*(B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.*

*(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the State Board of Education determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.*

Analysis:

The Petition addresses this element on p. 199.

**N. Element Fourteen: Dispute Resolution [Ed. Code § 47605, subd. (b)(5)(N).]**

Cal. Code Regs., tit. 5, §11967.5.1(f)(14) requires the Petition to contain a reasonably equivalent description of the following:

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), at a minimum:*

*(A) Include any specific provisions relating to dispute resolution that the State Board of Education determines necessary and appropriate in recognition of the fact that the State Board of Education is not a local education agency.*

*(B) Describe how the costs of the dispute resolution process, if needed, would be funded.*

*(C) Recognize that, because it is not a local education agency, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.*

*(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto.*

Analysis:

The Petition addresses this element on pp. 201-202.

**O. Element Fifteen: Closure Protocol [Ed. Code § 47605, subd. (b)(5)(O).]**

Analysis:

The Petition addresses this element on pp. 203-205.

**V. CONCLUSION – LIKELIHOOD OF SUCCESSFULLY IMPLEMENTING THE PROGRAM SET FORTH IN THE PETITION**

*The regulations require consideration of whether a charter petition has presented a realistic financial and operational plan in determining whether petitioners are likely to be successful in implementing the charter program, including the areas of administrative services, financial administration, insurance and facilities. (Cal. Code Regs., tit. 5, § 11967.5(c).)*

In summary, the Petition contains a reasonably comprehensive description of all of the following required elements:

**Element**

Description of educational program  
Measurable pupil outcomes  
Method for assessing pupil progress  
Governance structure of the school  
Employee qualifications  
Health & safety procedures  
Means to achieve race/ethnic balance  
Admission requirements, if applicable  
Manner in which annual independent financial audits shall be conducted  
Student suspension & expulsion procedures  
Staff coverage by State Teachers' Retirement System, Public Employees' Retirement System or Social Security  
Public school attendance alternatives  
District employee leave & return rights  
Dispute resolution process  
Procedures for closure of school

---

In addition, the District must also determine whether the Charter School is demonstrably likely to successfully implement the program set forth in the Petition, and otherwise meets the legal requirements for renewal.

- Under Ed. Code section 47607(b), the Charter School's academic performance is not "at

least equal” to the control group of similar schools.

- Under Ed. Code section 47607(a)(3)(A), the Charter School has not sustained increases in pupil academic achievement in the reported subgroups.
- However, the Charter School has met the targeted student population set forth in its 2013 petition, enrolling 84.9% low-income students, 95.8 Latino, 41.3 English Learners, and 88-89% counting towards the Charter School’s Unduplicated Pupil count. (Petition, pp. 17, Appendix 11, p. A-729.) The Charter School’s pupil demographic should be taken into account when evaluating the Charter School’s academic performance.
- The Charter School has departed from the small school approach described in its original petition. The 2013 Petition contained a projected enrollment of 245-413 students during the first term of the charter. (2013 Petition, p. 16.) The March 2016 material revision approved by the Board added the 5<sup>th</sup> grade and increased the enrollment to approximately 600 students. The Charter School plans for an enrollment of 600 students for each year of the renewal term. (Renewal Petition, p. 49.) The increase in enrollment has led to the Charter School maintaining larger class sizes, which has likely contributed to its falling short of its academic performance goals set forth in the 2013 Petition.

Should the Board deny the Petition to renew the charter, it would adopt the academic performance data cited herein as findings in support of its denial under Ed. Code section 47607(b) and Ed. Code section 47607(a)(3)(A).

Should the Board grant the Petition to renew the charter, it should establish that any increase in enrollment levels about those set forth in the renewal petition must be brought to the Board as a material revision to the charter under Ed. Code 47607(a)(1) and (2). The District also expects the Charter School Board to meet within the boundaries of the San Jose Unified School District, and will also closely monitor the Charter School’s academic performance compliance with the Charter’s stated pupil outcome goals.

Respectfully Submitted,

John R. Yeh  
Burke, Williams & Sorensen, LLP  
Counsel, San Jose Unified School District

# EXHIBIT A

---

Test Results for:

## School: Downtown College Preparatory Middle

CDS Code: 43-69666-0129718

District: Downtown College Preparatory Middle

County: Santa Clara

### Select a Grade and Group to View Historical Data

Select Grade:

7th Grade

Select Group/Subgroup:

Ethnicity

Apply Selections

## Smarter Balanced Results

### Results by Ethnicity

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Hispanic or Latino

#### Achievement Level Distribution Over Time

	6th Grade (2016)	7th Grade (2017)
<b>Mean Scale Score</b>	<b>2486.3</b>	<b>2493.0</b>
Standard Exceeded: Level 4	3 %	3.03 %
Standard Met: Level 3	26 %	25.25 %
Standard Nearly Met: Level 2	38 %	29.29 %
Standard Not Met: Level 1	34 %	42.42 %

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

#### READING: How well do students understand stories and information that they read?



	6th Grade (2016)	7th Grade (2017)
Above Standard	6 %	9.09 %

Near Standard	46 %	45.45 %
Below Standard	48 %	45.45 %

**WRITING: How well do students communicate in writing?**



	6th Grade (2016)	7th Grade (2017)
Above Standard	10 %	10.10 %
Near Standard	58 %	49.49 %
Below Standard	33 %	40.40 %

**LISTENING: How well do students understand spoken information?**



	6th Grade (2016)	7th Grade (2017)
Above Standard	10 %	5.05 %
Near Standard	61 %	58.59 %
Below Standard	29 %	36.36 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**



	6th Grade (2016)	7th Grade (2017)
Above Standard	15 %	13.13 %
Near Standard	63 %	49.49 %
Below Standard	23 %	37.37 %

**MATHEMATICS**

**Hispanic or Latino**

**Achievement Level Distribution Over Time**

	6th Grade (2016)	7th Grade (2017)
<b>Mean Scale Score</b>	<b>2474.1</b>	<b>2475.8</b>
Standard Exceeded: Level 4	5 %	4.04 %
Standard Met: Level 3	18 %	12.12 %
Standard Nearly Met: Level 2	31 %	32.32 %
Standard Not Met: Level 1	46 %	51.52 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[Mathematics Area Achievement Level Descriptors](#)

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**



	6th Grade (2016)	7th Grade (2017)
Above Standard	5 %	8.08 %
Near Standard	35 %	32.32 %
Below Standard	60 %	59.60 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**



	6th Grade (2016)	7th Grade (2017)
Above Standard	6 %	6.06 %
Near Standard	46 %	37.37 %
Below Standard	48 %	56.57 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



	6th Grade (2016)	7th Grade (2017)
Above Standard	10 %	8.08 %
Near Standard	50 %	49.49 %
Below Standard	40 %	42.42 %

Test Results for:

# School: Downtown College Preparatory Middle

CDS Code: 43-69666-0129718

District: Downtown College Preparatory Middle

County: Santa Clara

## Select a Grade and Group to View Historical Data

Select Grade:

8th Grade

Select Group/Subgroup:

Ethnicity

Apply Selections

## Smarter Balanced Results

### Results by Ethnicity

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Black or African American

##### Hispanic or Latino

#### Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
<b>Mean Scale Score</b>	<b>2486.6</b>	<b>2517.9</b>	<b>2510.1</b>
Standard Exceeded: Level 4	5 %	4 %	2.52 %
Standard Met: Level 3	22 %	34 %	20.17 %
Standard Nearly Met: Level 2	37 %	34 %	44.54 %
Standard Not Met: Level 1	36 %	29 %	32.77 %

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

#### READING: How well do students understand stories and information that they read?

6th Grade

7th Grade

8th Grade



	(2015)	(2016)	(2017)
Above Standard	6 %	7 %	6.72 %
Near Standard	32 %	52 %	43.70 %
Below Standard	63 %	41 %	49.58 %

**WRITING: How well do students communicate in writing?**



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	8 %	19 %	5.88 %
Near Standard	61 %	63 %	49.58 %
Below Standard	31 %	18 %	44.54 %

**LISTENING: How well do students understand spoken information?**



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	7 %	8 %	3.36 %
Near Standard	68 %	67 %	69.75 %
Below Standard	24 %	25 %	26.89 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	16 %	7 %	5.88 %
Near Standard	55 %	63 %	57.14 %
Below Standard	29 %	30 %	36.97 %

Native Hawaiian or Pacific Islander

White

Ethnicity -- Two or More Races

**MATHEMATICS**

Black or African American

Hispanic or Latino

## Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
<b>Mean Scale Score</b>	<b>2472.1</b>	<b>2491.6</b>	<b>2480.3</b>
Standard Exceeded: Level 4	6 %	5 %	3.28 %
Standard Met: Level 3	8 %	9 %	4.10 %
Standard Nearly Met: Level 2	34 %	47 %	36.07 %
Standard Not Met: Level 1	51 %	39 %	56.56 %

### [Mathematics Achievement Level Descriptors](#)

### [Mathematics Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

### [Mathematics Area Achievement Level Descriptors](#)

#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	6 %	9 %	3.28 %
Near Standard	27 %	29 %	23.77 %
Below Standard	67 %	62 %	72.95 %

#### PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	5 %	7 %	4.10 %
Near Standard	39 %	44 %	45.08 %
Below Standard	56 %	49 %	50.82 %

#### COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	6 %	3 %	1.64 %
Near Standard	51 %	65 %	46.72 %
Below Standard			

44 %

33 %

51.64 %

Native Hawaiian or Pacific Islander

White

Ethnicity -- Two or More Races

---

Test Results for:

# School: Downtown College Preparatory Middle

CDS Code: 43-69666-0129718

District: Downtown College Preparatory Middle

County: Santa Clara

## Select a Grade and Group to View Historical Data

Select Grade:

8th Grade

Select Group/Subgroup:

Disability Status

Apply Selections

## Smarter Balanced Results

### Results by Disability Status

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Students with No Reported Disability

##### Students with Disability

#### Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
<b>Mean Scale Score</b>	*	*	<b>2415.2</b>
Standard Exceeded: Level 4	*	*	0.00 %
Standard Met: Level 3	*	*	0.00 %
Standard Nearly Met: Level 2	*	*	7.69 %
Standard Not Met: Level 1	*	*	92.31 %

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

#### READING: How well do students understand stories and information that they read?

6th Grade

7th Grade

8th Grade



	(2015)	(2016)	(2017)
Above Standard	*	*	0.00 %
Near Standard	*	*	0.00 %
Below Standard	*	*	100.00 %

### WRITING: How well do students communicate in writing?



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	*	*	0.00 %
Near Standard	*	*	23.08 %
Below Standard	*	*	76.92 %

### LISTENING: How well do students understand spoken information?



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	*	*	0.00 %
Near Standard	*	*	38.46 %
Below Standard	*	*	61.54 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	*	*	0.00 %
Near Standard	*	*	23.08 %
Below Standard	*	*	76.92 %

## MATHEMATICS

### Students with No Reported Disability

### Students with Disability

#### Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Mean Scale Score	*	*	2395.2
Standard Exceeded: Level 4	*	*	0.00 %

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Standard Met: Level 3	*	*	0.00 %
Standard Nearly Met: Level 2	*	*	0.00 %
Standard Not Met: Level 1	*	*	100.00 %

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

[Mathematics Area Achievement Level Descriptors](#)

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	*	*	0.00 %
Near Standard	*	*	7.69 %
Below Standard	*	*	92.31 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	*	*	0.00 %
Near Standard	*	*	0.00 %
Below Standard	*	*	100.00 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Above Standard	*	*	0.00 %
Near Standard	*	*	15.38 %
Below Standard	*	*	84.62 %



Smarter Balanced Assessment Test Results for:

## School: **Downtown College Preparatory Middle**

---

CDS Code: 43-696666-0129718

District: Downtown College Preparatory Middle

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

---

### Report Options

Select Year:

2017



Select Group/Subgroup:

All Students (Default)



[Apply Selections](#)

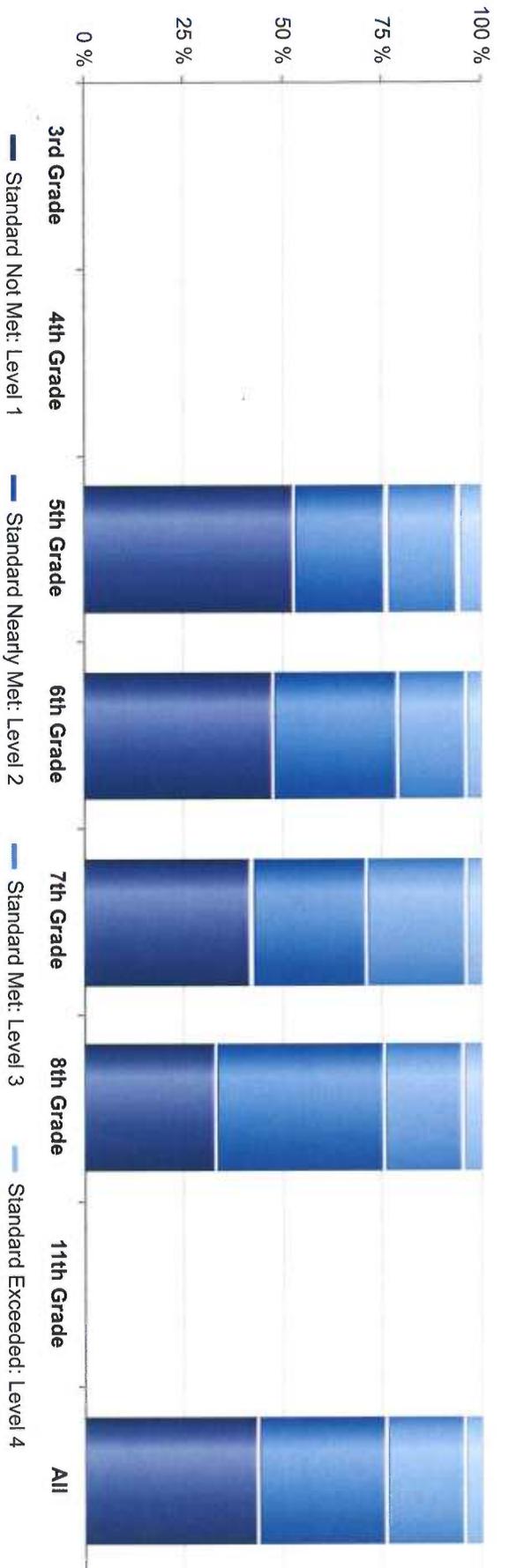
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2017)

**ENGLISH LANGUAGE ARTS/LITERACY**

[Achievement Level Distribution](#)



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	97	157	103	132	N/A	489
# of Students Tested	N/A	N/A	97	152	100	128	N/A	477
# of Students With Scores	N/A	N/A	96	152	100	128	N/A	476

Mean Scale Score	N/A	N/A	2435.1	2453.8	2492.4	2510.5	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	5.21 %	3.29 %	3.00 %	3.91 %	N/A	3.78 %
Standard Met: Level 3	N/A	N/A	17.71 %	16.45 %	25.00 %	19.53 %	N/A	19.33 %
Standard Nearly Met: Level 2	N/A	N/A	22.92 %	31.58 %	29.00 %	42.97 %	N/A	32.35 %





	N/A	N/A	9.38 %	5.26 %	5.00 %	3.91 %	N/A	5.67 %
Near Standard	N/A	N/A	56.25 %	57.89 %	58.00 %	67.19 %	N/A	60.08 %
Below Standard	N/A	N/A	34.38 %	36.84 %	37.00 %	28.91 %	N/A	34.24 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

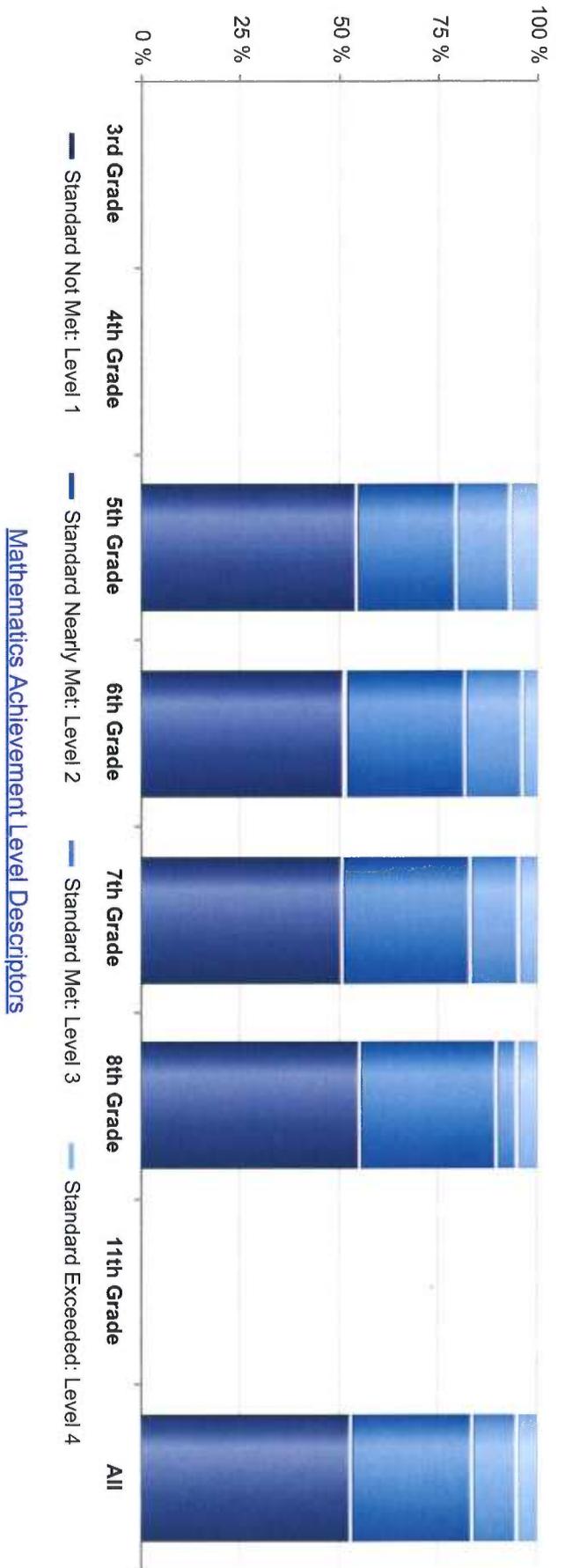


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	10.53 %	8.55 %	13.00 %	7.03 %	N/A	9.47 %
Near Standard	N/A	N/A	35.79 %	44.08 %	49.00 %	57.03 %	N/A	46.95 %
Below Standard	N/A	N/A	53.68 %	47.37 %	38.00 %	35.94 %	N/A	43.58 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



All Students (accessible data)

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	97	157	103	132	N/A	489
# of Students Tested	N/A	N/A	97	157	100	131	N/A	485
# of Students With Scores	N/A	N/A	97	156	100	131	N/A	484

Mean Scale Score	N/A	N/A	2456.2	2455.1	2474.5	2483.6	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	6.19 %	3.21 %	4.00 %	4.58 %	N/A	4.34 %
Standard Met: Level 3	N/A	N/A	13.40 %	14.10 %	12.00 %	4.58 %	N/A	10.95 %
Standard Nearly Met: Level 2	N/A	N/A	24.74 %	30.13 %	32.00 %	34.35 %	N/A	30.58 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	55.67 %	52.56 %	52.00 %	56.49 %	N/A	54.13 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	N/A	N/A	9.38 %	9.03 %	8.00 %	4.58 %	N/A	7.68 %
Near Standard	N/A	N/A	30.21 %	25.16 %	32.00 %	22.90 %	N/A	26.97 %
Below Standard	N/A	N/A	60.42 %	65.81 %	60.00 %	72.52 %	N/A	65.35 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	N/A	N/A	8.25 %	3.21 %	6.00 %	6.11 %	N/A	5.58 %
Near Standard	N/A	N/A	31.96 %	42.31 %	38.00 %	43.51 %	N/A	39.67 %
Below Standard	N/A	N/A	59.79 %	54.49 %	56.00 %	50.38 %	N/A	54.75 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	5.26 %	8.33 %	8.00 %	3.82 %	N/A	6.43 %
Near Standard	N/A	N/A	48.42 %	33.97 %	49.00 %	45.04 %	N/A	42.95 %
Below Standard	N/A	N/A	46.32 %	57.69 %	43.00 %	51.15 %	N/A	50.62 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for:

**School: Downtown College Preparatory Middle**

---

CDS Code: 43-696666-0129718

District: Downtown College Preparatory Middle

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

---

## Report Options

Select Year:

Select Group/Subgroup:

2016



All Students (Default)



[Apply Selections](#)

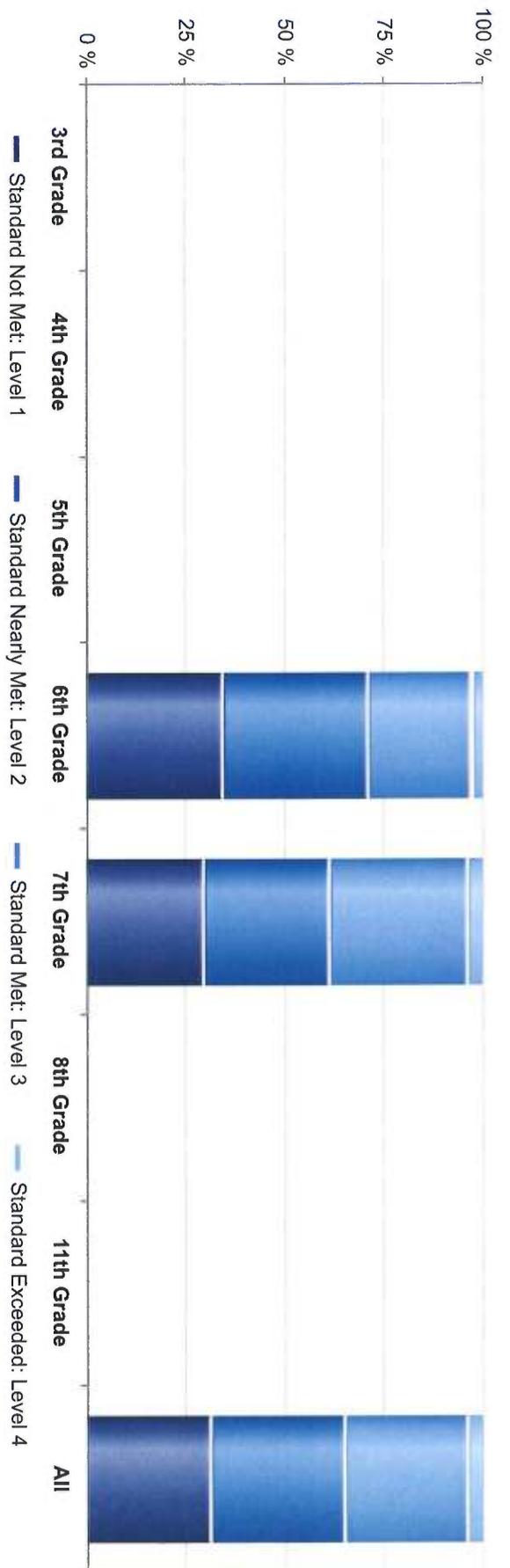
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2016)

### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	84	125	N/A	209
# of Students Tested	N/A	N/A	N/A	N/A	81	122	N/A	203
# of Students With Scores	N/A	N/A	N/A	N/A	81	121	N/A	202

Mean Scale Score	N/A	N/A	N/A	N/A	2484.6	2516.6	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	2%	3%	N/A	3%
Standard Met: Level 3	N/A	N/A	N/A	N/A	26%	35%	N/A	31%
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	37%	32%	N/A	34%





	N/A	N/A	N/A	10 %	8 %	N/A	N/A	9 %
Near Standard	N/A	N/A	N/A	60 %	66 %	N/A	N/A	64 %
Below Standard	N/A	N/A	N/A	30 %	26 %	N/A	N/A	27 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

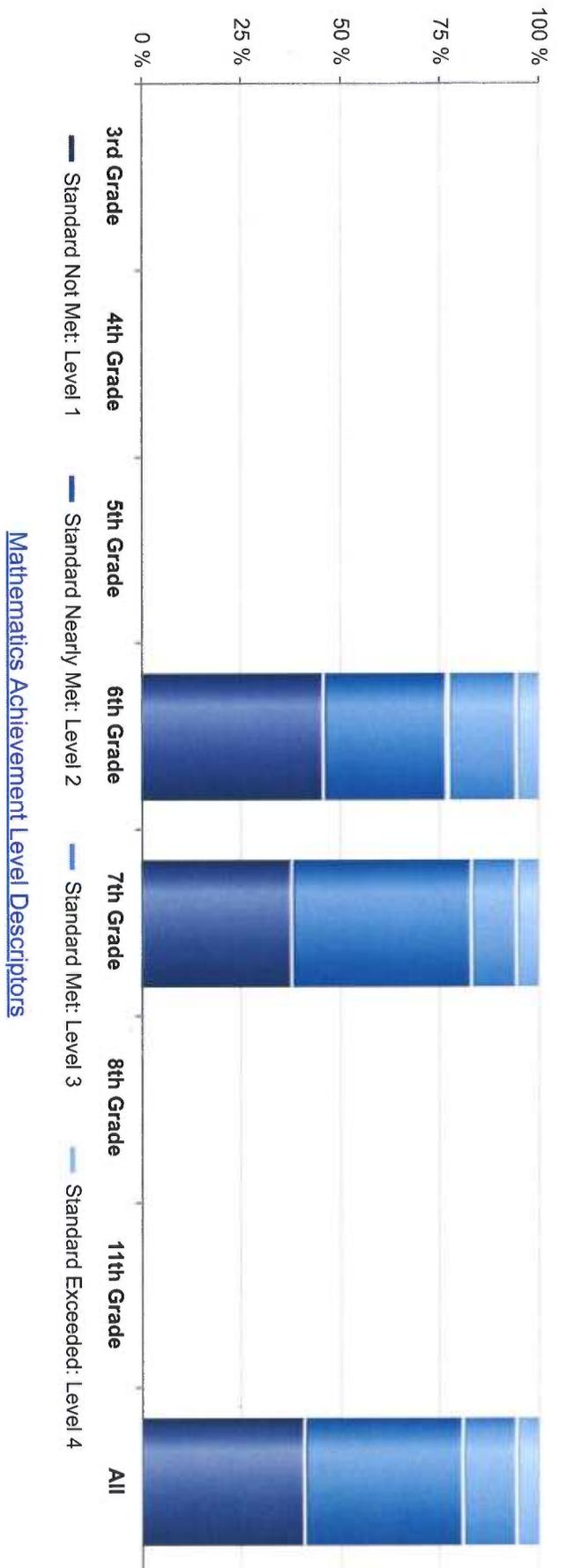


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	15 %	9 %	N/A	N/A	11 %
Near Standard	N/A	N/A	N/A	62 %	60 %	N/A	N/A	60 %
Below Standard	N/A	N/A	N/A	23 %	31 %	N/A	N/A	28 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



[All Students \(accessible data\)](#).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
# of Students Enrolled	N/A	N/A	N/A	N/A	84	125	N/A	N/A	209
# of Students Tested	N/A	N/A	N/A	N/A	81	122	N/A	N/A	203
# of Students With Scores	N/A	N/A	N/A	N/A	81	122	N/A	N/A	203
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2473.4</b>	<b>2491.0</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	5 %	5 %	N/A	N/A	5 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	17 %	11 %	N/A	N/A	13 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	31 %	46 %	N/A	N/A	40 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	47 %	39 %	N/A	N/A	42 %

### Mathematics Scale Score Ranges

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### **CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Area Performance Level											All		
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	3rd Grade	4th Grade	5th Grade	6th Grade		7th Grade	8th Grade
Above Standard	N/A	N/A	N/A	5 %	10 %	N/A	N/A	N/A	8 %					
Near Standard	N/A	N/A	N/A	35 %	30 %	N/A	N/A	N/A	32 %					
Below Standard	N/A	N/A	N/A	60 %	61 %	N/A	N/A	N/A	61 %					

#### **PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	Area Performance Level											All		
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	3rd Grade	4th Grade	5th Grade	6th Grade		7th Grade	8th Grade
Above Standard	N/A	N/A	N/A	6 %	7 %	N/A	N/A	N/A	6 %					
Near Standard	N/A	N/A	N/A	46 %	43 %	N/A	N/A	N/A	44 %					
Below Standard	N/A	N/A	N/A	48 %	50 %	N/A	N/A	N/A	49 %					

#### **COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	10 %	3 %	N/A	N/A	6 %
Near Standard	N/A	N/A	N/A	49 %	65 %	N/A	N/A	59 %
Below Standard	N/A	N/A	N/A	41 %	32 %	N/A	N/A	35 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for:

## School: Downtown College Preparatory Middle

---

CDS Code: 43-696666-0129718

District: Downtown College Preparatory Middle

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

---

### Report Options

Select Year:

2015



Select Group/Subgroup:

All Students (Default)



[Apply Selections](#)

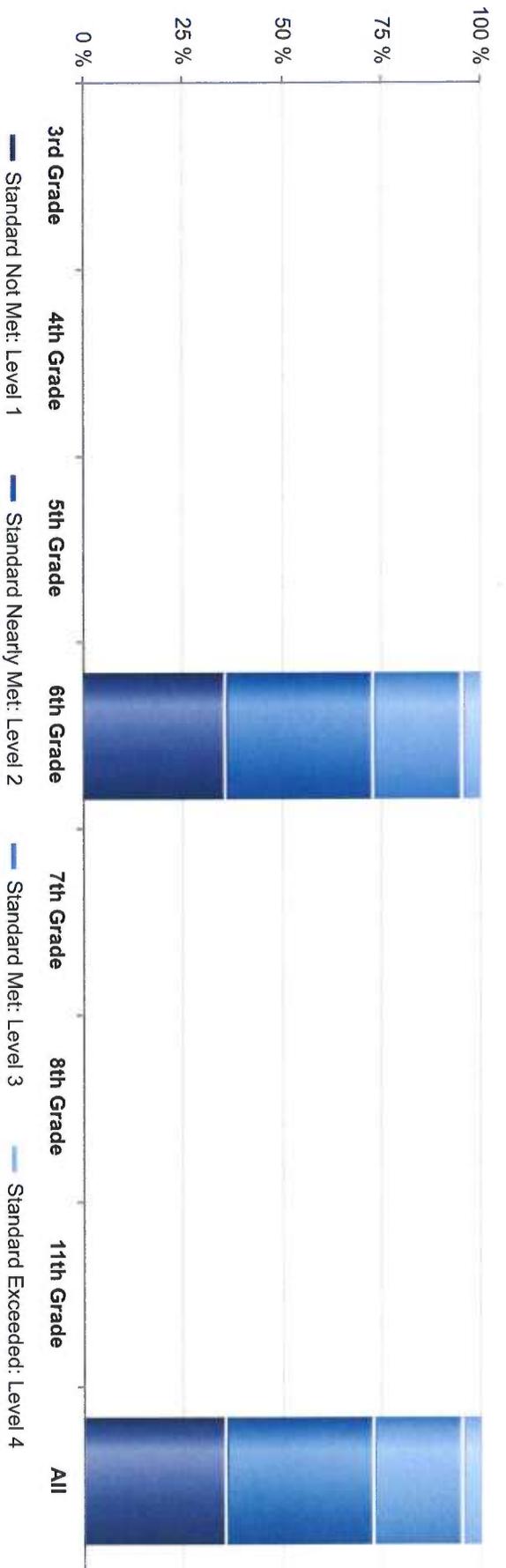
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2015)

[ENGLISH LANGUAGE ARTS/LITERACY](#)

[Achievement Level Distribution](#)



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	117	N/A	N/A	117
Number of Students Tested	N/A	N/A	N/A	N/A	116	N/A	N/A	116
Number of Students With Scores	N/A	N/A	N/A	N/A	116	N/A	N/A	116
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2484.2</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	4 %	N/A	N/A	4 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	22 %	N/A	N/A	22 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	37 %	N/A	N/A	37 %





	N/A	N/A	N/A	7 %	N/A	N/A	N/A	7 %
At or Near Standard	N/A	N/A	N/A	68 %	N/A	N/A	N/A	68 %
Below Standard	N/A	N/A	N/A	25 %	N/A	N/A	N/A	25 %

**Research/Inquiry: Investigating, analyzing, and presenting information**

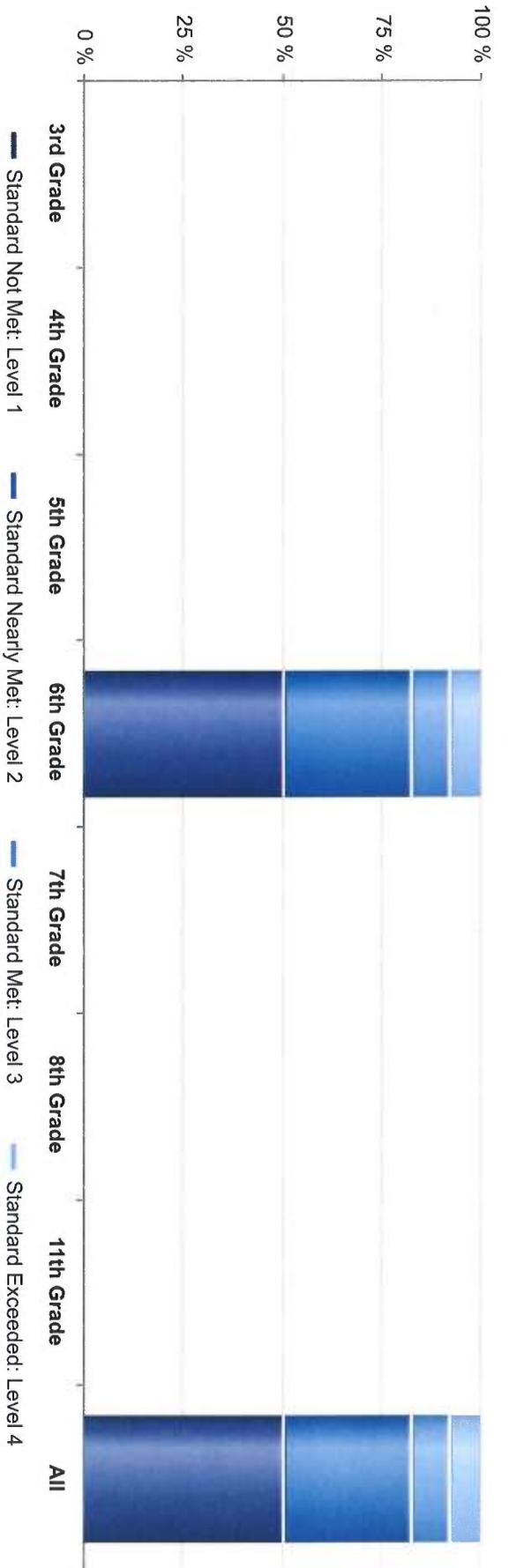


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	16 %	N/A	N/A	N/A	16 %
At or Near Standard	N/A	N/A	N/A	53 %	N/A	N/A	N/A	53 %
Below Standard	N/A	N/A	N/A	30 %	N/A	N/A	N/A	30 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	117	N/A	N/A	117
Number of Students Tested	N/A	N/A	N/A	N/A	117	N/A	N/A	117
Number of Students With Scores	N/A	N/A	N/A	N/A	117	N/A	N/A	117
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2470.3</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	7 %	N/A	N/A	7 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	9 %	N/A	N/A	9 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	32 %	N/A	N/A	32 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Standard Not Met: Level 1	N/A	N/A	N/A	51 %	N/A	N/A	N/A	51 %

Mathematics Scale Score Ranges

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	N/A	N/A	N/A	7 %	N/A	N/A	N/A	7 %
At or Near Standard	N/A	N/A	N/A	27 %	N/A	N/A	N/A	27 %
Below Standard	N/A	N/A	N/A	66 %	N/A	N/A	N/A	66 %

**PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	N/A	N/A	N/A	4 %	N/A	N/A	N/A	4 %
At or Near Standard	N/A	N/A	N/A	38 %	N/A	N/A	N/A	38 %
Below Standard	N/A	N/A	N/A	57 %	N/A	N/A	N/A	57 %

**COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
------------------------	-----------	-----------	-----------	-----------	-----------	-----------	------------	------------



Above Standard	N/A	N/A	N/A	6 %	N/A	N/A	N/A	6 %
At or Near Standard	N/A	N/A	N/A	50 %	N/A	N/A	N/A	50 %
Below Standard	N/A	N/A	N/A	44 %	N/A	N/A	N/A	44 %

Mathematics Area Achievement Level Descriptors



Smarter Balanced Assessment Test Results for:

**School: Herbert Hoover Middle**

---

CDS Code: 43-696666-6062111

District: San Jose Unified

County: Santa Clara

[SUMMARY REPORT](#)    [CHANGE OVER TIME](#)

---

### Report Options

Select Year:	Select Group/Subgroup:
2017 ▼	All Students (Default) ▼
<b>Apply Selections</b>	

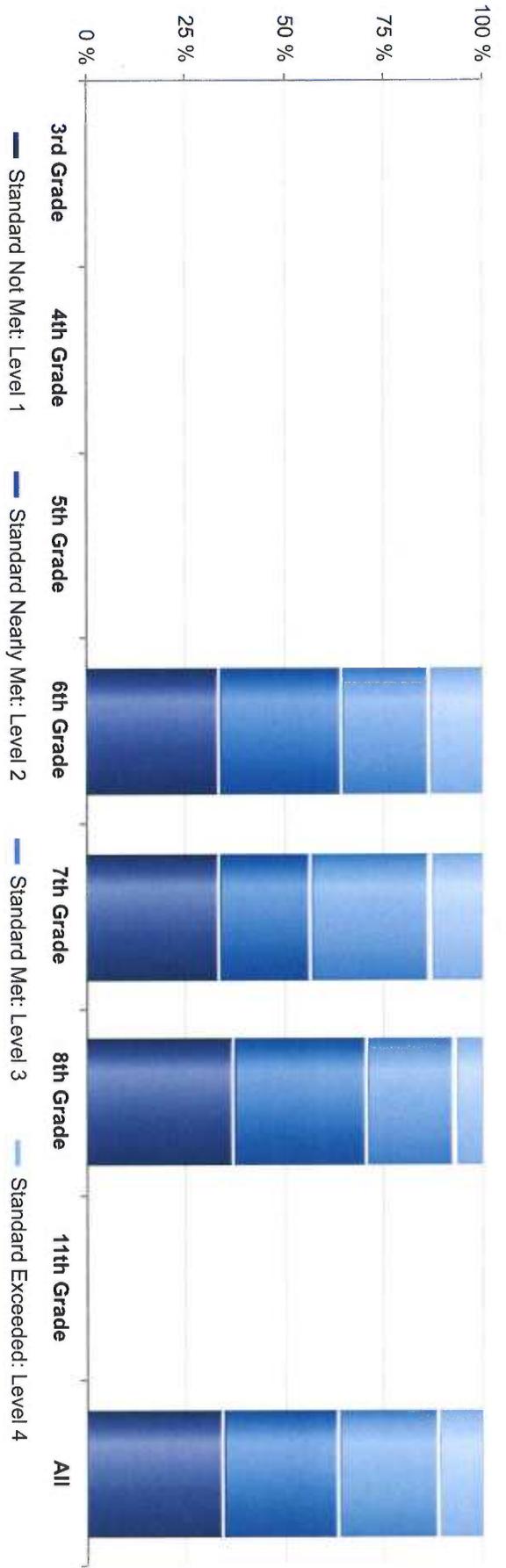
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2017)

#### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



All Students (accessible data).

English Language Arts/Literacy Achievement Level Descriptors

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
# of Students Enrolled	N/A	N/A	N/A	N/A	364	364	342	N/A	1,070
# of Students Tested	N/A	N/A	N/A	N/A	355	355	335	N/A	1,045
# of Students With Scores	N/A	N/A	N/A	N/A	355	355	335	N/A	1,045
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2497.1</b>	<b>2527.8</b>	<b>2516.1</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	13.24 %	12.96 %	6.57 %	N/A	<b>11.00 %</b>
Standard Met: Level 3	N/A	N/A	N/A	N/A	21.69 %	30.14 %	22.09 %	N/A	<b>24.69 %</b>
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	30.99 %	22.82 %	33.73 %	N/A	29.09 %





	N/A	N/A	N/A	16.06 %	10.14 %	6.87 %	N/A	11.10 %
Near Standard	N/A	N/A	N/A	59.44 %	62.54 %	62.99 %	N/A	61.63 %
Below Standard	N/A	N/A	N/A	24.51 %	27.32 %	30.15 %	N/A	27.27 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

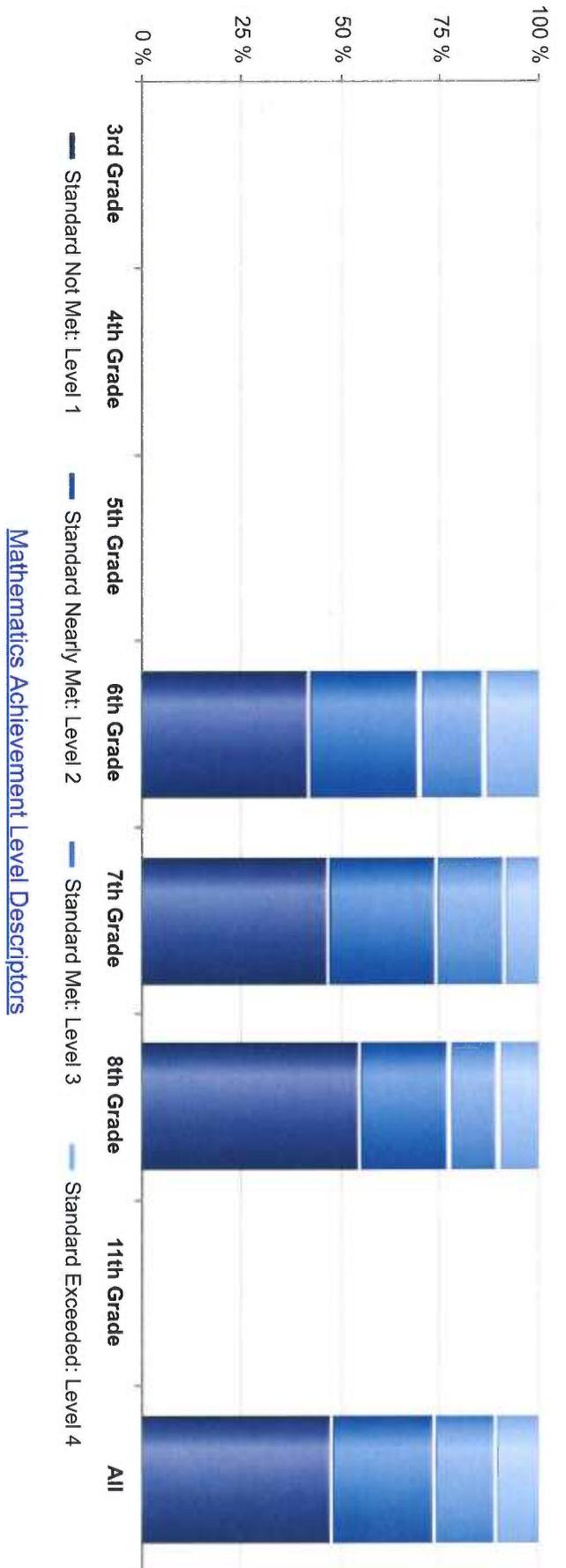


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	21.69 %	21.41 %	15.22 %	N/A	19.52 %
Near Standard	N/A	N/A	N/A	45.35 %	46.48 %	48.06 %	N/A	46.60 %
Below Standard	N/A	N/A	N/A	32.96 %	32.11 %	36.72 %	N/A	33.88 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
# of Students Enrolled	N/A	N/A	N/A	N/A	364	364	342	N/A	1,070
# of Students Tested	N/A	N/A	N/A	N/A	359	360	339	N/A	1,058
# of Students With Scores	N/A	N/A	N/A	N/A	359	360	339	N/A	1,058
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2492.1</b>	<b>2491.4</b>	<b>2497.5</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	13.37 %	8.06 %	9.73 %	N/A	10.40 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	15.88 %	16.94 %	11.80 %	N/A	14.93 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	28.13 %	27.22 %	22.42 %	N/A	25.99 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	42.62 %	47.78 %	56.05 %	N/A	48.68 %

Mathematics Scale Score Ranges

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Area											All
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade					
Above Standard	N/A	N/A	N/A	19.22 %	15.00 %	14.16 %	N/A	16.16 %				
Near Standard	N/A	N/A	N/A	28.41 %	25.56 %	26.55 %	N/A	26.84 %				
Below Standard	N/A	N/A	N/A	52.37 %	59.44 %	59.29 %	N/A	56.99 %				

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	Area											All
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade					
Above Standard	N/A	N/A	N/A	11.42 %	10.28 %	10.62 %	N/A	10.78 %				
Near Standard	N/A	N/A	N/A	42.06 %	43.61 %	32.74 %	N/A	39.60 %				
Below Standard	N/A	N/A	N/A	46.52 %	46.11 %	56.64 %	N/A	49.62 %				

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	15.60 %	11.94 %	11.21 %	N/A	12.95 %
Near Standard	N/A	N/A	N/A	40.67 %	50.56 %	40.41 %	N/A	43.95 %
Below Standard	N/A	N/A	N/A	43.73 %	37.50 %	48.38 %	N/A	43.10 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for:

## School: Herbert Hoover Middle

---

CDS Code: 43-69666-6062111

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

---

### Report Options

Select Year:

2016



Select Group/Subgroup:

All Students (Default)



Apply Selections

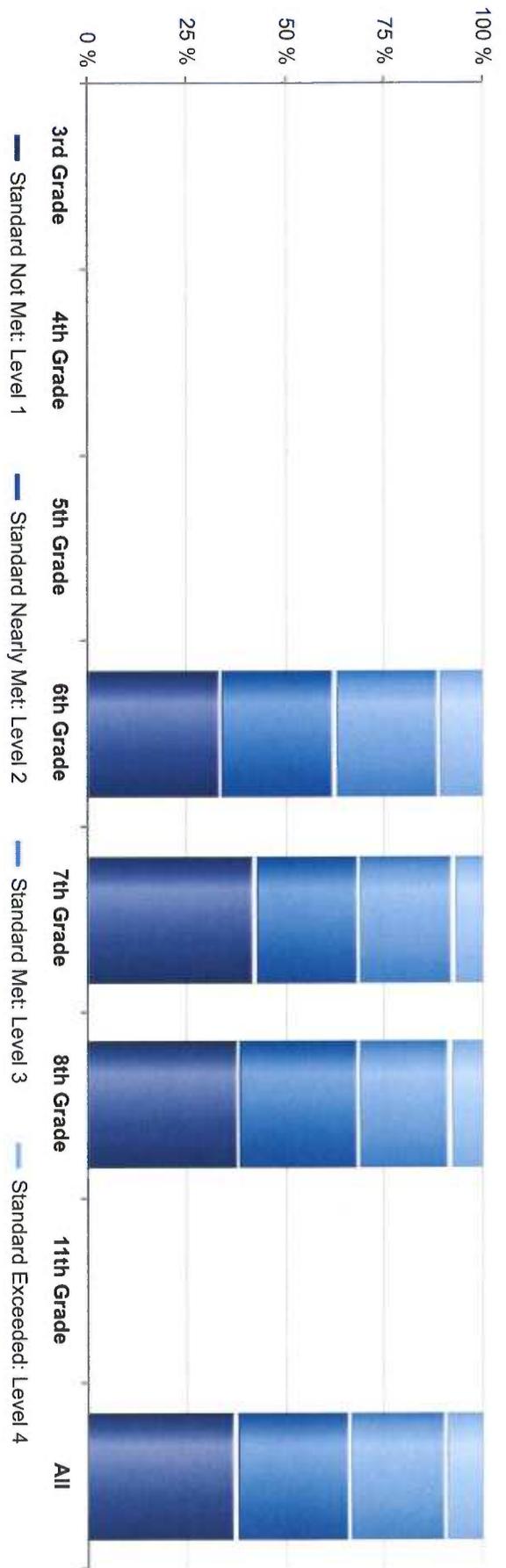
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	358	356	356	1,070
# of Students Tested	N/A	N/A	N/A	N/A	346	346	348	1,040
# of Students With Scores	N/A	N/A	N/A	N/A	346	345	348	1,039
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2497.0</b>	<b>2506.1</b>	<b>2522.3</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	11 %	7 %	8 %	9 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	26 %	24 %	23 %	24 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	29 %	26 %	31 %	29 %





	N/A	N/A	N/A	10 %	10 %	7 %	N/A	9 %
Near Standard	N/A	N/A	N/A	70 %	65 %	63 %	N/A	66 %
Below Standard	N/A	N/A	N/A	20 %	25 %	29 %	N/A	25 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	23 %	16 %	18 %	N/A	19 %
Near Standard	N/A	N/A	N/A	58 %	51 %	49 %	N/A	53 %
Below Standard	N/A	N/A	N/A	18 %	33 %	33 %	N/A	28 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	36 %	50 %	49 %	N/A	45 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	14 %	15 %	12 %	N/A	14 %
Near Standard	N/A	N/A	N/A	33 %	24 %	34 %	N/A	30 %
Below Standard	N/A	N/A	N/A	53 %	61 %	54 %	N/A	56 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	10 %	10 %	10 %	N/A	10 %
Near Standard	N/A	N/A	N/A	47 %	36 %	53 %	N/A	45 %
Below Standard	N/A	N/A	N/A	43 %	54 %	38 %	N/A	45 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	11 %	11 %	10 %	N/A	11 %
Near Standard	N/A	N/A	N/A	55 %	45 %	51 %	N/A	51 %
Below Standard	N/A	N/A	N/A	34 %	44 %	38 %	N/A	39 %

[Mathematics Area Achievement Level Descriptors](#)



## Smarter Balanced Assessment Test Results for:

# School: Herbert Hoover Middle

---

CDS Code: 43-696666-6062111

District: San Jose Unified

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

---

### Report Options

Select Year:

Select Group/Subgroup:

2015 ▼

All Students (Default) ▼

[Apply Selections](#)

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2015)

### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution







	N/A	N/A	N/A	5 %	6 %	9 %	N/A	7 %
At or Near Standard	N/A	N/A	N/A	62 %	66 %	62 %	N/A	63 %
Below Standard	N/A	N/A	N/A	33 %	29 %	29 %	N/A	30 %

### Research/Inquiry: Investigating, analyzing, and presenting information

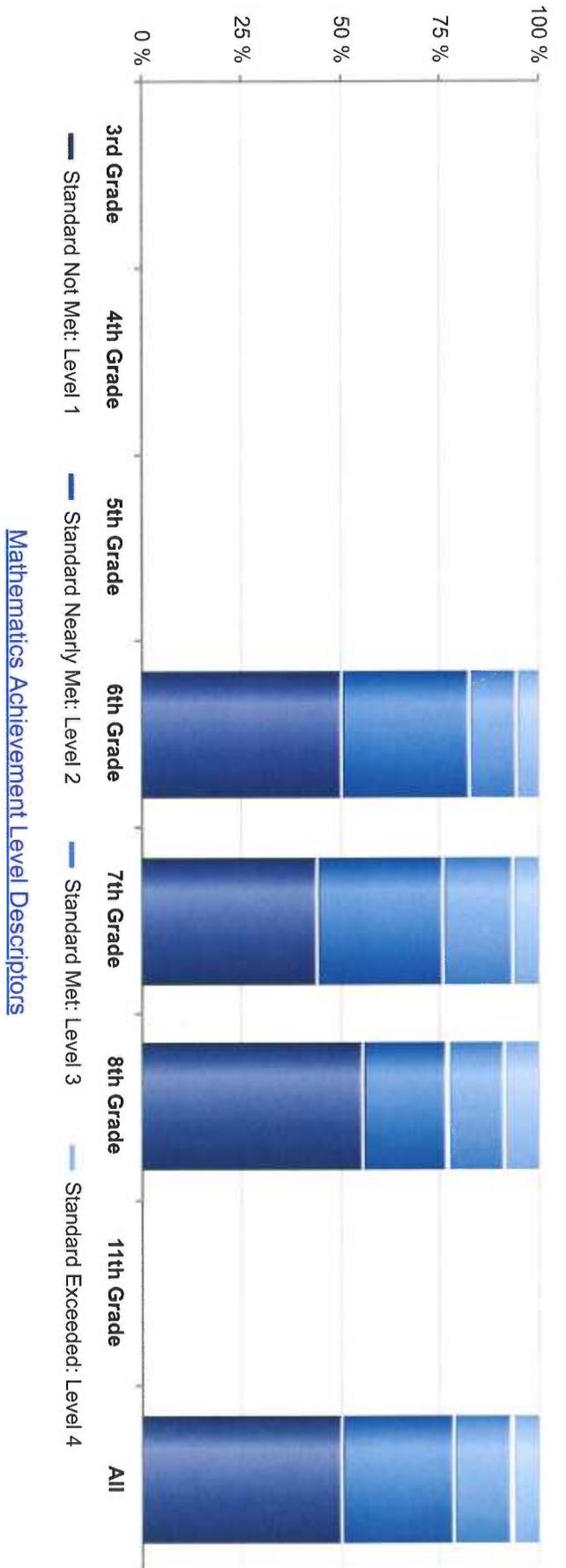


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	11 %	17 %	20 %	N/A	16 %
At or Near Standard	N/A	N/A	N/A	60 %	52 %	51 %	N/A	54 %
Below Standard	N/A	N/A	N/A	29 %	31 %	29 %	N/A	29 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	340	355	356	N/A	1,051
Number of Students Tested	N/A	N/A	N/A	334	344	346	N/A	1,024
Number of Students With Scores	N/A	N/A	N/A	334	341	344	N/A	1,019

Mean Scale Score	N/A	N/A	N/A	2457.1	2493.9	2493.6	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	5 %	6 %	8 %	N/A	6 %
Standard Met: Level 3	N/A	N/A	N/A	11 %	17 %	14 %	N/A	14 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	32 %	32 %	21 %	N/A	28 %





Above Standard	N/A	N/A	N/A	6 %	13 %	8 %	N/A	9 %
At or Near Standard	N/A	N/A	N/A	43 %	67 %	46 %	N/A	52 %
Below Standard	N/A	N/A	N/A	51 %	20 %	46 %	N/A	39 %

Mathematics Area Achievement Level Descriptors



## Smarter Balanced Assessment Test Results for:

# School: Peter Burnett Middle

---

CDS Code: 43-696666-6062103

District: San Jose Unified

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

---

## Report Options

Select Year:  ▼      Select Group/Subgroup:  ▼      [Apply Selections](#)

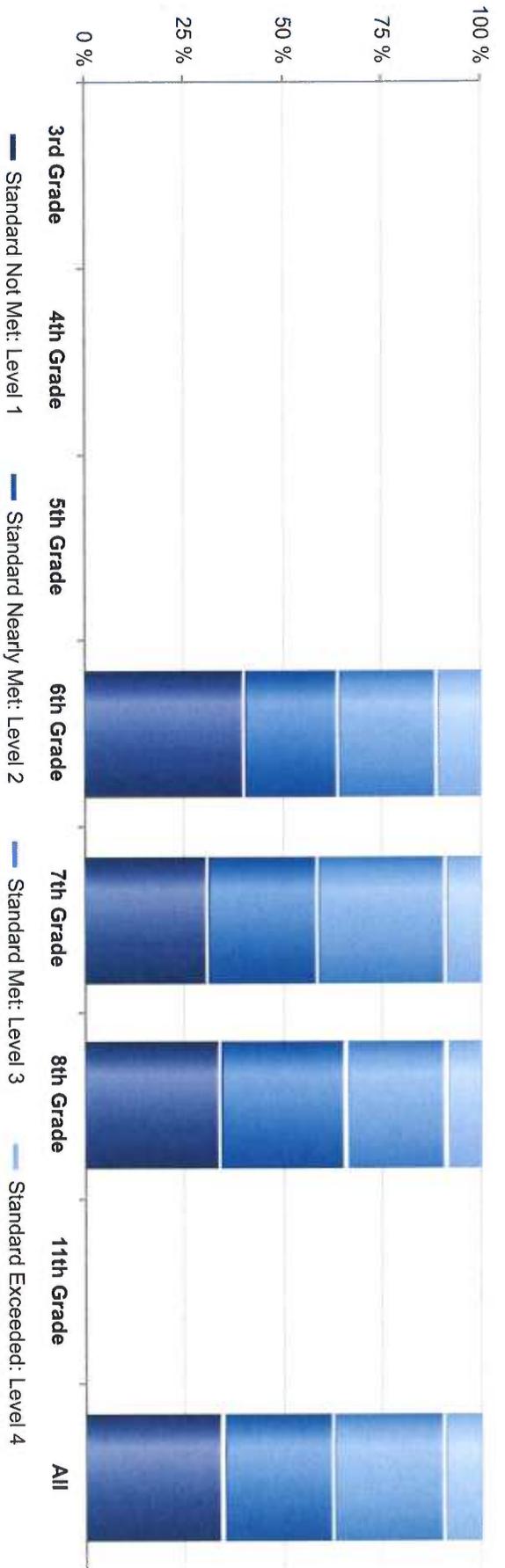
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2017)

[ENGLISH LANGUAGE ARTS/LITERACY](#)

[Achievement Level Distribution](#)



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	229	265	273	767
# of Students Tested	N/A	N/A	N/A	N/A	219	256	261	736
# of Students With Scores	N/A	N/A	N/A	N/A	218	256	261	735
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2483.0</b>	<b>2521.9</b>	<b>2525.2</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	11.01 %	8.59 %	8.43 %	<b>9.25 %</b>
Standard Met: Level 3	N/A	N/A	N/A	N/A	24.31 %	32.42 %	24.90 %	<b>27.35 %</b>
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	23.85 %	27.73 %	32.18 %	28.16 %





	N/A	N/A	N/A	11.01 %	8.98 %	10.73 %	N/A	10.20 %
Near Standard	N/A	N/A	N/A	58.72 %	55.86 %	60.92 %	N/A	58.50 %
Below Standard	N/A	N/A	N/A	30.28 %	35.16 %	28.35 %	N/A	31.29 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

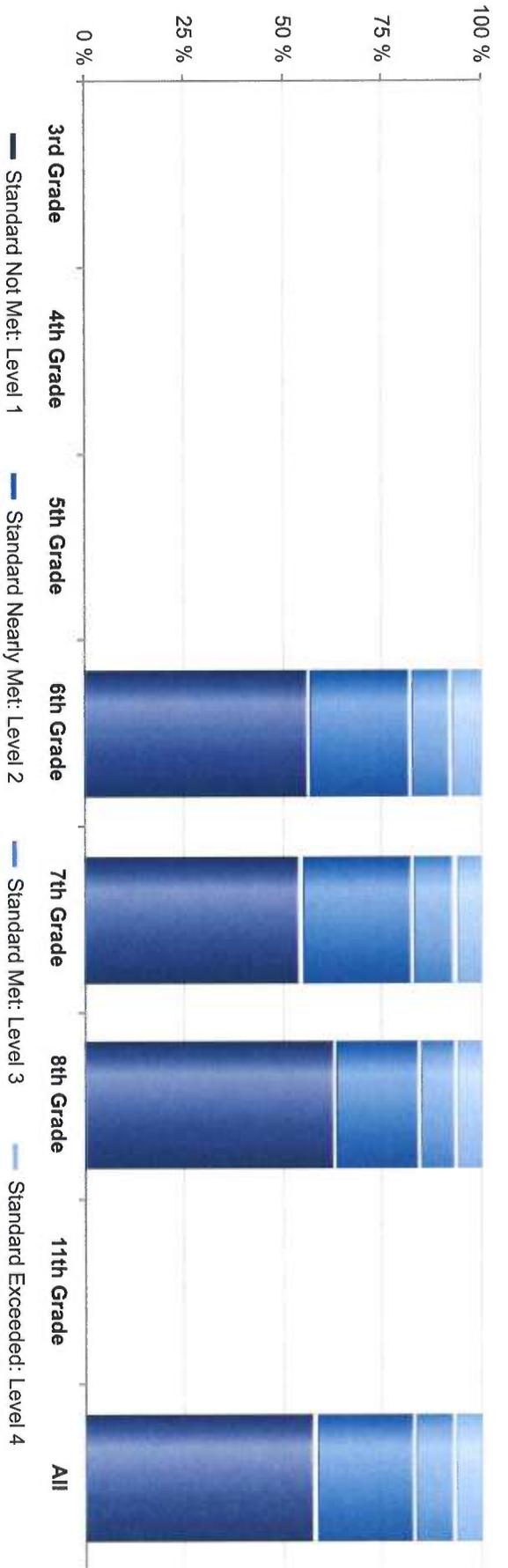


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20.64 %	20.70 %	18.01 %	N/A	19.73 %
Near Standard	N/A	N/A	N/A	44.95 %	51.56 %	49.04 %	N/A	48.71 %
Below Standard	N/A	N/A	N/A	34.40 %	27.73 %	32.95 %	N/A	31.56 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	229	265	273	767
# of Students Tested	N/A	N/A	N/A	N/A	225	260	265	750
# of Students With Scores	N/A	N/A	N/A	N/A	225	260	265	750
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2450.1</b>	<b>2472.1</b>	<b>2477.6</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	7.11 %	6.15 %	6.04 %	<b>6.40 %</b>
Standard Met: Level 3	N/A	N/A	N/A	N/A	9.78 %	10.00 %	8.30 %	<b>9.33 %</b>
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	25.33 %	28.08 %	21.13 %	24.80 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	57.78 %	55.77 %	64.53 %	N/A	59.47 %

Mathematics Scale Score Ranges

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8.44 %	9.62 %	9.06 %	N/A	9.07 %
Near Standard	N/A	N/A	N/A	22.67 %	23.85 %	22.26 %	N/A	22.93 %
Below Standard	N/A	N/A	N/A	68.89 %	66.54 %	68.68 %	N/A	68.00 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	9.78 %	7.31 %	9.06 %	N/A	8.67 %
Near Standard	N/A	N/A	N/A	31.11 %	41.54 %	24.53 %	N/A	32.40 %
Below Standard	N/A	N/A	N/A	59.11 %	51.15 %	66.42 %	N/A	58.93 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	9.33 %	8.08 %	7.17 %	N/A	8.13 %
Near Standard	N/A	N/A	N/A	34.67 %	42.69 %	42.26 %	N/A	40.13 %
Below Standard	N/A	N/A	N/A	56.00 %	49.23 %	50.57 %	N/A	51.73 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for:

**School: Peter Burnett Middle**

---

CDS Code: 43-696666-6062103

District: San Jose Unified

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

---

### Report Options

Select Year:

Select Group/Subgroup:

2016 ▼

All Students (Default) ▼

**Apply Selections**

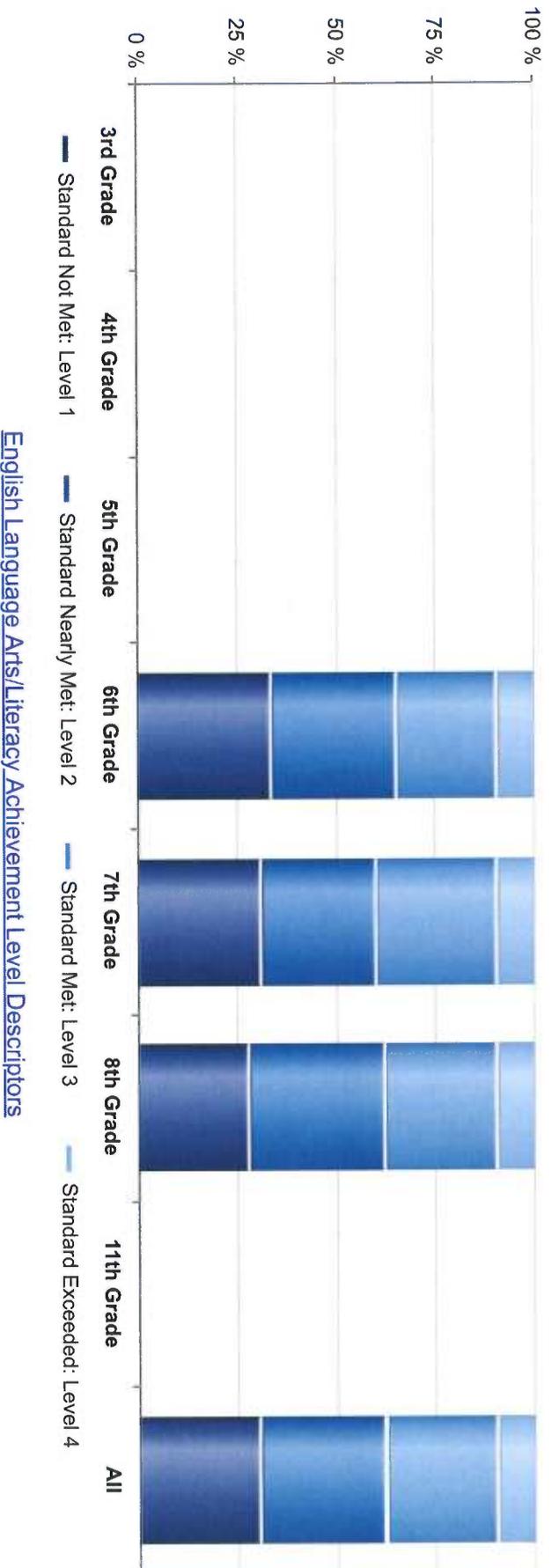
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2016)

#### ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[All Students \(accessible data\)](#)

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	264	262	269	795
# of Students Tested	N/A	N/A	N/A	N/A	263	254	262	779
# of Students With Scores	N/A	N/A	N/A	N/A	263	254	261	778
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2490.8</b>	<b>2521.9</b>	<b>2539.4</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	9 %	9 %	9 %	9 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	25 %	30 %	28 %	28 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	32 %	29 %	34 %	32 %





	N/A	N/A	N/A	10 %	11 %	9 %	N/A	10 %
Near Standard	N/A	N/A	N/A	69 %	65 %	69 %	N/A	68 %
Below Standard	N/A	N/A	N/A	21 %	24 %	21 %	N/A	22 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

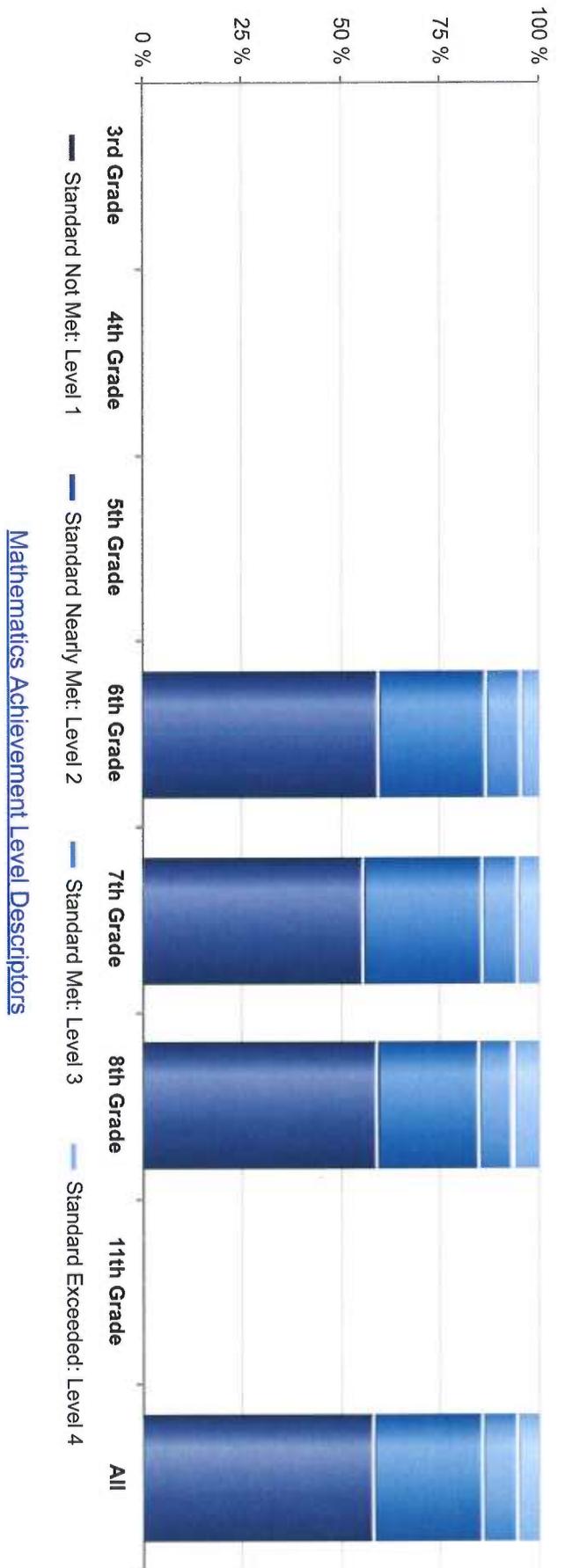


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17 %	19 %	18 %	N/A	18 %
Near Standard	N/A	N/A	N/A	65 %	55 %	59 %	N/A	59 %
Below Standard	N/A	N/A	N/A	18 %	26 %	24 %	N/A	23 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	264	262	269	795
# of Students Tested	N/A	N/A	N/A	N/A	264	256	262	782
# of Students With Scores	N/A	N/A	N/A	N/A	264	256	262	782
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2443.1</b>	<b>2465.5</b>	<b>2491.8</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	4 %	5 %	6 %	5 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	8 %	8 %	8 %	8 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	27 %	30 %	25 %	27 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	61 %	57 %	60 %	N/A	59 %

Mathematics Scale Score Ranges

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Area Performance Level										All
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade				
Above Standard	N/A	N/A	N/A	5 %	6 %	8 %	N/A	7 %			
Near Standard	N/A	N/A	N/A	20 %	27 %	23 %	N/A	23 %			
Below Standard	N/A	N/A	N/A	75 %	67 %	69 %	N/A	70 %			

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	Area Performance Level										All
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade				
Above Standard	N/A	N/A	N/A	5 %	5 %	8 %	N/A	6 %			
Near Standard	N/A	N/A	N/A	29 %	31 %	51 %	N/A	37 %			
Below Standard	N/A	N/A	N/A	66 %	64 %	41 %	N/A	57 %			

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6 %	7 %	7 %	N/A	7 %
Near Standard	N/A	N/A	N/A	45 %	49 %	52 %	N/A	49 %
Below Standard	N/A	N/A	N/A	48 %	43 %	41 %	N/A	44 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for:

**School: Peter Burnett Middle**

---

CDS Code: 43-696666-6062103

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

---

**Report Options**

Select Year:

2015



Select Group/Subgroup:

All Students (Default)



**Apply Selections**

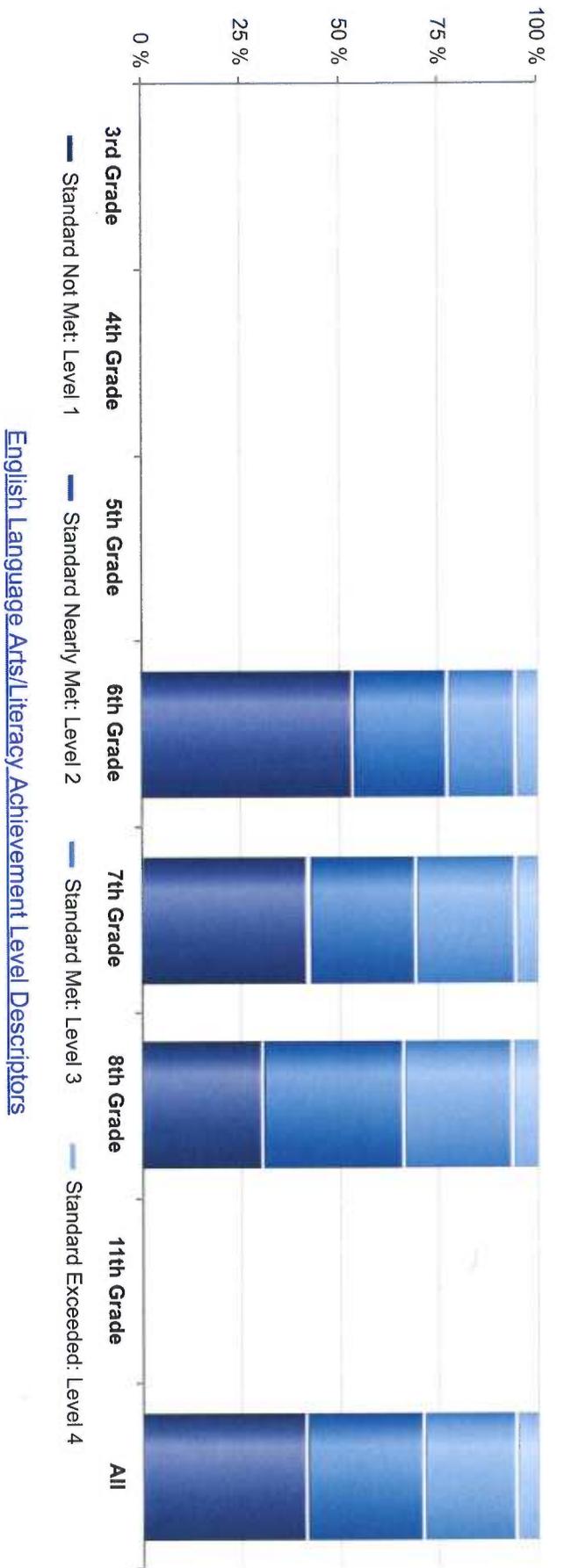
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

**Smarter Balanced Results (2015)**

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
Number of Students Enrolled	N/A	N/A	N/A	N/A	291	275	306	N/A	872
Number of Students Tested	N/A	N/A	N/A	N/A	282	270	301	N/A	853
Number of Students With Scores	N/A	N/A	N/A	N/A	282	270	300	N/A	852

Mean Scale Score	N/A	N/A	N/A	N/A	2457.4	2499.2	2529.5	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	5 %	5 %	6 %	N/A	5 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	17 %	25 %	27 %	N/A	23 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	24 %	27 %	36 %	N/A	29 %





	N/A	N/A	N/A	5 %	6 %	7 %	N/A	6 %
At or Near Standard	N/A	N/A	N/A	52 %	57 %	65 %	N/A	58 %
Below Standard	N/A	N/A	N/A	43 %	37 %	28 %	N/A	36 %

### Research/Inquiry: Investigating, analyzing, and presenting information

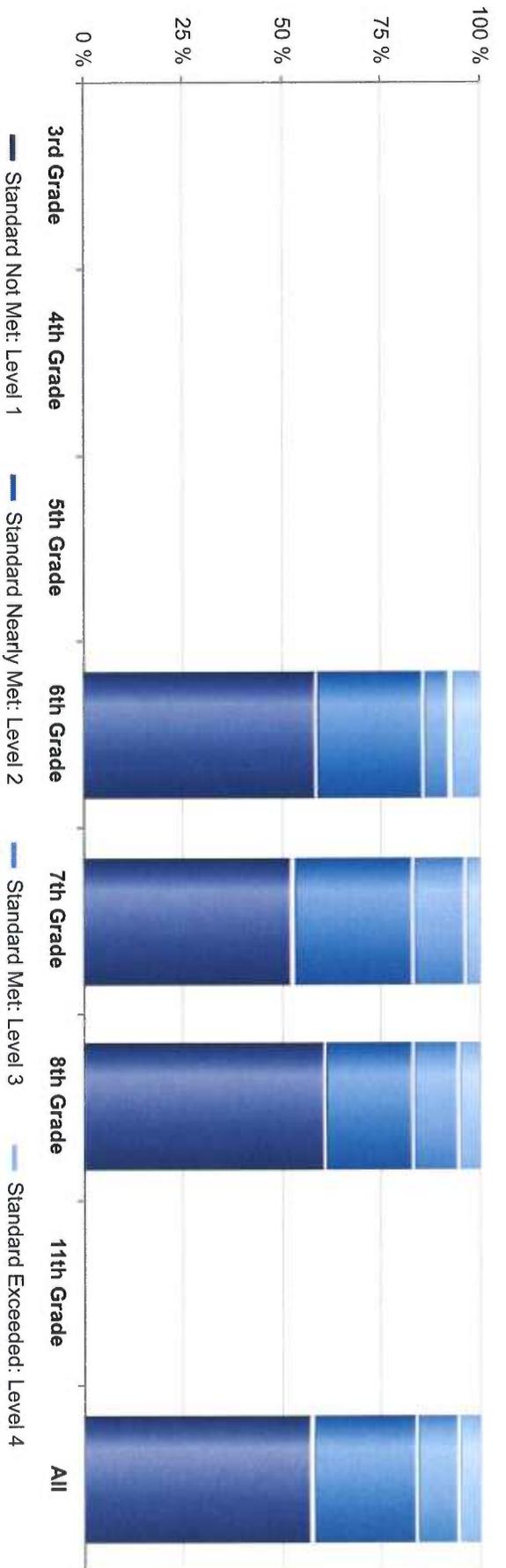


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	13 %	16 %	17 %	N/A	15 %
At or Near Standard	N/A	N/A	N/A	49 %	51 %	54 %	N/A	52 %
Below Standard	N/A	N/A	N/A	38 %	32 %	29 %	N/A	33 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



All Students (accessible data).

Mathematics Achievement Level Descriptors

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
Number of Students Enrolled	N/A	N/A	N/A	N/A	291	275	306	N/A	872
Number of Students Tested	N/A	N/A	N/A	N/A	284	272	302	N/A	858
Number of Students With Scores	N/A	N/A	N/A	N/A	283	271	300	N/A	854

Mean Scale Score	N/A	N/A	N/A	N/A	2446.4	2475.4	2478.9	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	7 %	3 %	5 %	N/A	5 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	6 %	13 %	11 %	N/A	10 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	27 %	30 %	22 %	N/A	26 %





Above Standard	N/A	N/A	N/A	7 %	7 %	6 %	N/A	7 %
At or Near Standard	N/A	N/A	N/A	34 %	70 %	38 %	N/A	47 %
Below Standard	N/A	N/A	N/A	59 %	23 %	56 %	N/A	46 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

**School: Willow Glen Middle**

---

CDS Code: 43-69666-6060107

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

---

### Report Options

Select Year:

Select Group/Subgroup:

Apply Selections

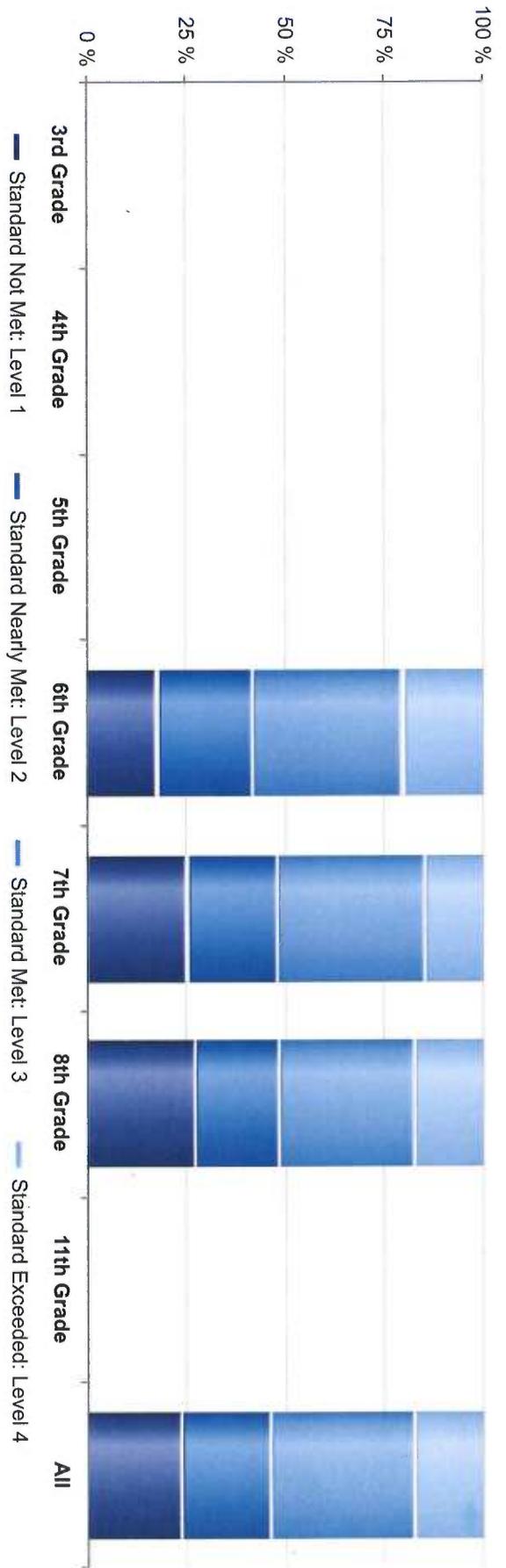
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2017)

#### ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[All Students \(accessible data\)](#)

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
# of Students Enrolled	N/A	N/A	N/A	N/A	407	445	408	N/A	1,260
# of Students Tested	N/A	N/A	N/A	N/A	401	439	405	N/A	1,245
# of Students With Scores	N/A	N/A	N/A	N/A	401	439	405	N/A	1,245
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2539.1</b>	<b>2545.7</b>	<b>2562.0</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	20.20 %	14.58 %	17.28 %	N/A	17.27 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	38.15 %	37.36 %	34.07 %	N/A	36.55 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	23.69 %	22.32 %	20.74 %	N/A	22.25 %





	N/A	N/A	N/A	21.45 %	12.07 %	17.28 %	N/A	16.79 %
Near Standard	N/A	N/A	N/A	64.84 %	65.60 %	64.44 %	N/A	64.98 %
Below Standard	N/A	N/A	N/A	13.72 %	22.32 %	18.27 %	N/A	18.23 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

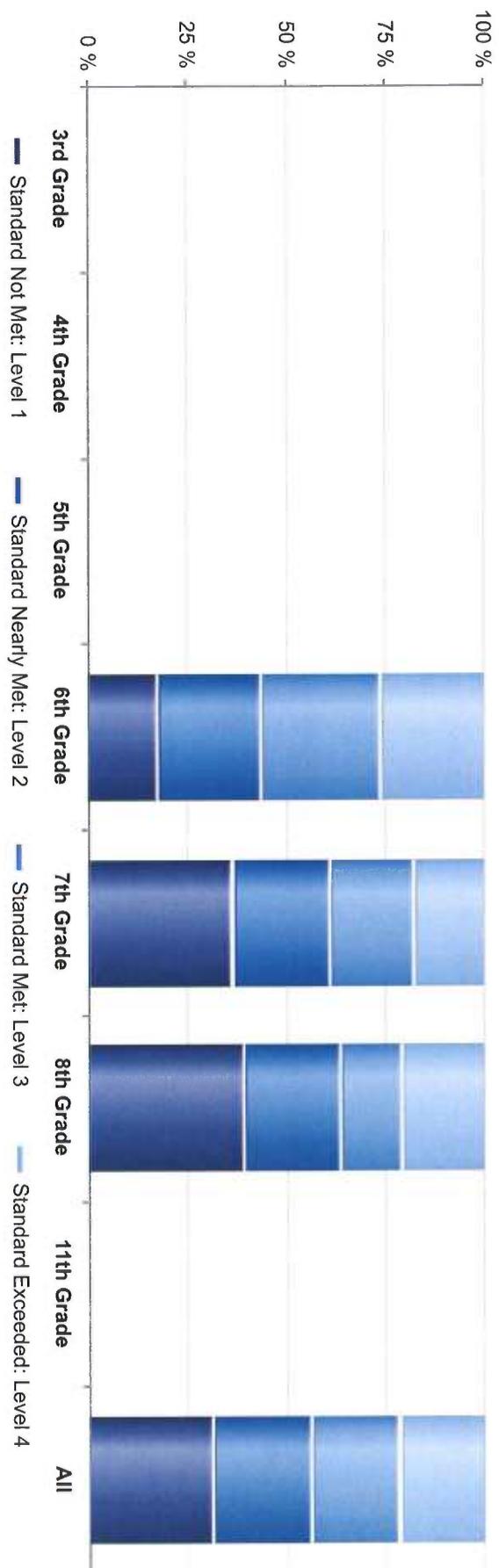


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	30.67 %	25.74 %	26.91 %	N/A	27.71 %
Near Standard	N/A	N/A	N/A	51.87 %	47.38 %	46.91 %	N/A	48.67 %
Below Standard	N/A	N/A	N/A	17.46 %	26.88 %	26.17 %	N/A	23.61 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



All Students (accessible data)

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	407	447	408	N/A
# of Students Tested	N/A	N/A	N/A	N/A	402	442	403	N/A
# of Students With Scores	N/A	N/A	N/A	N/A	402	442	403	N/A

Mean Scale Score	N/A	N/A	N/A	N/A	2550.4	2523.1	2538.7	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	26.37 %	17.87 %	20.84 %	N/A	21.57 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	30.10 %	20.81 %	15.14 %	N/A	21.97 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	25.62 %	24.21 %	24.07 %	N/A	24.62 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	17.91 %	37.10 %	39.95 %	N/A	31.84 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	36.57 %	25.40 %	23.82 %	N/A	28.49 %
Near Standard	N/A	N/A	N/A	37.31 %	29.25 %	29.28 %	N/A	31.86 %
Below Standard	N/A	N/A	N/A	26.12 %	45.35 %	46.90 %	N/A	39.65 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	25.87 %	22.85 %	22.33 %	N/A	23.66 %
Near Standard	N/A	N/A	N/A	50.50 %	41.40 %	37.47 %	N/A	43.06 %
Below Standard	N/A	N/A	N/A	23.63 %	35.75 %	40.20 %	N/A	33.28 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	25.87 %	18.14 %	20.60 %	N/A	21.43 %
Near Standard	N/A	N/A	N/A	54.98 %	52.15 %	45.66 %	N/A	50.96 %
Below Standard	N/A	N/A	N/A	19.15 %	29.71 %	33.75 %	N/A	27.61 %

[Mathematics Area Achievement Level Descriptors](#)



## Smarter Balanced Assessment Test Results for:

# School: Willow Glen Middle

---

CDS Code: 43-696666-6060107

District: San Jose Unified

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

---

## Report Options

Select Year:

Select Group/Subgroup:

**Apply Selections**

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Standard Not Met: Level 1	N/A	N/A	N/A	19 %	25 %	21 %	N/A	22 %

[English Language Arts/Literacy Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**READING: How well do students understand stories and information that they read?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	Above Standard	N/A	N/A	N/A	23 %	26 %	29 %	N/A	26 %
	Near Standard	N/A	N/A	N/A	47 %	43 %	42 %	N/A	44 %
	Below Standard	N/A	N/A	N/A	29 %	31 %	28 %	N/A	29 %

**WRITING: How well do students communicate in writing?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	Above Standard	N/A	N/A	N/A	32 %	31 %	29 %	N/A	30 %
	Near Standard	N/A	N/A	N/A	44 %	47 %	44 %	N/A	45 %
	Below Standard	N/A	N/A	N/A	24 %	23 %	28 %	N/A	25 %

**LISTENING: How well do students understand spoken information?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard								



	N/A	N/A	N/A	24 %	18 %	21 %	N/A	21 %
Near Standard	N/A	N/A	N/A	65 %	65 %	65 %	N/A	65 %
Below Standard	N/A	N/A	N/A	11 %	17 %	14 %	N/A	14 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

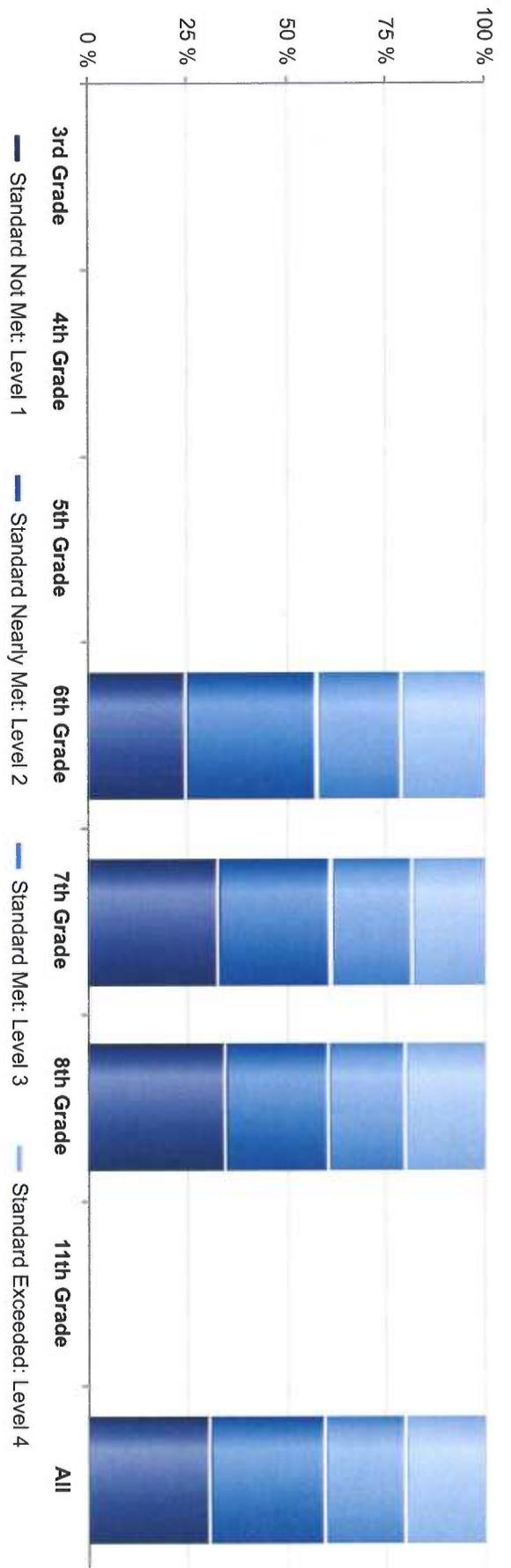


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	33 %	32 %	32 %	N/A	32 %
Near Standard	N/A	N/A	N/A	55 %	48 %	51 %	N/A	51 %
Below Standard	N/A	N/A	N/A	12 %	20 %	17 %	N/A	16 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



All Students (accessible data)

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	412	408	414	1,234
# of Students Tested	N/A	N/A	N/A	N/A	411	404	410	1,225
# of Students With Scores	N/A	N/A	N/A	N/A	411	404	405	1,220
<b>Mean Scale Score</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>2528.0</b>	<b>2525.7</b>	<b>2551.2</b>	<b>N/A</b>
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	21 %	18 %	20 %	20 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	21 %	20 %	19 %	20 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	33 %	28 %	26 %	29 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	25 %	33 %	35 %	N/A	31 %

Mathematics Scale Score Ranges

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	26 %	23 %	24 %	N/A	24 %
Near Standard	N/A	N/A	N/A	36 %	35 %	33 %	N/A	35 %
Below Standard	N/A	N/A	N/A	38 %	42 %	44 %	N/A	41 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	23 %	23 %	22 %	N/A	22 %
Near Standard	N/A	N/A	N/A	46 %	44 %	54 %	N/A	48 %
Below Standard	N/A	N/A	N/A	31 %	34 %	24 %	N/A	30 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	24 %	25 %	24 %	N/A	24 %
Near Standard	N/A	N/A	N/A	53 %	42 %	52 %	N/A	49 %
Below Standard	N/A	N/A	N/A	24 %	33 %	24 %	N/A	27 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

**School: Willow Glen Middle**

---

CDS Code: 43-696666-6060107

District: San Jose Unified

County: Santa Clara

[SUMMARY REPORT](#)

[CHANGE OVER TIME](#)

---

### Report Options

Select Year:

2015

Select Group/Subgroup:

All Students (Default)

[Apply Selections](#)

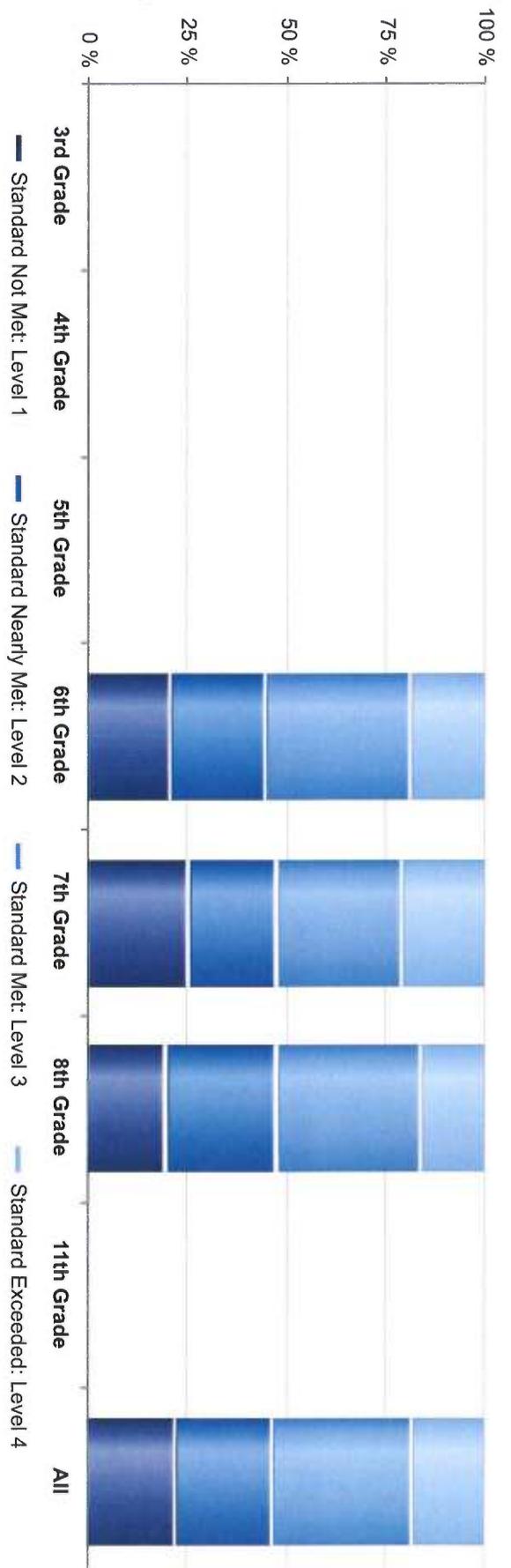
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2015)

#### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
Number of Students Enrolled	N/A	N/A	N/A	N/A	407	435	418	N/A	1,260
Number of Students Tested	N/A	N/A	N/A	N/A	404	423	409	N/A	1,236
Number of Students With Scores	N/A	N/A	N/A	N/A	404	422	408	N/A	1,234

Mean Scale Score	N/A	N/A	N/A	N/A	2534.1	2554.1	2568.8	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	19 %	21 %	16 %	N/A	18 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	37 %	32 %	37 %	N/A	35 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	24 %	22 %	28 %	N/A	24 %





	N/A	N/A	N/A	18 %	18 %	15 %	N/A	17 %
At or Near Standard	N/A	N/A	N/A	68 %	62 %	65 %	N/A	65 %
Below Standard	N/A	N/A	N/A	14 %	20 %	19 %	N/A	18 %

### Research/Inquiry: Investigating, analyzing, and presenting information

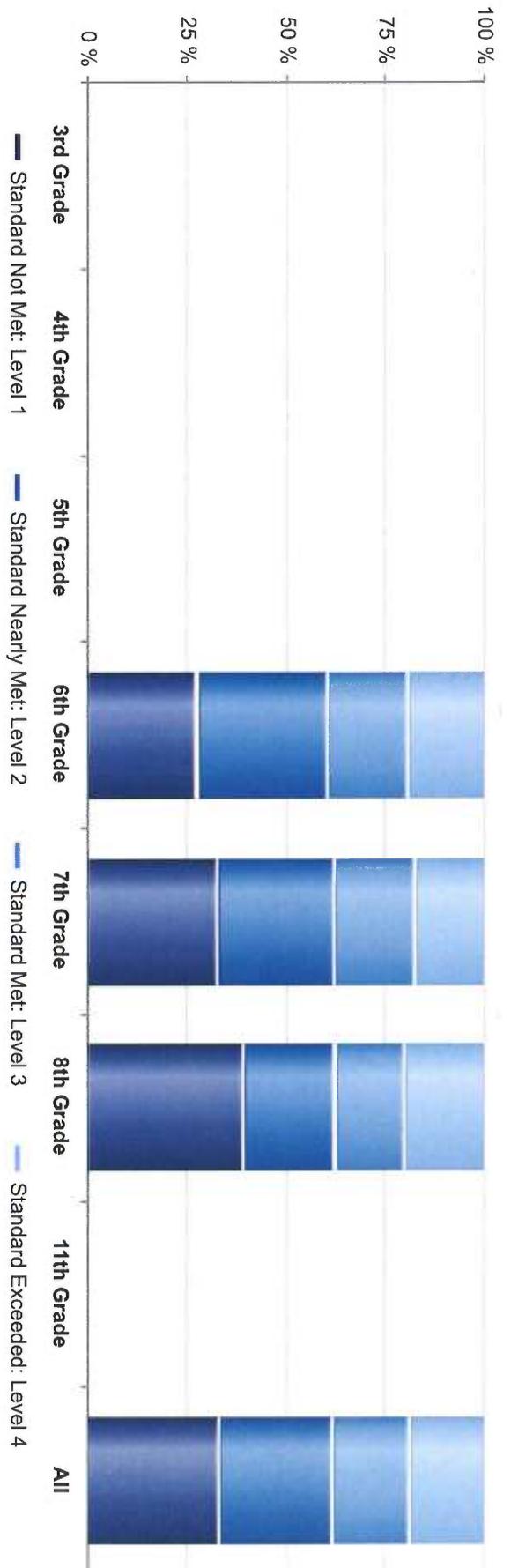


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	30 %	31 %	26 %	N/A	29 %
At or Near Standard	N/A	N/A	N/A	58 %	49 %	55 %	N/A	54 %
Below Standard	N/A	N/A	N/A	12 %	20 %	19 %	N/A	17 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



All Students (accessible data).

### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All	
Number of Students Enrolled	N/A	N/A	N/A	N/A	407	435	418	N/A	1,260
Number of Students Tested	N/A	N/A	N/A	N/A	404	431	410	N/A	1,245
Number of Students With Scores	N/A	N/A	N/A	N/A	404	431	409	N/A	1,244

Mean Scale Score	N/A	N/A	N/A	N/A	2521.9	2527.2	2538.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	19 %	17 %	20 %	N/A	19 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	20 %	20 %	17 %	N/A	19 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	33 %	29 %	23 %	N/A	29 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	N/A	N/A	N/A	28 %	33 %	40 %	N/A	34 %

Mathematics Scale Score Ranges

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

Area Performance Level	Area Performance Level											All
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade					
Above Standard	N/A	N/A	N/A	25 %	22 %	23 %	N/A	23 %				
At or Near Standard	N/A	N/A	N/A	38 %	33 %	31 %	N/A	34 %				
Below Standard	N/A	N/A	N/A	37 %	46 %	45 %	N/A	43 %				

**PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems**

Area Performance Level	Area Performance Level											All
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade					
Above Standard	N/A	N/A	N/A	19 %	23 %	26 %	N/A	23 %				
At or Near Standard	N/A	N/A	N/A	48 %	52 %	46 %	N/A	48 %				
Below Standard	N/A	N/A	N/A	34 %	25 %	28 %	N/A	29 %				

**COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
------------------------	-----------	-----------	-----------	-----------	-----------	-----------	------------	-----



Above Standard	N/A	N/A	N/A	19 %	21 %	19 %	N/A	19 %
At or Near Standard	N/A	N/A	N/A	54 %	61 %	44 %	N/A	53 %
Below Standard	N/A	N/A	N/A	27 %	18 %	38 %	N/A	27 %

Mathematics Area Achievement Level Descriptors

# EXHIBIT A

---

Smarter Balanced Assessment Test Results for:

**School: Ernesto Galarza Elementary**

CDS Code: 43-696666-6119010

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

**Report Options**

Select Year:

2017



Select Group/Subgroup:

All Students (Default)



Apply Selections

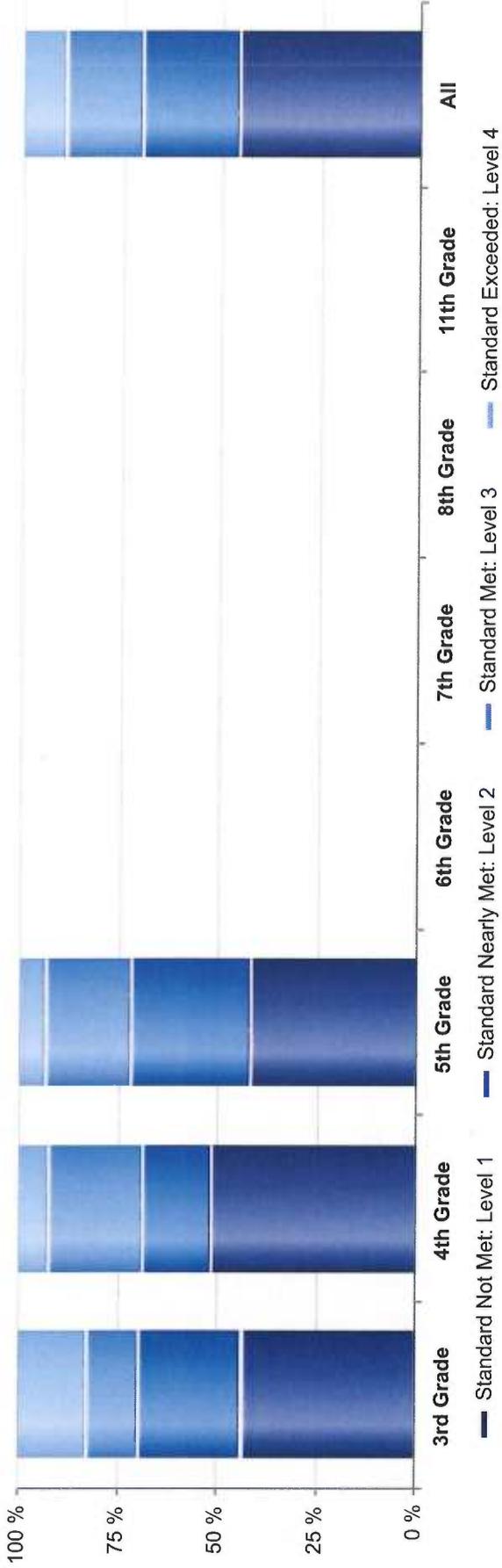
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

**Smarter Balanced Results (2017)**

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	78	73	70	N/A	N/A	N/A	N/A	221
# of Students Tested	78	72	70	N/A	N/A	N/A	N/A	220
# of Students With Scores	78	72	70	N/A	N/A	N/A	N/A	220
<b>Mean Scale Score</b>	<b>2382.5</b>	<b>2406.6</b>	<b>2445.3</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	16.67 %	6.94 %	5.71 %	N/A	N/A	N/A	N/A	10.00 %
Standard Met: Level 3	12.82 %	23.61 %	21.43 %	N/A	N/A	N/A	N/A	19.09 %
Standard Nearly Met: Level 2	25.64 %	16.67 %	30.00 %	N/A	N/A	N/A	N/A	24.09 %





	16.67 %	11.11 %	5.71 %	N/A	N/A	N/A	11.36 %
Near Standard	58.97 %	43.06 %	71.43 %	N/A	N/A	N/A	57.73 %
Below Standard	24.36 %	45.83 %	22.86 %	N/A	N/A	N/A	30.91 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

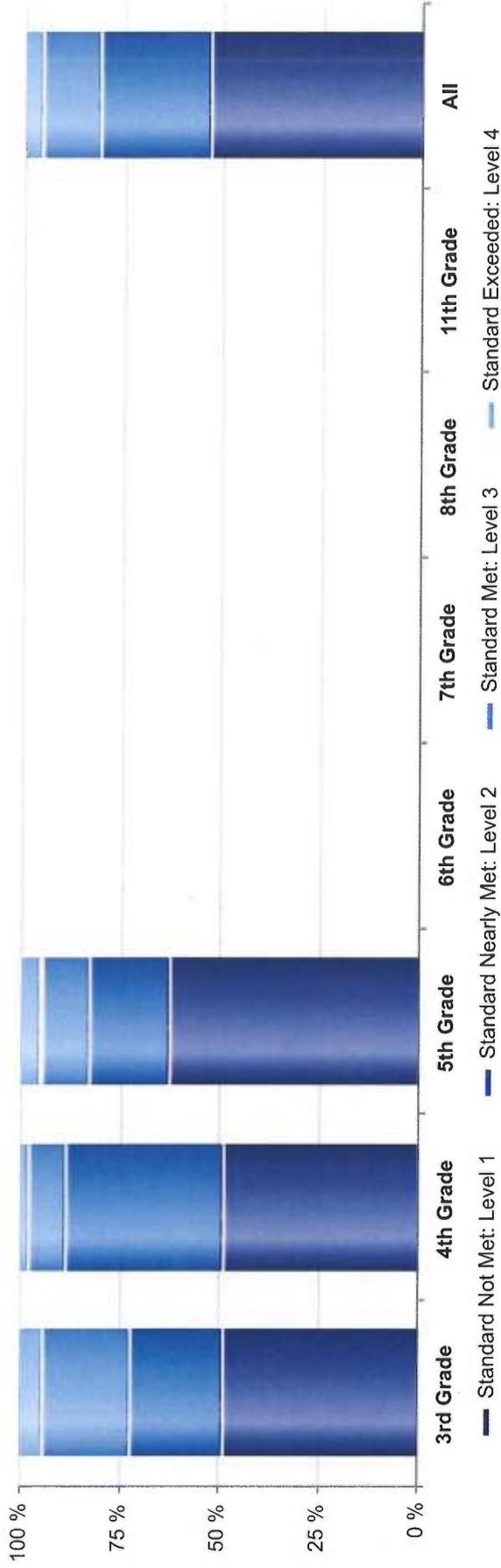


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	11.11 %	12.86 %	N/A	N/A	N/A	N/A	13.64 %
Near Standard	32.05 %	45.83 %	45.71 %	N/A	N/A	N/A	N/A	40.91 %
Below Standard	51.28 %	43.06 %	41.43 %	N/A	N/A	N/A	N/A	45.45 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

**All Students (accessible data).**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	78	73	70	N/A	N/A	N/A	N/A	221
# of Students Tested	78	72	70	N/A	N/A	N/A	N/A	220
# of Students With Scores	78	72	70	N/A	N/A	N/A	N/A	220
<b>Mean Scale Score</b>	<b>2377.0</b>	<b>2403.3</b>	<b>2426.9</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	5.13 %	1.39 %	4.29 %	N/A	N/A	N/A	N/A	3.64 %
Standard Met: Level 3	21.79 %	8.33 %	11.43 %	N/A	N/A	N/A	N/A	14.09 %
Standard Nearly Met: Level 2	23.08 %	40.28 %	20.00 %	N/A	N/A	N/A	N/A	27.73 %

Standard Not Met: Level 1	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	50.00 %	50.00 %	64.29 %	N/A	N/A	N/A	N/A	54.55 %

### Mathematics Scale Score Ranges

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### **CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	Above Standard	14.10 %	4.17 %	7.14 %	N/A	N/A	N/A	N/A	8.64 %
	Near Standard	23.08 %	20.83 %	21.43 %	N/A	N/A	N/A	N/A	21.82 %
	Below Standard	62.82 %	75.00 %	71.43 %	N/A	N/A	N/A	N/A	69.55 %

#### **PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	Above Standard	11.54 %	2.78 %	4.29 %	N/A	N/A	N/A	N/A	6.36 %
	Near Standard	43.59 %	38.89 %	32.86 %	N/A	N/A	N/A	N/A	38.64 %
	Below Standard	44.87 %	58.33 %	62.86 %	N/A	N/A	N/A	N/A	55.00 %

#### **COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.97 %	1.39 %	10.00 %	N/A	N/A	N/A	N/A	6.82 %
Near Standard	58.97 %	33.33 %	30.00 %	N/A	N/A	N/A	N/A	41.36 %
Below Standard	32.05 %	65.28 %	60.00 %	N/A	N/A	N/A	N/A	51.82 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

**School: Ernesto Galarza Elementary**

CDS Code: 43-69666-6119010

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

**Report Options**

Select Year:

2016



Select Group/Subgroup:

All Students (Default)



Apply Selections

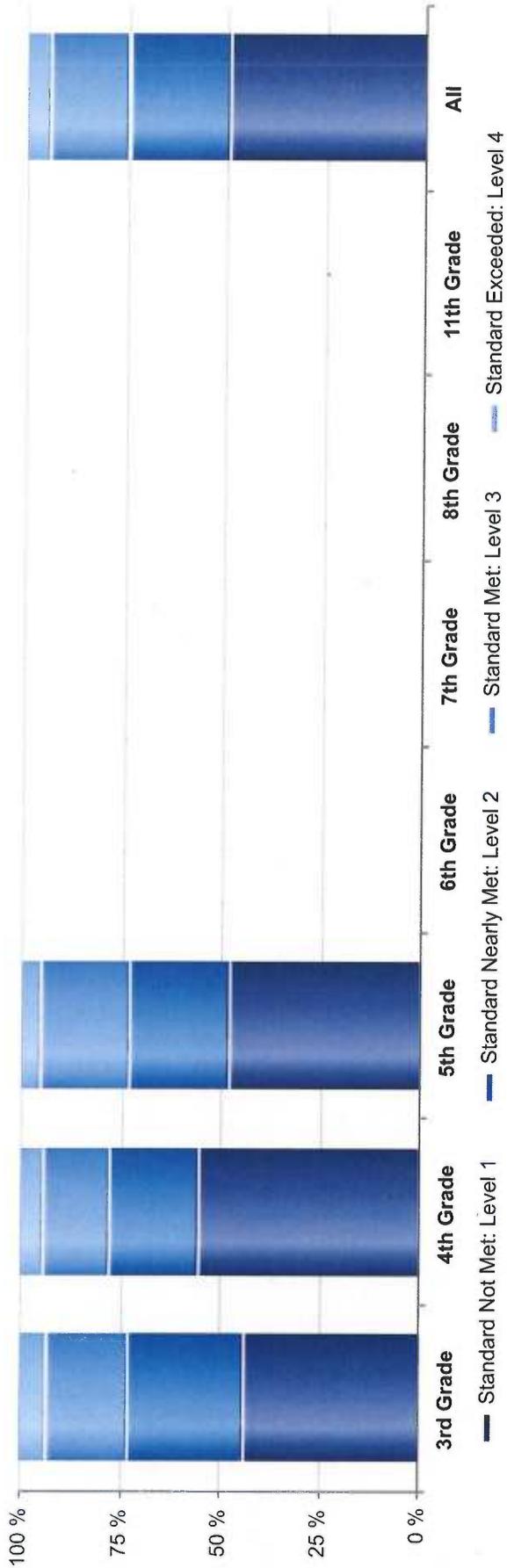
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

**Smarter Balanced Results (2016)**

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	71	76	74	N/A	N/A	N/A	N/A	221
# of Students Tested	69	74	73	N/A	N/A	N/A	N/A	216
# of Students With Scores	69	74	73	N/A	N/A	N/A	N/A	216
<b>Mean Scale Score</b>	<b>2376.2</b>	<b>2410.2</b>	<b>2447.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	6 %	5 %	4 %	N/A	N/A	N/A	N/A	5 %
Standard Met: Level 3	20 %	16 %	22 %	N/A	N/A	N/A	N/A	19 %
Standard Nearly Met: Level 2	29 %	22 %	25 %	N/A	N/A	N/A	N/A	25 %





	7 %	9 %	7 %	N/A	N/A	N/A	8 %
Near Standard	64 %	59 %	53 %	N/A	N/A	N/A	59 %
Below Standard	29 %	31 %	40 %	N/A	N/A	N/A	33 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

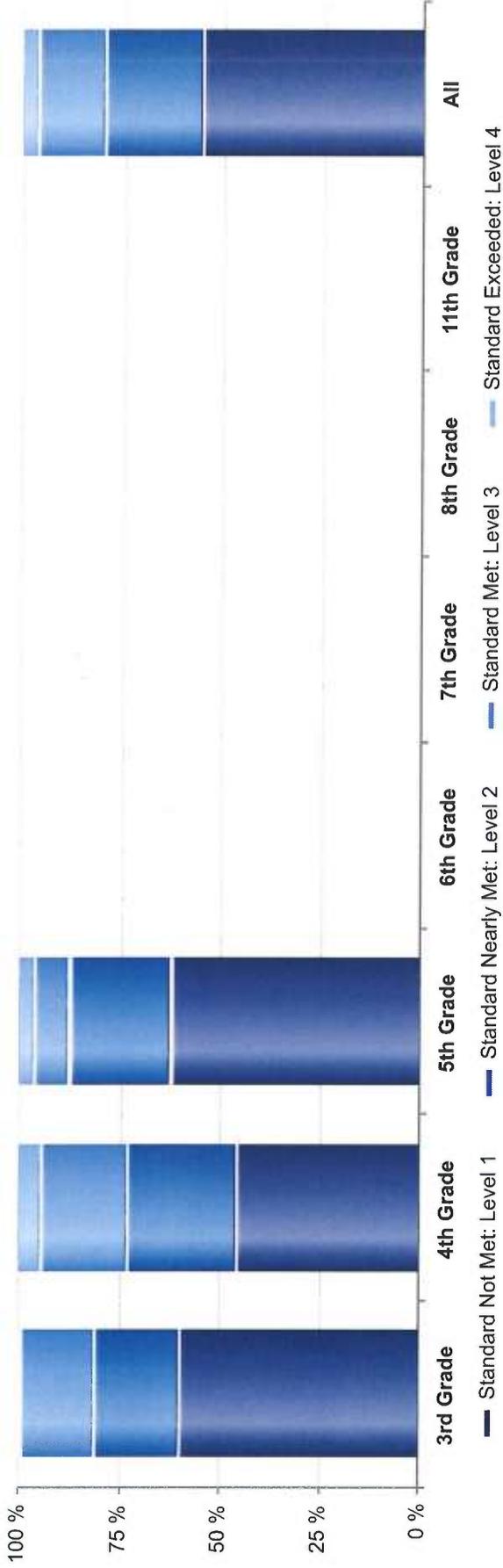


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	7 %	5 %	16 %	N/A	N/A	N/A	N/A	10 %
Near Standard	57 %	46 %	62 %	N/A	N/A	N/A	N/A	55 %
Below Standard	36 %	49 %	22 %	N/A	N/A	N/A	N/A	36 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	70	76	74	N/A	N/A	N/A	N/A	220
# of Students Tested	68	75	73	N/A	N/A	N/A	N/A	216
# of Students With Scores	68	75	72	N/A	N/A	N/A	N/A	215
<b>Mean Scale Score</b>	<b>2356.3</b>	<b>2424.3</b>	<b>2432.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	0 %	5 %	3 %	N/A	N/A	N/A	N/A	3 %
Standard Met: Level 3	18 %	21 %	8 %	N/A	N/A	N/A	N/A	16 %
Standard Nearly Met: Level 2	21 %	27 %	25 %	N/A	N/A	N/A	N/A	24 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	62 %	47 %	64 %	N/A	N/A	N/A	N/A	57 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	3 %	9 %	6 %	N/A	N/A	N/A	N/A	6 %
Near Standard	29 %	28 %	18 %	N/A	N/A	N/A	N/A	25 %
Below Standard	68 %	63 %	76 %	N/A	N/A	N/A	N/A	69 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	1 %	7 %	0 %	N/A	N/A	N/A	N/A	3 %
Near Standard	35 %	36 %	28 %	N/A	N/A	N/A	N/A	33 %
Below Standard	63 %	57 %	72 %	N/A	N/A	N/A	N/A	64 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	7 %	3 %	N/A	N/A	N/A	N/A	5 %
Near Standard	59 %	43 %	35 %	N/A	N/A	N/A	N/A	45 %
Below Standard	35 %	51 %	63 %	N/A	N/A	N/A	N/A	50 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

**School: Ernesto Galarza Elementary**

CDS Code: 43-69666-6119010

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

**Report Options**

Select Year:

2015

Select Group/Subgroup:

All Students (Default)



Apply Selections

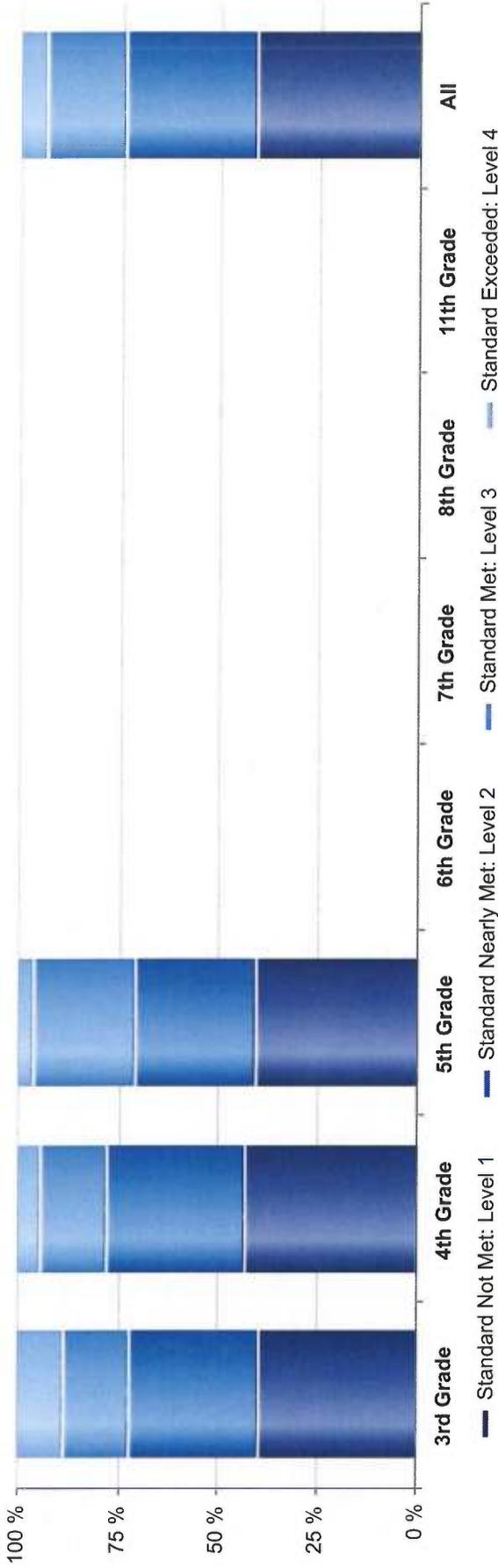
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

**Smarter Balanced Results (2015)**

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data)**

**Overall Achievement**

3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
79	83	93	N/A	N/A	N/A	N/A	255
76	81	92	N/A	N/A	N/A	N/A	249
76	81	92	N/A	N/A	N/A	N/A	249
<b>Mean Scale Score</b>	<b>2382.6</b>	<b>2421.2</b>	<b>2451.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	11 %	5 %	3 %	N/A	N/A	N/A	6 %
Standard Met: Level 3	16 %	16 %	25 %	N/A	N/A	N/A	19 %
Standard Nearly Met: Level 2	33 %	35 %	30 %	N/A	N/A	N/A	33 %





	11 %	7 %	10 %	N/A	N/A	N/A	9 %
At or Near Standard	62 %	72 %	59 %	N/A	N/A	N/A	64 %
Below Standard	28 %	21 %	32 %	N/A	N/A	N/A	27 %

### Research/Inquiry: Investigating, analyzing, and presenting information

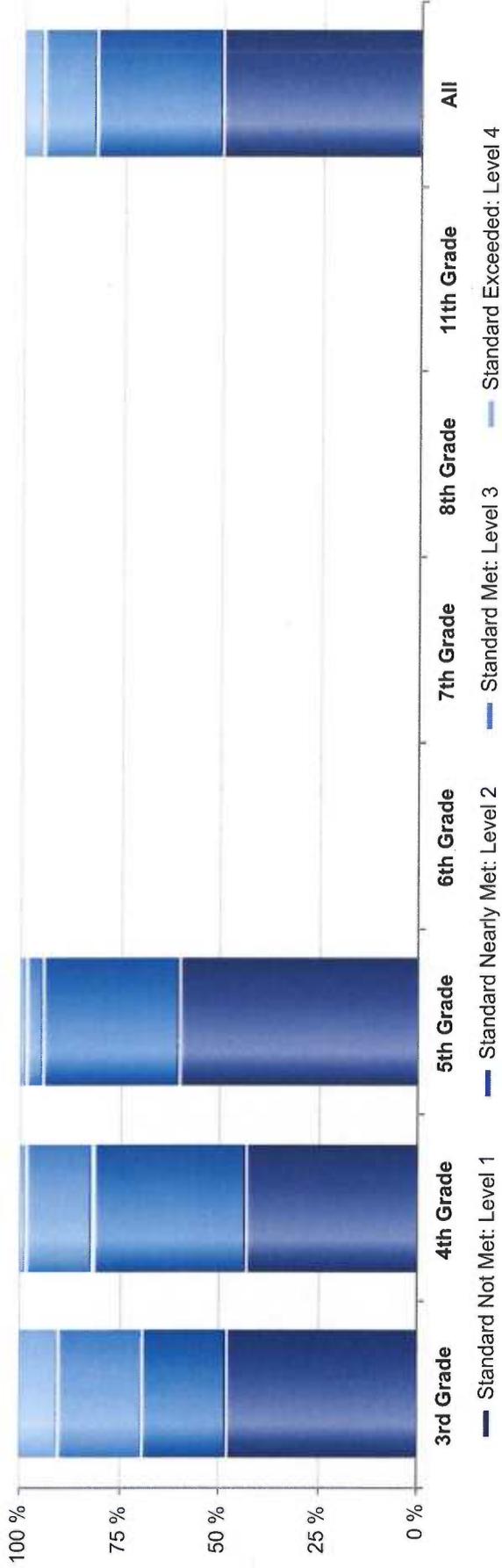


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	13 %	7 %	11 %	N/A	N/A	N/A	N/A	10 %
At or Near Standard	53 %	53 %	64 %	N/A	N/A	N/A	N/A	57 %
Below Standard	34 %	40 %	25 %	N/A	N/A	N/A	N/A	33 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Number of Students Enrolled	79	83	93	N/A	N/A	N/A	N/A	255
Number of Students Tested	77	82	93	N/A	N/A	N/A	N/A	252
Number of Students With Scores	77	82	93	N/A	N/A	N/A	N/A	252
<b>Mean Scale Score</b>	<b>2387.5</b>	<b>2426.8</b>	<b>2430.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	9 %	1 %	1 %	N/A	N/A	N/A	N/A	4 %
Standard Met: Level 3	21 %	16 %	3 %	N/A	N/A	N/A	N/A	13 %
Standard Nearly Met: Level 2	21 %	39 %	34 %	N/A	N/A	N/A	N/A	32 %





Above Standard	18 %	4 %	0 %	N/A	N/A	N/A	N/A	N/A	7 %
At or Near Standard	42 %	46 %	32 %	N/A	N/A	N/A	N/A	N/A	40 %
Below Standard	40 %	50 %	68 %	N/A	N/A	N/A	N/A	N/A	54 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:  
**School: Gardner Elementary**

CDS Code: 43-69666-6048532

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:

2017

Select Group/Subgroup:

All Students (Default)



Apply Selections

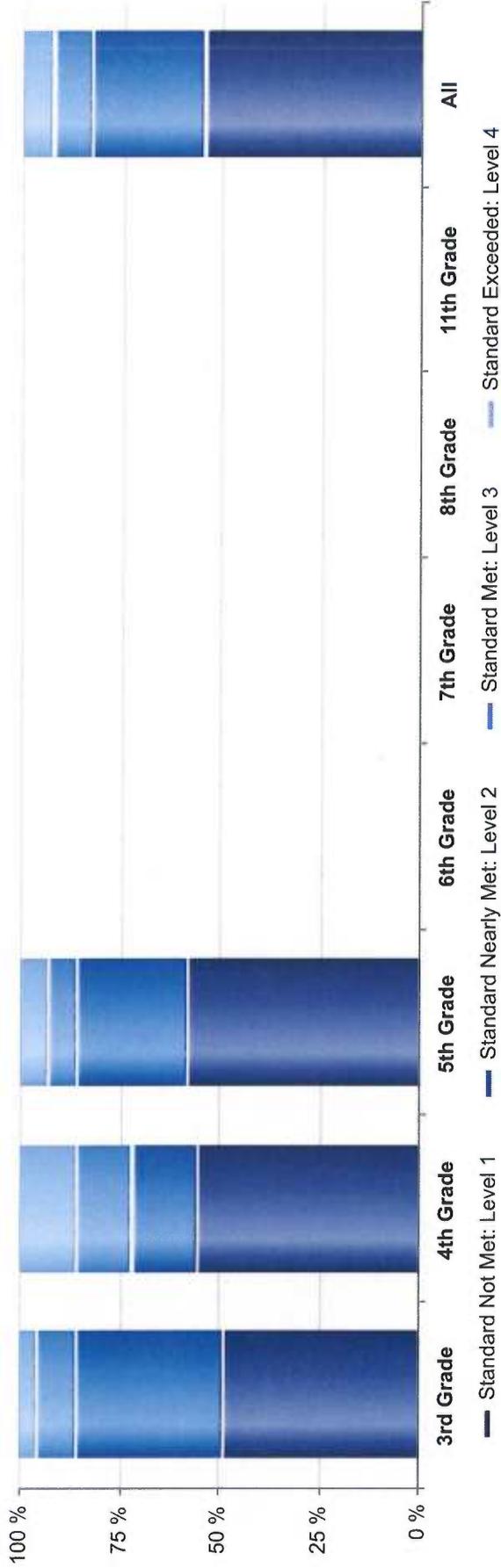
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data).**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	56	37	79	N/A	N/A	N/A	N/A	172
# of Students Tested	56	37	79	N/A	N/A	N/A	N/A	172
# of Students With Scores	56	37	79	N/A	N/A	N/A	N/A	172
<b>Mean Scale Score</b>	<b>2351.2</b>	<b>2405.4</b>	<b>2430.0</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	3.57 %	13.51 %	6.33 %	N/A	N/A	N/A	N/A	6.98 %
Standard Met: Level 3	8.93 %	13.51 %	6.33 %	N/A	N/A	N/A	N/A	8.72 %
Standard Nearly Met: Level 2	37.50 %	16.22 %	27.85 %	N/A	N/A	N/A	N/A	28.49 %





	3.57 %	10.81 %	6.33 %	N/A	N/A	N/A	N/A	6.40 %
Near Standard	60.71 %	48.65 %	56.96 %	N/A	N/A	N/A	N/A	56.40 %
Below Standard	35.71 %	40.54 %	36.71 %	N/A	N/A	N/A	N/A	37.21 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	1.79 %	16.22 %	5.06 %	N/A	N/A	N/A	N/A	6.40 %
Near Standard	53.57 %	43.24 %	49.37 %	N/A	N/A	N/A	N/A	49.42 %
Below Standard	44.64 %	40.54 %	45.57 %	N/A	N/A	N/A	N/A	44.19 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	44.64 %	45.95 %	65.82 %	N/A	N/A	N/A	N/A	54.65 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.50 %	8.11 %	5.06 %	N/A	N/A	N/A	N/A	8.14 %
Near Standard	37.50 %	27.03 %	20.25 %	N/A	N/A	N/A	N/A	27.33 %
Below Standard	50.00 %	64.86 %	74.68 %	N/A	N/A	N/A	N/A	64.53 %



**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.50 %	5.41 %	2.53 %	N/A	N/A	N/A	N/A	6.40 %
Near Standard	46.43 %	48.65 %	30.38 %	N/A	N/A	N/A	N/A	39.53 %
Below Standard	41.07 %	45.95 %	67.09 %	N/A	N/A	N/A	N/A	54.07 %



**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5.36 %	2.70 %	2.53 %	N/A	N/A	N/A	N/A	3.49 %
Near Standard	42.86 %	43.24 %	34.18 %	N/A	N/A	N/A	N/A	38.95 %
Below Standard	51.79 %	54.05 %	63.29 %	N/A	N/A	N/A	N/A	57.56 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:  
**School: Gardner Elementary**

CDS Code: 43-69666-6048532

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:

2016

Select Group/Subgroup:

All Students (Default)



Apply Selections

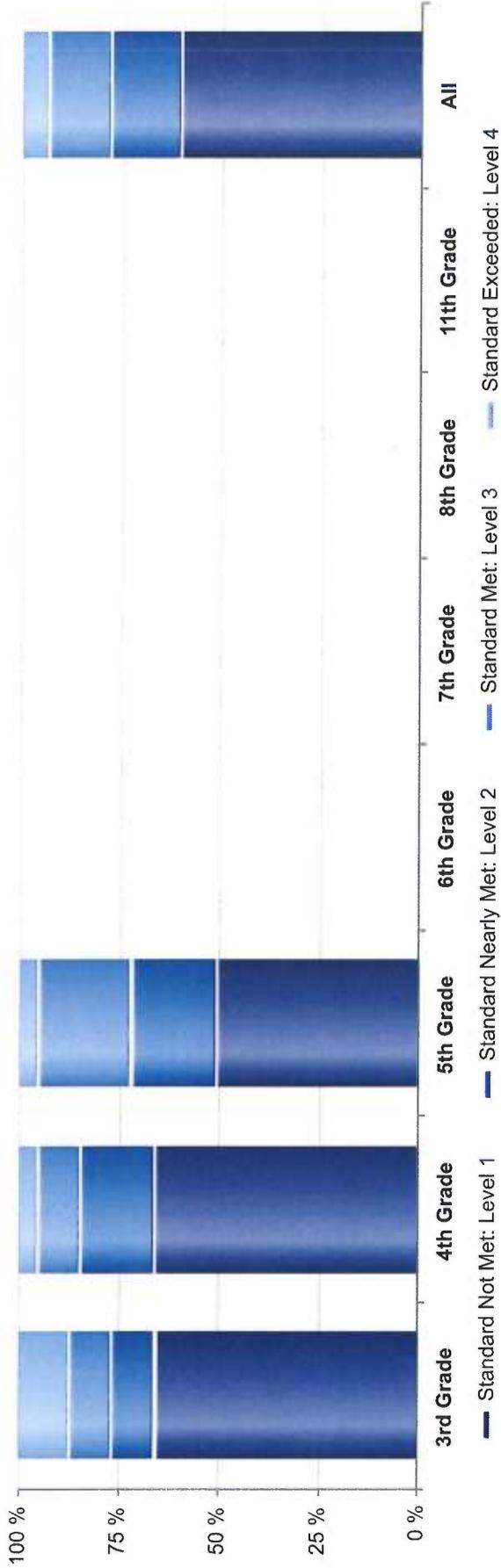
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	51	82	78	N/A	N/A	N/A	N/A	211
# of Students Tested	49	82	76	N/A	N/A	N/A	N/A	207
# of Students With Scores	49	82	75	N/A	N/A	N/A	N/A	206
<b>Mean Scale Score</b>	<b>2348.7</b>	<b>2381.4</b>	<b>2442.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	12 %	4 %	4 %	N/A	N/A	N/A	N/A	6 %
Standard Met: Level 3	10 %	10 %	23 %	N/A	N/A	N/A	N/A	15 %
Standard Nearly Met: Level 2	10 %	18 %	21 %	N/A	N/A	N/A	N/A	17 %

Standard Not Met: Level 1	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	67 %	68 %	52 %	N/A	N/A	N/A	N/A	62 %

[English Language Arts/Literacy Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**READING: How well do students understand stories and information that they read?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	12 %	6 %	9 %	N/A	N/A	N/A	N/A	9 %
Near Standard	27 %	26 %	39 %	N/A	N/A	N/A	N/A	31 %
Below Standard	61 %	68 %	52 %	N/A	N/A	N/A	N/A	61 %



**WRITING: How well do students communicate in writing?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	4 %	4 %	7 %	N/A	N/A	N/A	N/A	5 %
Near Standard	31 %	35 %	41 %	N/A	N/A	N/A	N/A	36 %
Below Standard	65 %	61 %	52 %	N/A	N/A	N/A	N/A	59 %



**LISTENING: How well do students understand spoken information?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard								



	12 %	2 %	7 %	N/A	N/A	N/A	N/A	6 %
Near Standard	41 %	61 %	55 %	N/A	N/A	N/A	N/A	54 %
Below Standard	47 %	37 %	39 %	N/A	N/A	N/A	N/A	40 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?

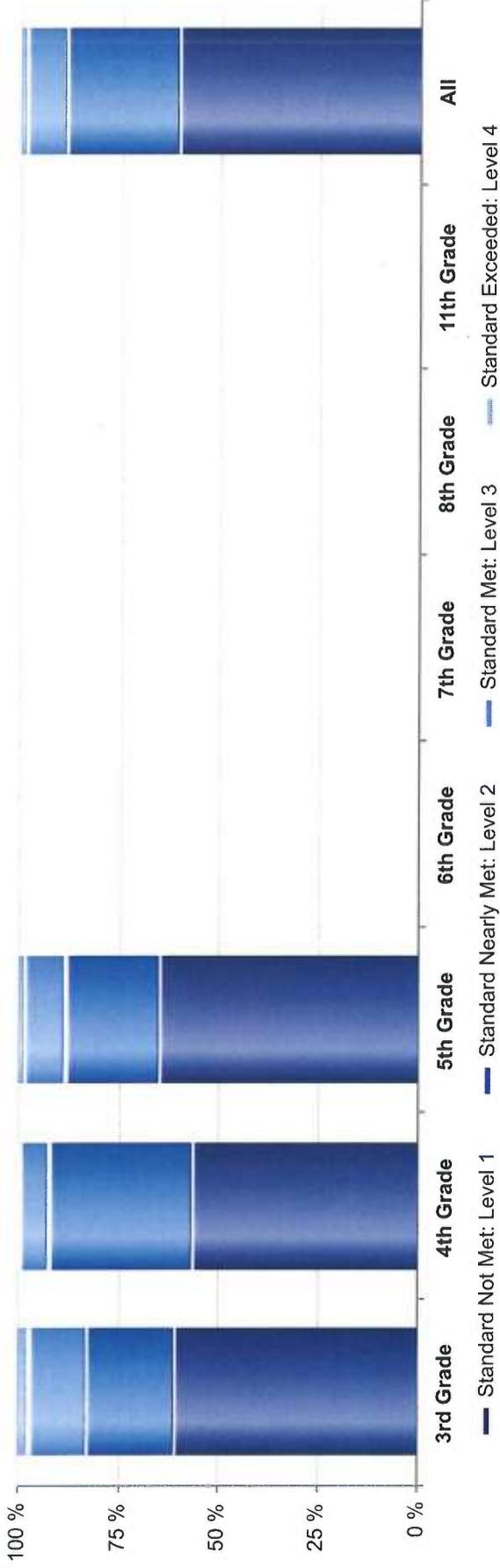


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	12 %	6 %	20 %	N/A	N/A	N/A	N/A	13 %
Near Standard	31 %	46 %	51 %	N/A	N/A	N/A	N/A	44 %
Below Standard	57 %	48 %	29 %	N/A	N/A	N/A	N/A	43 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	51	82	79	N/A	N/A	N/A	N/A	212
# of Students Tested	51	82	79	N/A	N/A	N/A	N/A	212
# of Students With Scores	51	81	74	N/A	N/A	N/A	N/A	206
<b>Mean Scale Score</b>	<b>2354.4</b>	<b>2403.2</b>	<b>2431.1</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	2 %	0 %	1 %	N/A	N/A	N/A	N/A	1 %
Standard Met: Level 3	14 %	6 %	9 %	N/A	N/A	N/A	N/A	9 %
Standard Nearly Met: Level 2	22 %	36 %	23 %	N/A	N/A	N/A	N/A	28 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	63 %	58 %	66 %	N/A	N/A	N/A	N/A	62 %

### Mathematics Scale Score Ranges

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	6 %	1 %	3 %	N/A	N/A	N/A	N/A	3 %
	Near Standard	27 %	25 %	26 %	N/A	N/A	N/A	N/A	26 %
	Below Standard	67 %	74 %	72 %	N/A	N/A	N/A	N/A	71 %

#### PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	6 %	2 %	1 %	N/A	N/A	N/A	N/A	3 %
	Near Standard	35 %	30 %	28 %	N/A	N/A	N/A	N/A	31 %
	Below Standard	59 %	68 %	70 %	N/A	N/A	N/A	N/A	67 %

#### COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8 %	4 %	1 %	N/A	N/A	N/A	N/A	4 %
Near Standard	45 %	40 %	41 %	N/A	N/A	N/A	N/A	41 %
Below Standard	47 %	57 %	58 %	N/A	N/A	N/A	N/A	55 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

**School: Gardner Elementary**

CDS Code: 43-69666-6048532

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

**Report Options**

Select Year:

2015

Select Group/Subgroup:

All Students (Default)



Apply Selections

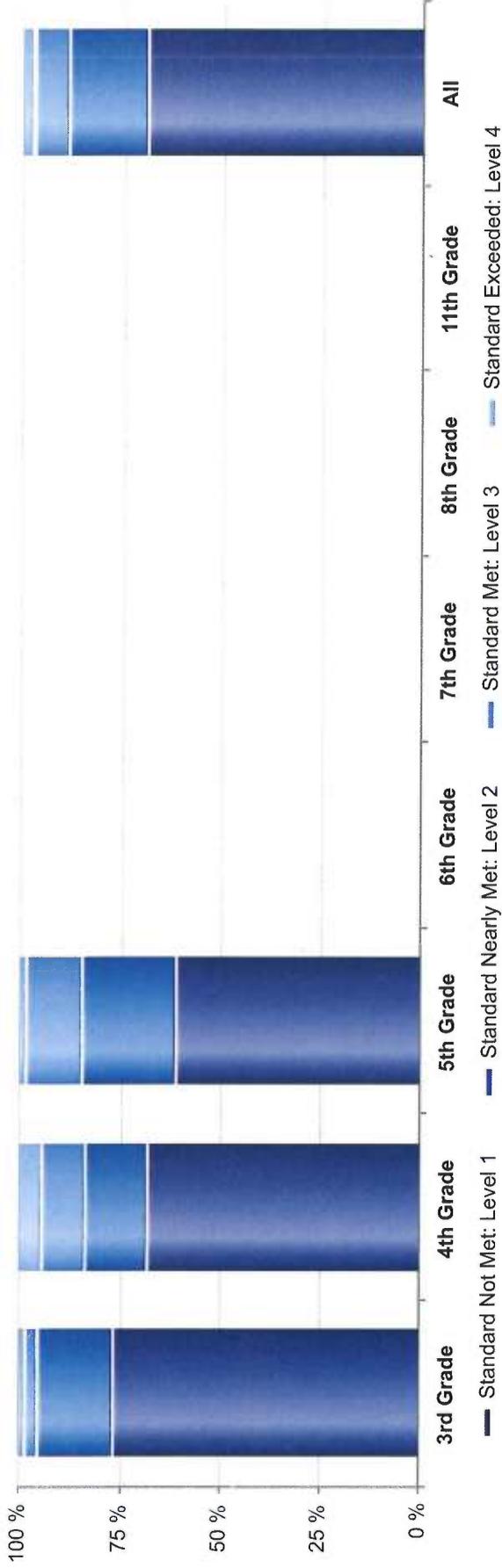
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

**Smarter Balanced Results (2015)**

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data).**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	90	88	81	N/A	N/A	N/A	N/A	259
Number of Students Tested	89	87	79	N/A	N/A	N/A	N/A	255
Number of Students With Scores	88	87	79	N/A	N/A	N/A	N/A	254
<b>Mean Scale Score</b>	<b>2321.2</b>	<b>2384.2</b>	<b>2422.2</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	1 %	5 %	1 %	N/A	N/A	N/A	N/A	2 %
Standard Met: Level 3	2 %	10 %	13 %	N/A	N/A	N/A	N/A	8 %
Standard Nearly Met: Level 2	18 %	15 %	23 %	N/A	N/A	N/A	N/A	19 %





	2 %	2 %	3 %	N/A	N/A	N/A	N/A	2 %
At or Near Standard	43 %	55 %	65 %	N/A	N/A	N/A	N/A	54 %
Below Standard	55 %	43 %	33 %	N/A	N/A	N/A	N/A	44 %

### Research/Inquiry: Investigating, analyzing, and presenting information

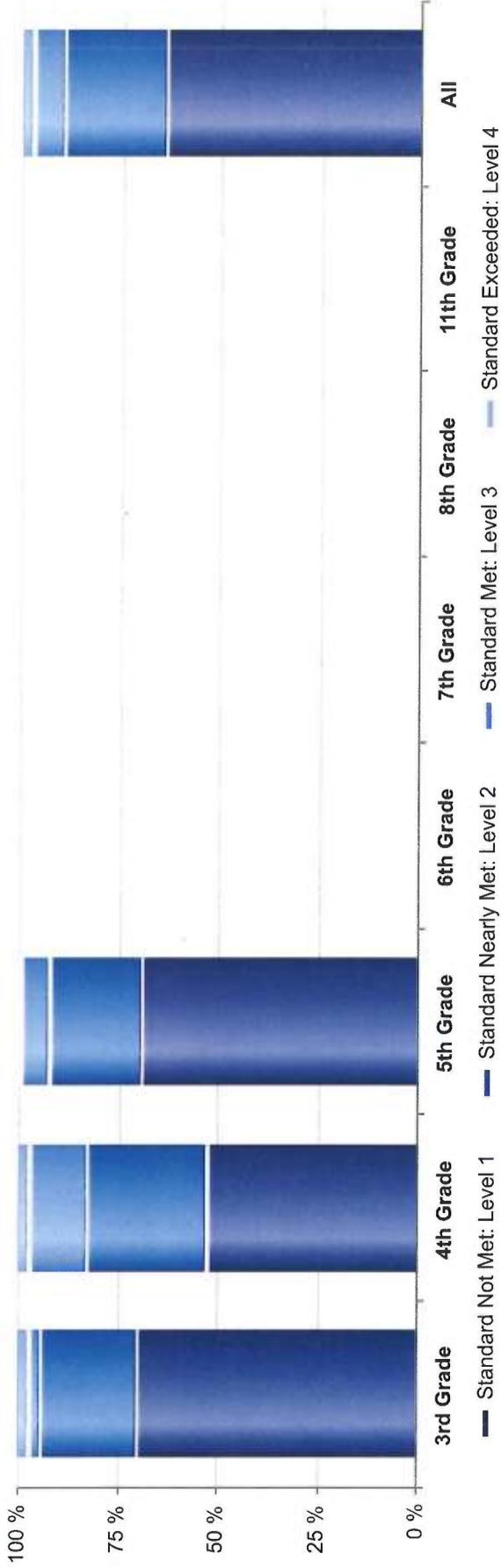


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	1 %	8 %	5 %	N/A	N/A	N/A	N/A	5 %
At or Near Standard	31 %	34 %	56 %	N/A	N/A	N/A	N/A	40 %
Below Standard	68 %	57 %	39 %	N/A	N/A	N/A	N/A	56 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	90	88	81	N/A	N/A	N/A	N/A	259
Number of Students Tested	89	87	79	N/A	N/A	N/A	N/A	255
Number of Students With Scores	89	87	79	N/A	N/A	N/A	N/A	255
<b>Mean Scale Score</b>	<b>2343.5</b>	<b>2409.9</b>	<b>2421.3</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	2 %	2 %	0 %	N/A	N/A	N/A	N/A	2 %
Standard Met: Level 3	2 %	14 %	6 %	N/A	N/A	N/A	N/A	7 %
Standard Nearly Met: Level 2	24 %	30 %	23 %	N/A	N/A	N/A	N/A	25 %





Above Standard	2 %	6 %	1 %	N/A	N/A	N/A	N/A	3 %
At or Near Standard	36 %	39 %	23 %	N/A	N/A	N/A	N/A	33 %
Below Standard	62 %	55 %	76 %	N/A	N/A	N/A	N/A	64 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:  
**School: Lowell Elementary**

CDS Code: 43-69666-6048649

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:

2017

Select Group/Subgroup:

All Students (Default)



Apply Selections

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







	11.76 %	6.98 %	8.57 %	N/A	N/A	N/A	9.15 %
Near Standard	56.86 %	55.81 %	64.29 %	N/A	N/A	N/A	59.76 %
Below Standard	31.37 %	37.21 %	27.14 %	N/A	N/A	N/A	31.10 %

### RESEARCH/INQUIRY: How well can students find and present information about a topic?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	21.57 %	13.95 %	11.43 %	N/A	N/A	N/A	N/A	15.24 %
Near Standard	39.22 %	51.16 %	47.14 %	N/A	N/A	N/A	N/A	45.73 %
Below Standard	39.22 %	34.88 %	41.43 %	N/A	N/A	N/A	N/A	39.02 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	48.00 %	48.84 %	68.57 %	N/A	N/A	N/A	N/A	57.06 %

### Mathematics Scale Score Ranges

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14.00 %	13.95 %	5.71 %	N/A	N/A	N/A	N/A	10.43 %
Near Standard	28.00 %	23.26 %	12.86 %	N/A	N/A	N/A	N/A	20.25 %
Below Standard	58.00 %	62.79 %	81.43 %	N/A	N/A	N/A	N/A	69.33 %



#### PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.00 %	2.33 %	4.29 %	N/A	N/A	N/A	N/A	4.91 %
Near Standard	42.00 %	37.21 %	38.57 %	N/A	N/A	N/A	N/A	39.26 %
Below Standard	50.00 %	60.47 %	57.14 %	N/A	N/A	N/A	N/A	55.83 %



#### COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4.00 %	9.30 %	2.86 %	N/A	N/A	N/A	N/A	4.91 %
Near Standard	54.00 %	37.21 %	28.57 %	N/A	N/A	N/A	N/A	38.65 %
Below Standard	42.00 %	53.49 %	68.57 %	N/A	N/A	N/A	N/A	56.44 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:  
**School: Lowell Elementary**

CDS Code: 43-69666-6048649

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

**Report Options**

Select Year:

2016

Select Group/Subgroup:

All Students (Default)



Apply Selections

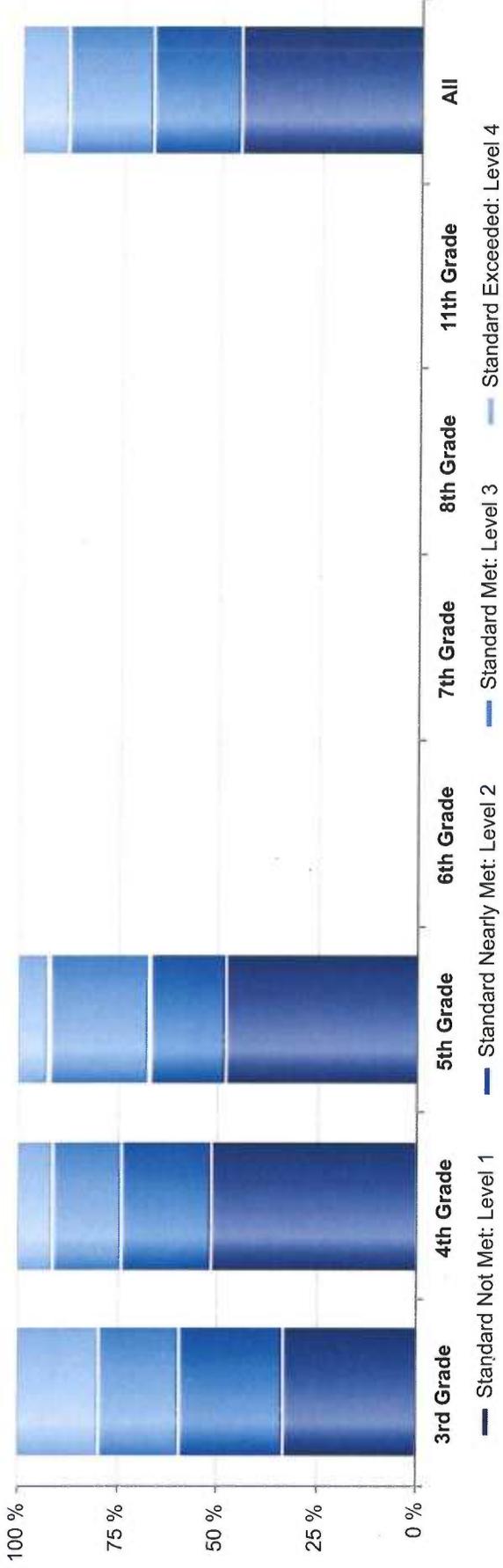
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

**Smarter Balanced Results (2016)**

**ENGLISH LANGUAGE ARTS/LITERACY**

**Achievement Level Distribution**



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data)**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	51	81	68	N/A	N/A	N/A	N/A	200
# of Students Tested	50	77	68	N/A	N/A	N/A	N/A	195
# of Students With Scores	50	77	68	N/A	N/A	N/A	N/A	195
<b>Mean Scale Score</b>	<b>2415.1</b>	<b>2407.1</b>	<b>2455.2</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	20 %	8 %	7 %	N/A	N/A	N/A	N/A	11 %
Standard Met: Level 3	20 %	17 %	25 %	N/A	N/A	N/A	N/A	21 %
Standard Nearly Met: Level 2	26 %	22 %	19 %	N/A	N/A	N/A	N/A	22 %

Standard Not Met: Level 1	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	34 %	53 %	49 %	N/A	N/A	N/A	N/A	47 %

[English Language Arts/Literacy Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**READING: How well do students understand stories and information that they read?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	24 %	8 %	12 %	N/A	N/A	N/A	N/A	13 %
Near Standard	38 %	42 %	34 %	N/A	N/A	N/A	N/A	38 %
Below Standard	38 %	51 %	54 %	N/A	N/A	N/A	N/A	49 %



**WRITING: How well do students communicate in writing?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	18 %	4 %	16 %	N/A	N/A	N/A	N/A	12 %
Near Standard	44 %	39 %	28 %	N/A	N/A	N/A	N/A	36 %
Below Standard	38 %	57 %	56 %	N/A	N/A	N/A	N/A	52 %



**LISTENING: How well do students understand spoken information?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard								



	22 %	13 %	9 %	N/A	N/A	N/A	N/A	14 %
Near Standard	62 %	69 %	63 %	N/A	N/A	N/A	N/A	65 %
Below Standard	16 %	18 %	28 %	N/A	N/A	N/A	N/A	21 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	22 %	10 %	19 %	N/A	N/A	N/A	N/A	16 %
Near Standard	52 %	53 %	66 %	N/A	N/A	N/A	N/A	57 %
Below Standard	26 %	36 %	15 %	N/A	N/A	N/A	N/A	26 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	40 %	44 %	65 %	N/A	N/A	N/A	N/A	50 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	8 %	3 %	N/A	N/A	N/A	N/A	8 %
Near Standard	44 %	28 %	19 %	N/A	N/A	N/A	N/A	29 %
Below Standard	40 %	64 %	78 %	N/A	N/A	N/A	N/A	63 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	5 %	9 %	N/A	N/A	N/A	N/A	8 %
Near Standard	44 %	40 %	25 %	N/A	N/A	N/A	N/A	36 %
Below Standard	44 %	55 %	66 %	N/A	N/A	N/A	N/A	56 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	8 %	4 %	N/A	N/A	N/A	N/A	8 %
Near Standard	58 %	49 %	25 %	N/A	N/A	N/A	N/A	43 %
Below Standard	30 %	44 %	71 %	N/A	N/A	N/A	N/A	49 %

[Mathematics Area Achievement Level Descriptors](#)

# Smarter Balanced Assessment Test Results for: **School: Lowell Elementary**

CDS Code: 43-69666-6048649

District: San Jose Unified

County: Santa Clara

**SUMMARY REPORT**

CHANGE OVER TIME

## Report Options

Select Year:	Select Group/Subgroup:
2015	All Students (Default)

**Apply Selections**

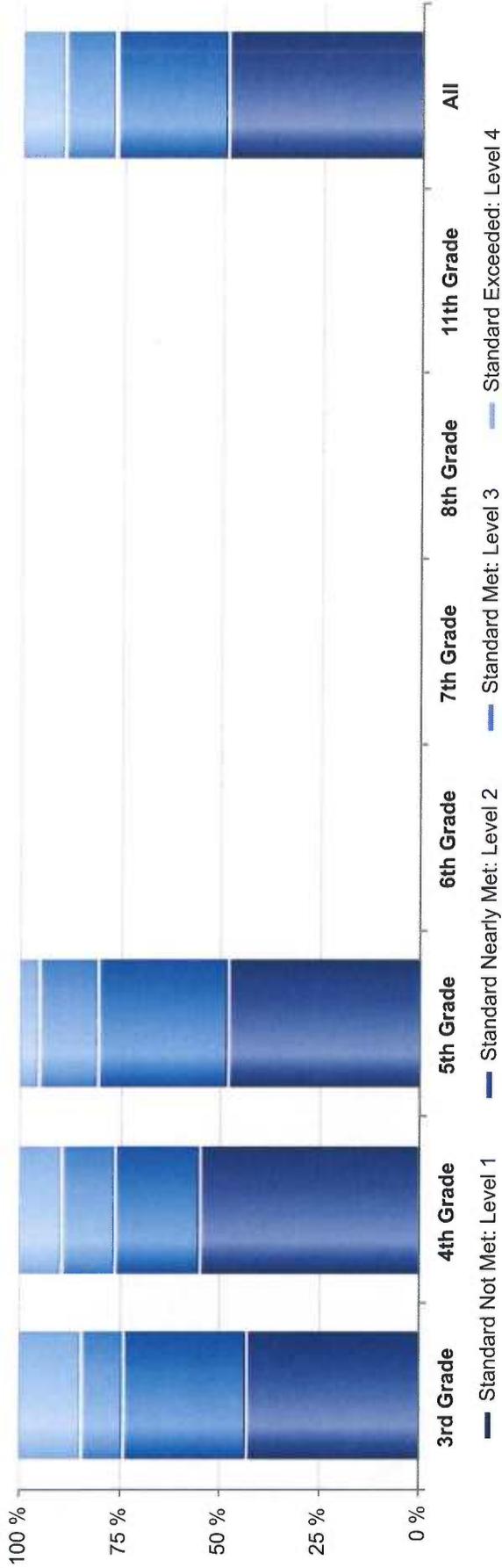
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## **Smarter Balanced Results (2015)**

**ENGLISH LANGUAGE ARTS/LITERACY**

**Achievement Level Distribution**



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data)**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	87	73	52	N/A	N/A	N/A	N/A	212
Number of Students Tested	82	72	51	N/A	N/A	N/A	N/A	205
Number of Students With Scores	81	72	51	N/A	N/A	N/A	N/A	204
<b>Mean Scale Score</b>	<b>2382.8</b>	<b>2413.0</b>	<b>2443.9</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	15 %	10 %	4 %	N/A	N/A	N/A	N/A	10 %
Standard Met: Level 3	10 %	13 %	14 %	N/A	N/A	N/A	N/A	12 %
Standard Nearly Met: Level 2	31 %	21 %	33 %	N/A	N/A	N/A	N/A	28 %

Standard Not Met: Level 1	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	44 %	57 %	49 %	N/A	N/A	N/A	N/A	50 %

[English Language Arts/Literacy Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**Reading: Demonstrating understanding of literary and non-fictional texts**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	Above Standard	17 %	10 %	4 %	N/A	N/A	N/A	N/A	11 %
	At or Near Standard	38 %	36 %	49 %	N/A	N/A	N/A	N/A	40 %
	Below Standard	44 %	54 %	47 %	N/A	N/A	N/A	N/A	49 %

**Writing: Producing clear and purposeful writing**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	Above Standard	11 %	7 %	8 %	N/A	N/A	N/A	N/A	9 %
	At or Near Standard	33 %	42 %	45 %	N/A	N/A	N/A	N/A	39 %
	Below Standard	56 %	51 %	47 %	N/A	N/A	N/A	N/A	52 %

**Listening: Demonstrating effective communication skills**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard								



	15 %	10 %	4 %	N/A	N/A	N/A	N/A	10 %
At or Near Standard	63 %	57 %	69 %	N/A	N/A	N/A	N/A	62 %
Below Standard	22 %	33 %	27 %	N/A	N/A	N/A	N/A	27 %

**Research/Inquiry: Investigating, analyzing, and presenting information**

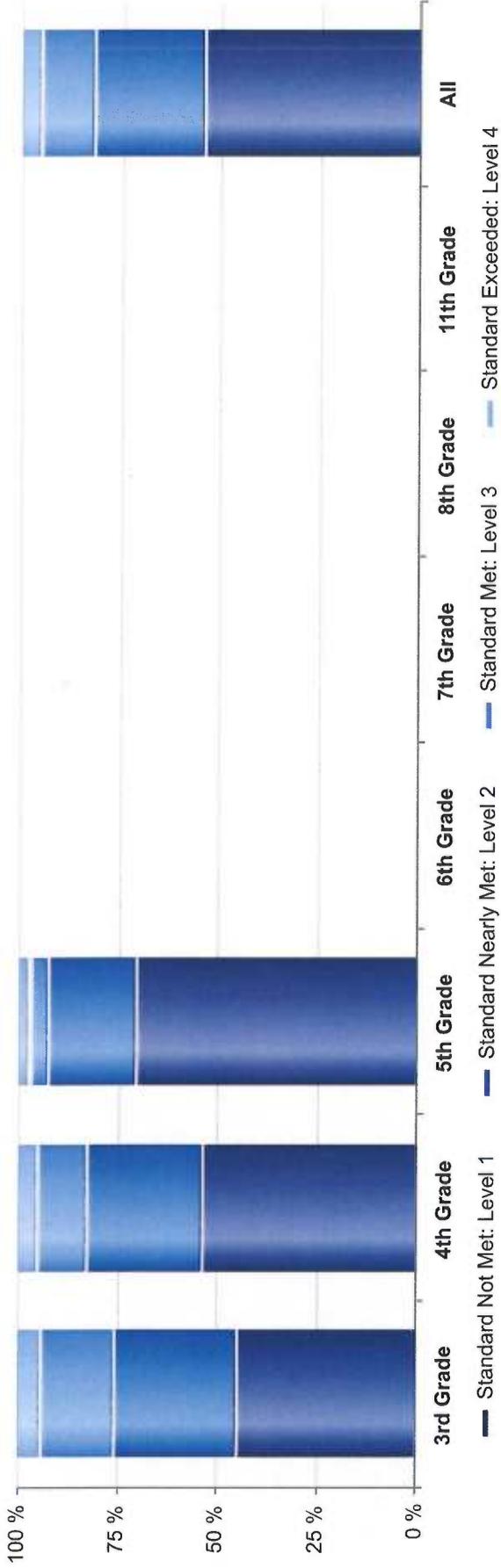


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	11 %	13 %	8 %	N/A	N/A	N/A	N/A	11 %
At or Near Standard	53 %	50 %	61 %	N/A	N/A	N/A	N/A	54 %
Below Standard	36 %	38 %	31 %	N/A	N/A	N/A	N/A	35 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	87	73	52	N/A	N/A	N/A	N/A	212
Number of Students Tested	85	73	51	N/A	N/A	N/A	N/A	209
Number of Students With Scores	84	73	51	N/A	N/A	N/A	N/A	208
<b>Mean Scale Score</b>	<b>2378.7</b>	<b>2408.4</b>	<b>2420.9</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	5 %	4 %	2 %	N/A	N/A	N/A	N/A	4 %
Standard Met: Level 3	18 %	12 %	4 %	N/A	N/A	N/A	N/A	13 %
Standard Nearly Met: Level 2	31 %	29 %	22 %	N/A	N/A	N/A	N/A	28 %





Above Standard	8 %	7 %	2 %	N/A	N/A	N/A	N/A	6 %
At or Near Standard	55 %	36 %	27 %	N/A	N/A	N/A	N/A	41 %
Below Standard	37 %	58 %	71 %	N/A	N/A	N/A	N/A	52 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:

**School: Selma Olinder Elementary**

CDS Code: 43-69666-6048698

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

**Report Options**

Select Year:

2017

Select Group/Subgroup:

All Students (Default)



Apply Selections

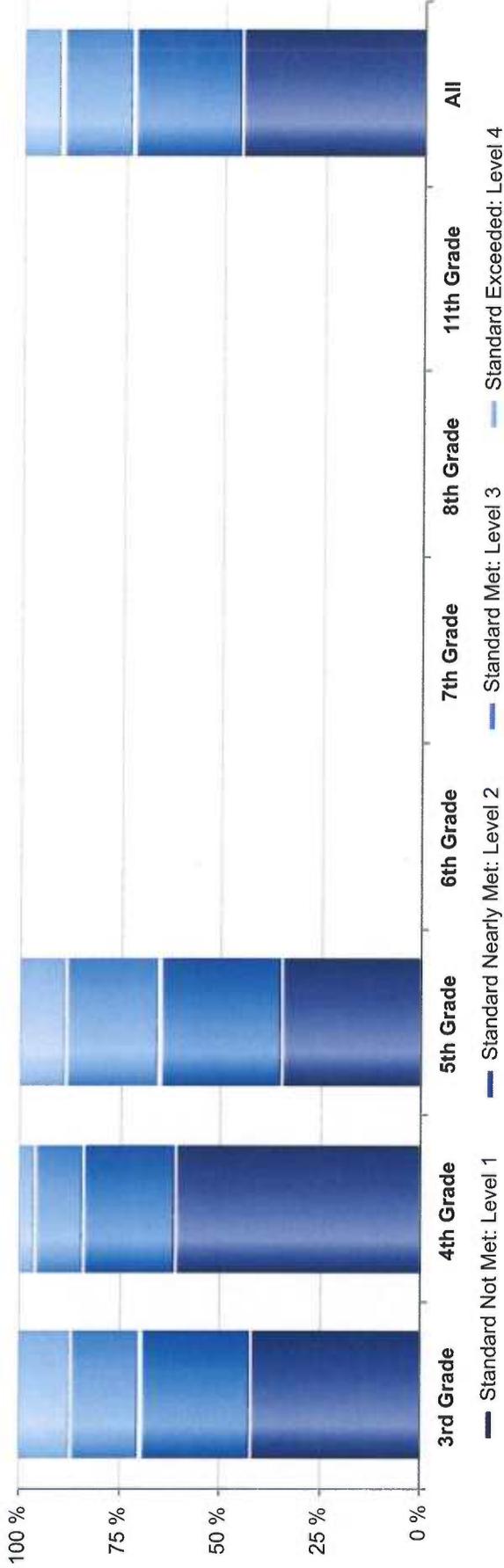
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

**Smarter Balanced Results (2017)**

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data).**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	67	65	68	N/A	N/A	N/A	N/A	200
# of Students Tested	65	62	65	N/A	N/A	N/A	N/A	192
# of Students With Scores	65	62	65	N/A	N/A	N/A	N/A	192
<b>Mean Scale Score</b>	<b>2380.5</b>	<b>2387.8</b>	<b>2473.1</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	12.31 %	3.23 %	10.77 %	N/A	N/A	N/A	N/A	8.85 %
Standard Met: Level 3	16.92 %	11.29 %	23.08 %	N/A	N/A	N/A	N/A	17.19 %
Standard Nearly Met: Level 2	27.69 %	22.58 %	30.77 %	N/A	N/A	N/A	N/A	27.08 %





	6.15 %	3.23 %	10.77 %	N/A	N/A	N/A	N/A	6.77 %
Near Standard	70.77 %	56.45 %	70.77 %	N/A	N/A	N/A	N/A	66.15 %
Below Standard	23.08 %	40.32 %	18.46 %	N/A	N/A	N/A	N/A	27.08 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

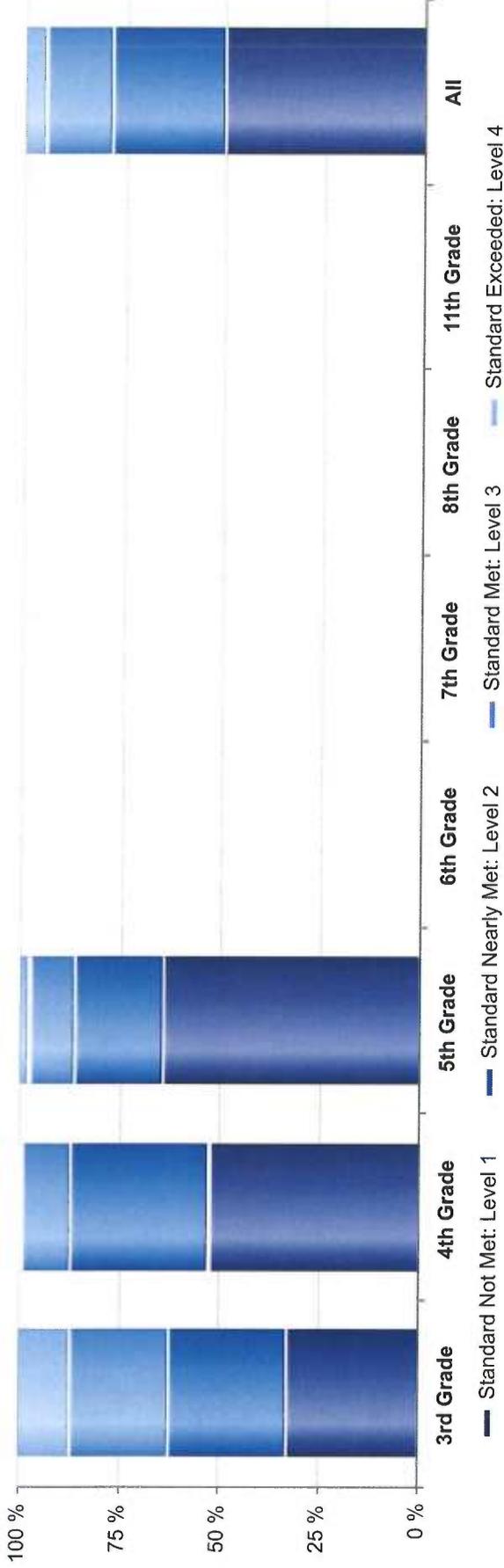


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6.15 %	6.45 %	9.23 %	N/A	N/A	N/A	N/A	7.29 %
Near Standard	52.31 %	58.06 %	66.15 %	N/A	N/A	N/A	N/A	58.85 %
Below Standard	41.54 %	35.48 %	24.62 %	N/A	N/A	N/A	N/A	33.85 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	67	65	68	N/A	N/A	N/A	N/A	200
# of Students Tested	65	63	65	N/A	N/A	N/A	N/A	193
# of Students With Scores	65	63	65	N/A	N/A	N/A	N/A	193
<b>Mean Scale Score</b>	<b>2406.2</b>	<b>2397.5</b>	<b>2433.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	12.31 %	0.00 %	1.54 %	N/A	N/A	N/A	N/A	4.66 %
Standard Met: Level 3	24.62 %	11.11 %	10.77 %	N/A	N/A	N/A	N/A	15.54 %
Standard Nearly Met: Level 2	29.23 %	34.92 %	21.54 %	N/A	N/A	N/A	N/A	28.50 %

Standard Not Met: Level 1	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	33.85 %	53.97 %	66.15 %	N/A	N/A	N/A	N/A	51.30 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	Above Standard	20.00 %	4.76 %	4.62 %	N/A	N/A	N/A	N/A	9.84 %
	Near Standard	46.15 %	22.22 %	15.38 %	N/A	N/A	N/A	N/A	27.98 %
	Below Standard	33.85 %	73.02 %	80.00 %	N/A	N/A	N/A	N/A	62.18 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
	Above Standard	15.38 %	0.00 %	7.69 %	N/A	N/A	N/A	N/A	7.77 %
	Near Standard	46.15 %	39.68 %	32.31 %	N/A	N/A	N/A	N/A	39.38 %
	Below Standard	38.46 %	60.32 %	60.00 %	N/A	N/A	N/A	N/A	52.85 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.38 %	4.76 %	4.62 %	N/A	N/A	N/A	N/A	8.29 %
Near Standard	47.69 %	34.92 %	38.46 %	N/A	N/A	N/A	N/A	40.41 %
Below Standard	36.92 %	60.32 %	56.92 %	N/A	N/A	N/A	N/A	51.30 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:  
**School: Selma Olinder Elementary**

CDS Code: 43-69666-6048698

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

## Report Options

Select Year:

2016

Select Group/Subgroup:

All Students (Default)



Apply Selections

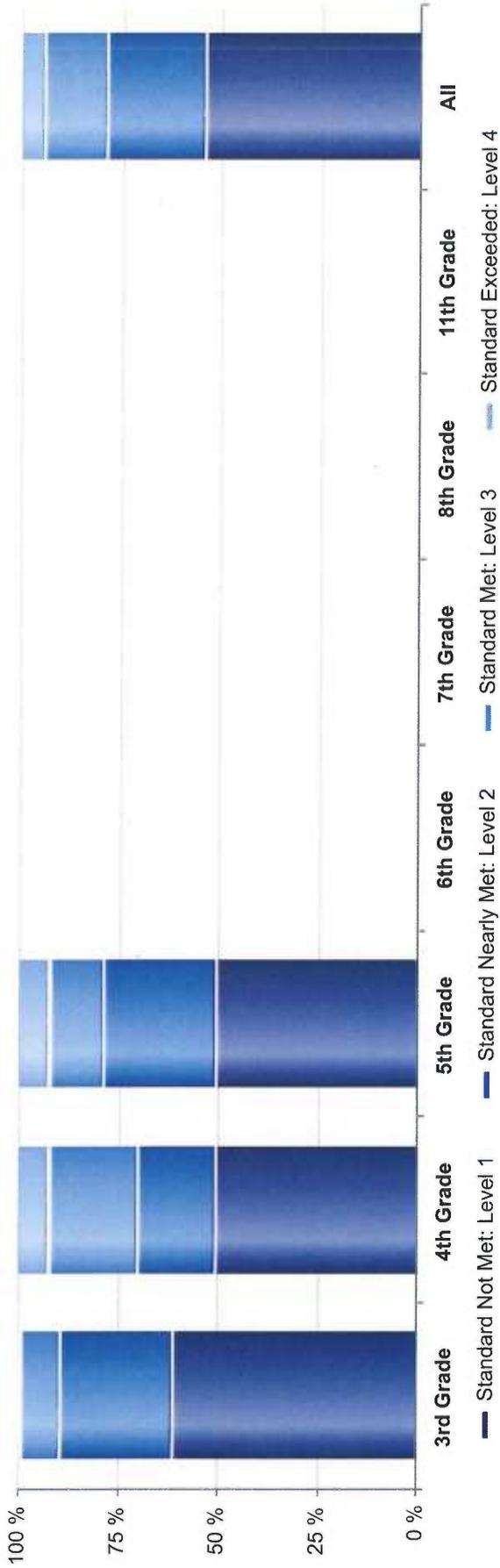
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data)**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	76	72	N/A	N/A	N/A	N/A	213
# of Students Tested	65	73	71	N/A	N/A	N/A	N/A	209
# of Students With Scores	65	73	71	N/A	N/A	N/A	N/A	209
<b>Mean Scale Score</b>	<b>2348.3</b>	<b>2414.6</b>	<b>2442.3</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	0 %	7 %	7 %	N/A	N/A	N/A	N/A	5 %
Standard Met: Level 3	9 %	22 %	13 %	N/A	N/A	N/A	N/A	15 %
Standard Nearly Met: Level 2	28 %	19 %	28 %	N/A	N/A	N/A	N/A	25 %





	5 %	4 %	6 %	N/A	N/A	N/A	N/A	5 %
Near Standard	65 %	75 %	65 %	N/A	N/A	N/A	N/A	68 %
Below Standard	31 %	21 %	30 %	N/A	N/A	N/A	N/A	27 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

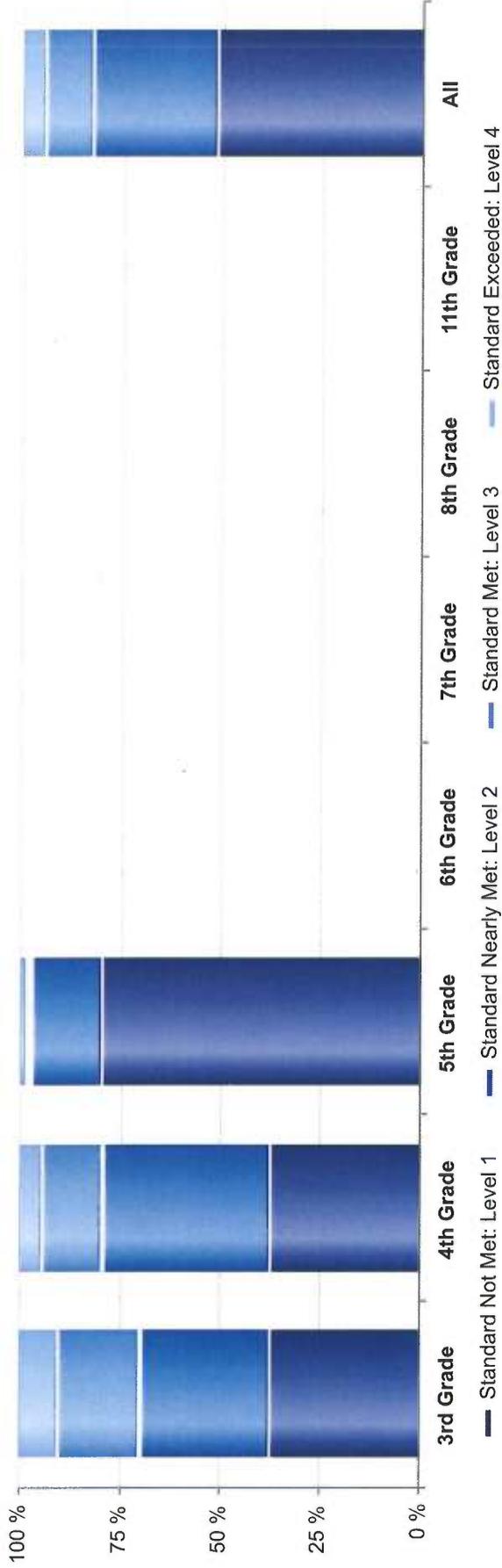


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	0 %	11 %	11 %	N/A	N/A	N/A	N/A	8 %
Near Standard	48 %	47 %	59 %	N/A	N/A	N/A	N/A	51 %
Below Standard	52 %	42 %	30 %	N/A	N/A	N/A	N/A	41 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	76	72	N/A	N/A	N/A	N/A	213
# of Students Tested	65	73	71	N/A	N/A	N/A	N/A	209
# of Students With Scores	65	73	71	N/A	N/A	N/A	N/A	209
<b>Mean Scale Score</b>	<b>2400.8</b>	<b>2432.8</b>	<b>2401.8</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	9 %	5 %	1 %	N/A	N/A	N/A	N/A	5 %
Standard Met: Level 3	20 %	14 %	0 %	N/A	N/A	N/A	N/A	11 %
Standard Nearly Met: Level 2	32 %	42 %	17 %	N/A	N/A	N/A	N/A	31 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	38 %	38 %	82 %	N/A	N/A	N/A	N/A	53 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	11 %	1 %	N/A	N/A	N/A	N/A	10 %
Near Standard	38 %	27 %	7 %	N/A	N/A	N/A	N/A	24 %
Below Standard	43 %	62 %	92 %	N/A	N/A	N/A	N/A	66 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	4 %	0 %	N/A	N/A	N/A	N/A	5 %
Near Standard	45 %	48 %	15 %	N/A	N/A	N/A	N/A	36 %
Below Standard	45 %	48 %	85 %	N/A	N/A	N/A	N/A	59 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	10 %	1 %	N/A	N/A	N/A	N/A	8 %
Near Standard	48 %	47 %	27 %	N/A	N/A	N/A	N/A	40 %
Below Standard	38 %	44 %	72 %	N/A	N/A	N/A	N/A	52 %

Mathematics Area Achievement Level Descriptors



# Smarter Balanced Assessment Test Results for: **Selma Olinder Elementary**

CDS Code: 43-69666-6048698

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

## Report Options

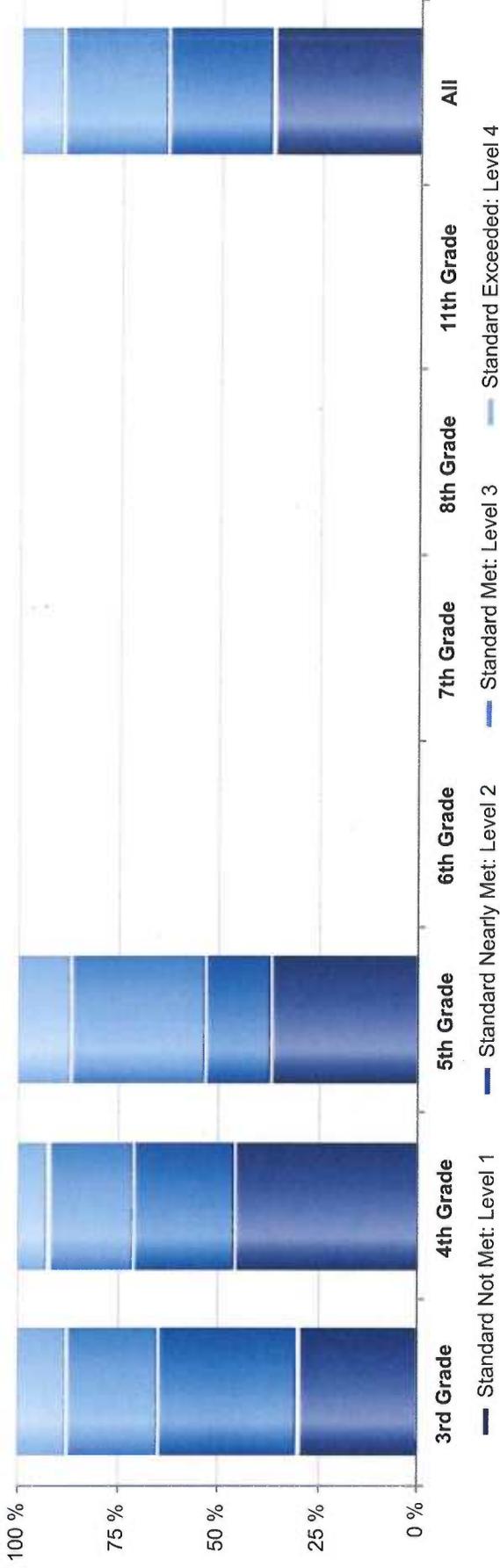
Select Year:  Select Group/Subgroup:  **Apply Selections**

To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).  
In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## **Smarter Balanced Results (2015)**

**ENGLISH LANGUAGE ARTS/LITERACY**

**Achievement Level Distribution**



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	75	74	68	N/A	N/A	N/A	N/A	217
Number of Students Tested	75	73	64	N/A	N/A	N/A	N/A	212
Number of Students With Scores	75	72	64	N/A	N/A	N/A	N/A	211
<b>Mean Scale Score</b>	<b>2401.2</b>	<b>2423.2</b>	<b>2482.1</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	12 %	7 %	13 %	N/A	N/A	N/A	N/A	10 %
Standard Met: Level 3	23 %	21 %	34 %	N/A	N/A	N/A	N/A	26 %
Standard Nearly Met: Level 2	35 %	25 %	16 %	N/A	N/A	N/A	N/A	26 %





	11 %	10 %	6 %	N/A	N/A	N/A	N/A	9 %
At or Near Standard	67 %	64 %	72 %	N/A	N/A	N/A	N/A	67 %
Below Standard	23 %	26 %	22 %	N/A	N/A	N/A	N/A	24 %

**Research/Inquiry: Investigating, analyzing, and presenting information**

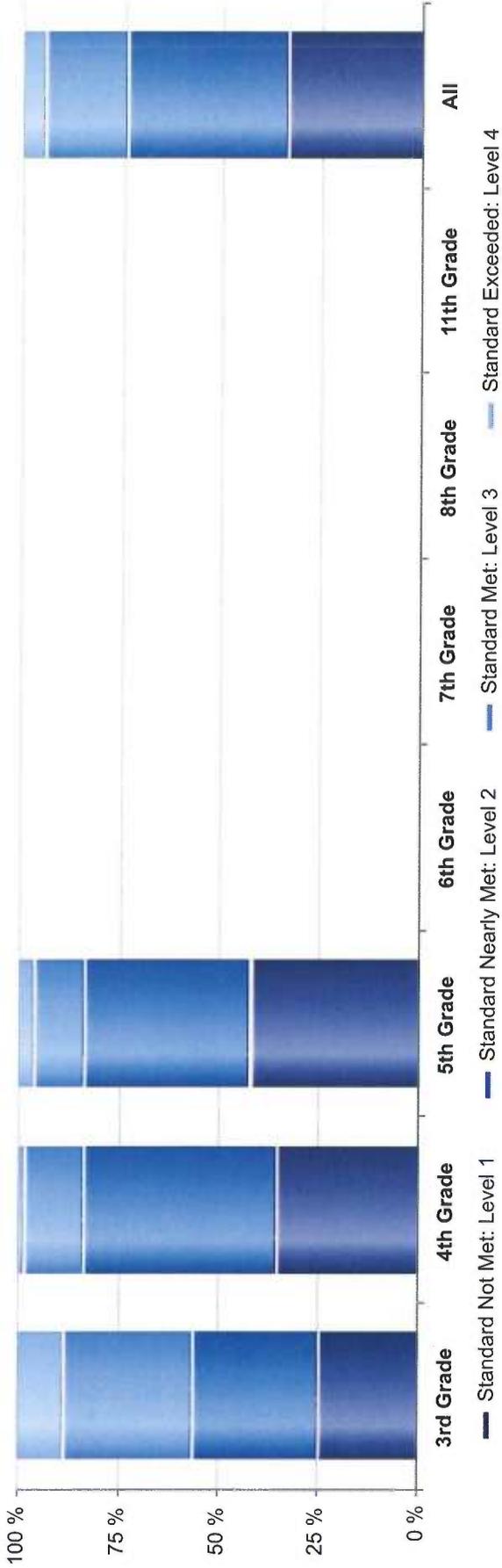


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	24 %	13 %	23 %	N/A	N/A	N/A	N/A	20 %
At or Near Standard	51 %	49 %	59 %	N/A	N/A	N/A	N/A	53 %
Below Standard	25 %	39 %	17 %	N/A	N/A	N/A	N/A	27 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)



**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	75	74	68	N/A	N/A	N/A	N/A	217
Number of Students Tested	75	73	65	N/A	N/A	N/A	N/A	213
Number of Students With Scores	75	73	65	N/A	N/A	N/A	N/A	213
<b>Mean Scale Score</b>	<b>2422.2</b>	<b>2425.5</b>	<b>2468.4</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	11 %	1 %	3 %	N/A	N/A	N/A	N/A	5 %
Standard Met: Level 3	32 %	14 %	12 %	N/A	N/A	N/A	N/A	20 %
Standard Nearly Met: Level 2	32 %	49 %	42 %	N/A	N/A	N/A	N/A	41 %





Standard	25 %	5 %	2 %	N/A	N/A	N/A	N/A	11 %
Above Standard								
At or Near Standard	52 %	30 %	54 %	N/A	N/A	N/A	N/A	45 %
Below Standard	23 %	64 %	45 %	N/A	N/A	N/A	N/A	44 %

Mathematics Area Achievement Level Descriptors

# Smarter Balanced Assessment Test Results for: **School: Washington Elementary**

CDS Code: 43-69666-6048748

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

## Report Options

Select Year:

2017

Select Group/Subgroup:

All Students (Default)



Apply Selections

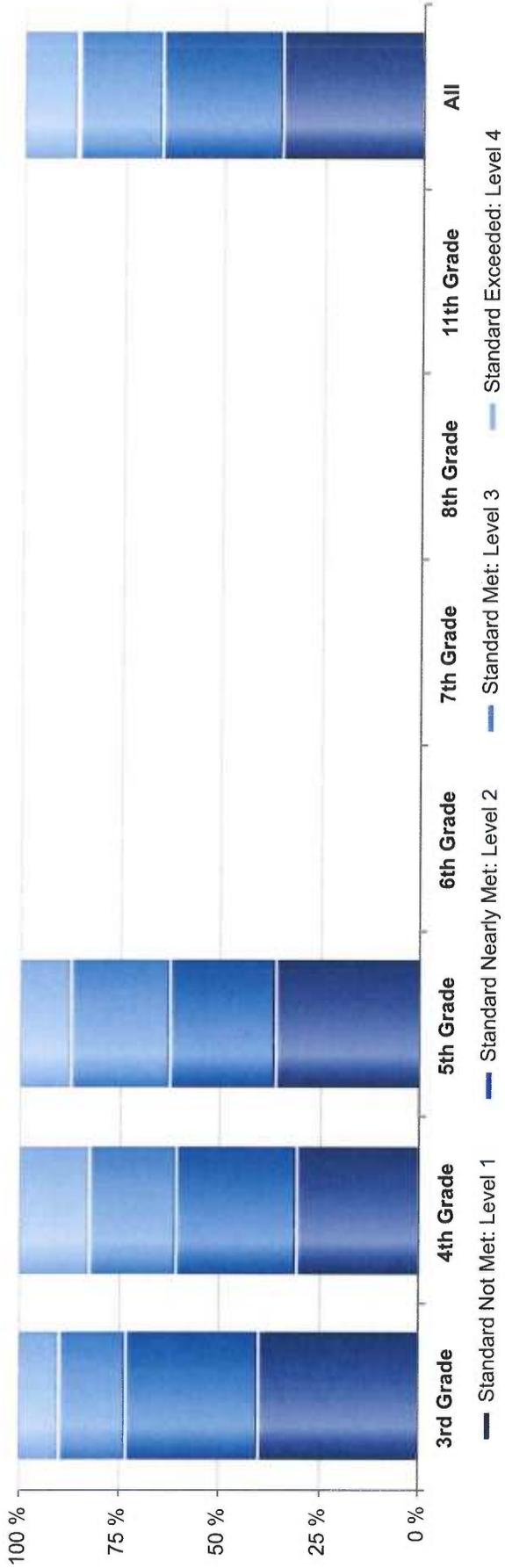
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

## Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data).**

**Overall Achievement**

# of Students Enrolled	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	74	70	66	N/A	N/A	N/A	N/A	210
# of Students Tested	73	70	65	N/A	N/A	N/A	N/A	208
# of Students With Scores	73	70	65	N/A	N/A	N/A	N/A	208
<b>Mean Scale Score</b>	<b>2389.7</b>	<b>2449.6</b>	<b>2468.1</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	9.59 %	17.14 %	12.31 %	N/A	N/A	N/A	N/A	12.98 %
Standard Met: Level 3	16.44 %	21.43 %	24.62 %	N/A	N/A	N/A	N/A	20.67 %
Standard Nearly Met: Level 2	32.88 %	30.00 %	26.15 %	N/A	N/A	N/A	N/A	29.81 %





	10.96 %	11.43 %	9.23 %	N/A	N/A	N/A	N/A	10.58 %
Near Standard	69.86 %	58.57 %	55.38 %	N/A	N/A	N/A	N/A	61.54 %
Below Standard	19.18 %	30.00 %	35.38 %	N/A	N/A	N/A	N/A	27.88 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

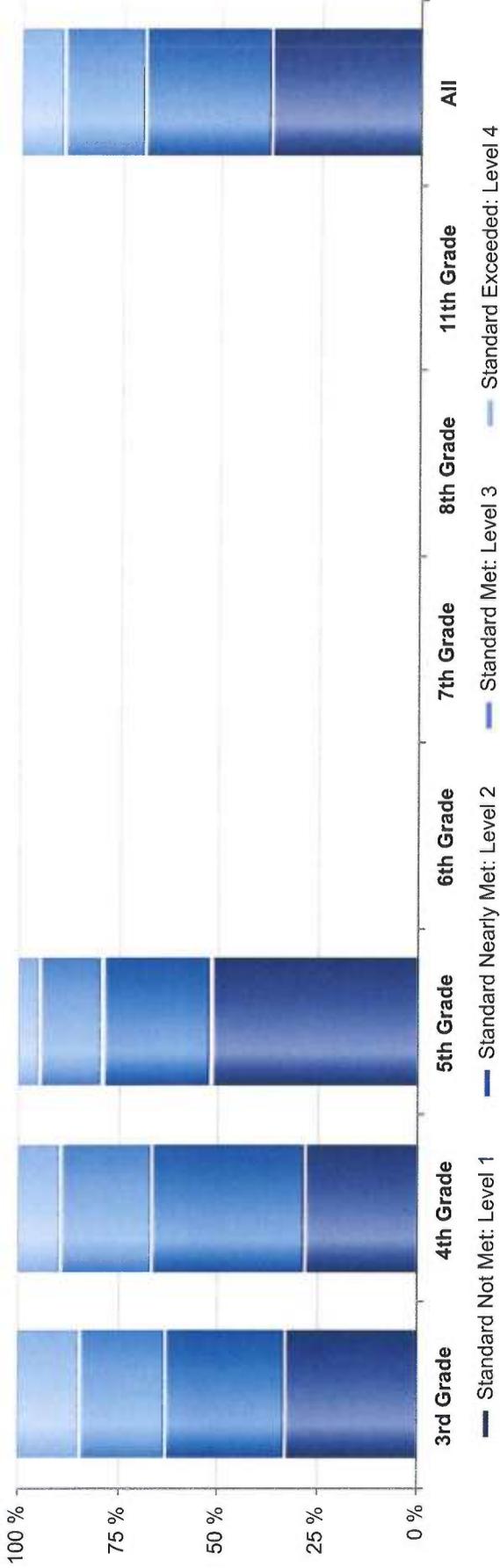


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17.81 %	21.43 %	23.08 %	N/A	N/A	N/A	N/A	20.67 %
Near Standard	50.68 %	55.71 %	50.77 %	N/A	N/A	N/A	N/A	52.40 %
Below Standard	31.51 %	22.86 %	26.15 %	N/A	N/A	N/A	N/A	26.92 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data).

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	74	70	66	N/A	N/A	N/A	N/A	210
# of Students Tested	74	70	66	N/A	N/A	N/A	N/A	210
# of Students With Scores	74	70	66	N/A	N/A	N/A	N/A	210
<b>Mean Scale Score</b>	<b>2414.4</b>	<b>2457.3</b>	<b>2457.5</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	14.86 %	10.00 %	4.55 %	N/A	N/A	N/A	N/A	10.00 %
Standard Met: Level 3	21.62 %	22.86 %	15.15 %	N/A	N/A	N/A	N/A	20.00 %
Standard Nearly Met: Level 2	29.73 %	38.57 %	27.27 %	N/A	N/A	N/A	N/A	31.90 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	33.78 %	28.57 %	53.03 %	N/A	N/A	N/A	N/A	38.10 %

Mathematics Scale Score Ranges

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	27.03 %	22.86 %	9.09 %	N/A	N/A	N/A	N/A	20.00 %
Near Standard	32.43 %	34.29 %	24.24 %	N/A	N/A	N/A	N/A	30.48 %
Below Standard	40.54 %	42.86 %	66.67 %	N/A	N/A	N/A	N/A	49.52 %



**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.22 %	14.29 %	3.03 %	N/A	N/A	N/A	N/A	11.43 %
Near Standard	50.00 %	51.43 %	42.42 %	N/A	N/A	N/A	N/A	48.10 %
Below Standard	33.78 %	34.29 %	54.55 %	N/A	N/A	N/A	N/A	40.48 %



**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14.86 %	12.86 %	10.61 %	N/A	N/A	N/A	N/A	12.86 %
Near Standard	66.22 %	50.00 %	48.48 %	N/A	N/A	N/A	N/A	55.24 %
Below Standard	18.92 %	37.14 %	40.91 %	N/A	N/A	N/A	N/A	31.90 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:  
**School: Washington Elementary**

CDS Code: 43-69666-6048748

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

**Report Options**

Select Year:

2016 ▼

Select Group/Subgroup:

All Students (Default) ▼

Apply Selections

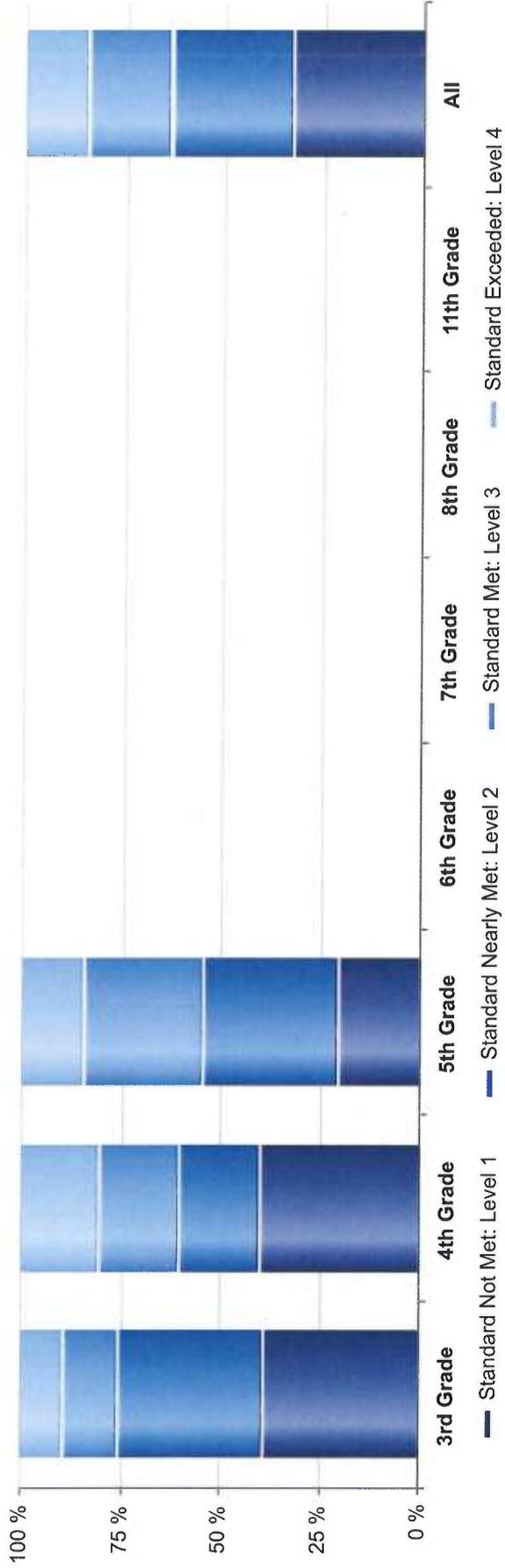
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

**Smarter Balanced Results (2016)**

**ENGLISH LANGUAGE ARTS/LITERACY**

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

All Students (accessible data)

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	72	71	75	N/A	N/A	N/A	N/A	218
# of Students Tested	70	70	73	N/A	N/A	N/A	N/A	213
# of Students With Scores	70	70	73	N/A	N/A	N/A	N/A	213
<b>Mean Scale Score</b>	<b>2381.6</b>	<b>2436.6</b>	<b>2498.7</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	10 %	19 %	15 %	N/A	N/A	N/A	N/A	15 %
Standard Met: Level 3	13 %	20 %	30 %	N/A	N/A	N/A	N/A	21 %
Standard Nearly Met: Level 2	37 %	20 %	34 %	N/A	N/A	N/A	N/A	31 %





	4 %	13 %	16 %	N/A	N/A	N/A	N/A	11 %
Near Standard	67 %	70 %	62 %	N/A	N/A	N/A	N/A	66 %
Below Standard	29 %	17 %	22 %	N/A	N/A	N/A	N/A	23 %

**RESEARCH/INQUIRY: How well can students find and present information about a topic?**

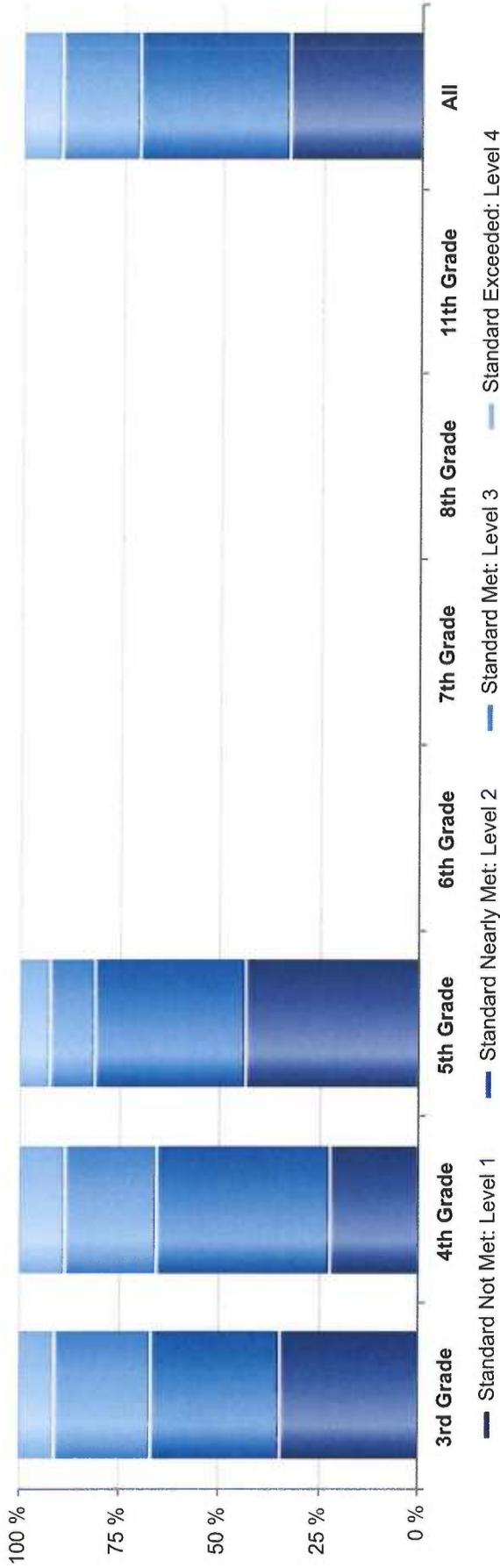


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	16 %	19 %	N/A	N/A	N/A	N/A	16 %
Near Standard	59 %	60 %	73 %	N/A	N/A	N/A	N/A	64 %
Below Standard	29 %	24 %	8 %	N/A	N/A	N/A	N/A	20 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	71	71	75	N/A	N/A	N/A	N/A	217
# of Students Tested	71	71	74	N/A	N/A	N/A	N/A	216
# of Students With Scores	71	71	74	N/A	N/A	N/A	N/A	216
<b>Mean Scale Score</b>	<b>2408.3</b>	<b>2462.0</b>	<b>2459.8</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	8 %	11 %	7 %	N/A	N/A	N/A	N/A	9 %
Standard Met: Level 3	24 %	23 %	11 %	N/A	N/A	N/A	N/A	19 %
Standard Nearly Met: Level 2	32 %	44 %	38 %	N/A	N/A	N/A	N/A	38 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Not Met: Level 1	35 %	23 %	45 %	N/A	N/A	N/A	N/A	34 %

[Mathematics Scale Score Ranges](#)

**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17 %	24 %	7 %	N/A	N/A	N/A	N/A	16 %
Near Standard	45 %	38 %	28 %	N/A	N/A	N/A	N/A	37 %
Below Standard	38 %	38 %	65 %	N/A	N/A	N/A	N/A	47 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17 %	11 %	11 %	N/A	N/A	N/A	N/A	13 %
Near Standard	37 %	49 %	39 %	N/A	N/A	N/A	N/A	42 %
Below Standard	46 %	39 %	50 %	N/A	N/A	N/A	N/A	45 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	17 %	8 %	N/A	N/A	N/A	N/A	12 %
Near Standard	70 %	46 %	50 %	N/A	N/A	N/A	N/A	56 %
Below Standard	18 %	37 %	42 %	N/A	N/A	N/A	N/A	32 %

[Mathematics Area Achievement Level Descriptors](#)

Smarter Balanced Assessment Test Results for:  
**School: Washington Elementary**

CDS Code: 43-69666-6048748

District: San Jose Unified

County: Santa Clara

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:  Select Group/Subgroup:

**Apply Selections**

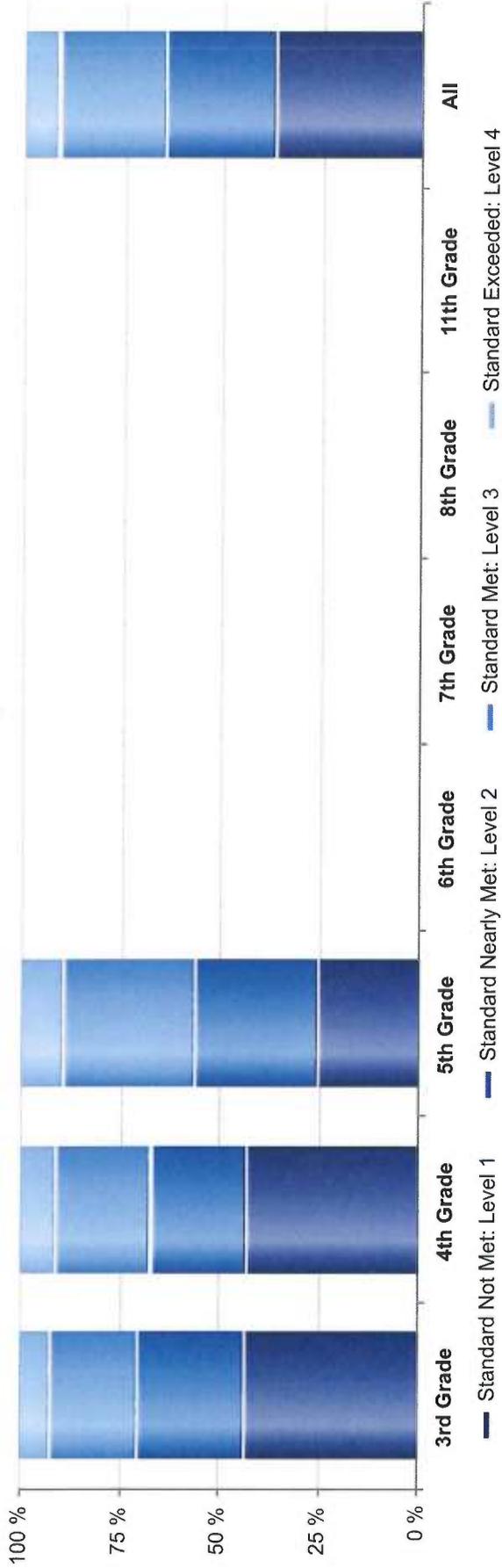
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.

### Smarter Balanced Results (2015)

**ENGLISH LANGUAGE ARTS/LITERACY**

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

**All Students (accessible data).**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	74	71	86	N/A	N/A	N/A	N/A	231
Number of Students Tested	74	71	84	N/A	N/A	N/A	N/A	229
Number of Students With Scores	74	71	84	N/A	N/A	N/A	N/A	229
<b>Mean Scale Score</b>	<b>2383.4</b>	<b>2431.3</b>	<b>2488.5</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	7 %	8 %	10 %	N/A	N/A	N/A	N/A	8 %
Standard Met: Level 3	22 %	24 %	33 %	N/A	N/A	N/A	N/A	27 %
Standard Nearly Met: Level 2	27 %	24 %	31 %	N/A	N/A	N/A	N/A	28 %





	9 %	4 %	10 %	N/A	N/A	N/A	N/A	8 %
At or Near Standard	65 %	75 %	69 %	N/A	N/A	N/A	N/A	69 %
Below Standard	26 %	21 %	21 %	N/A	N/A	N/A	N/A	23 %

**Research/Inquiry: Investigating, analyzing, and presenting information**

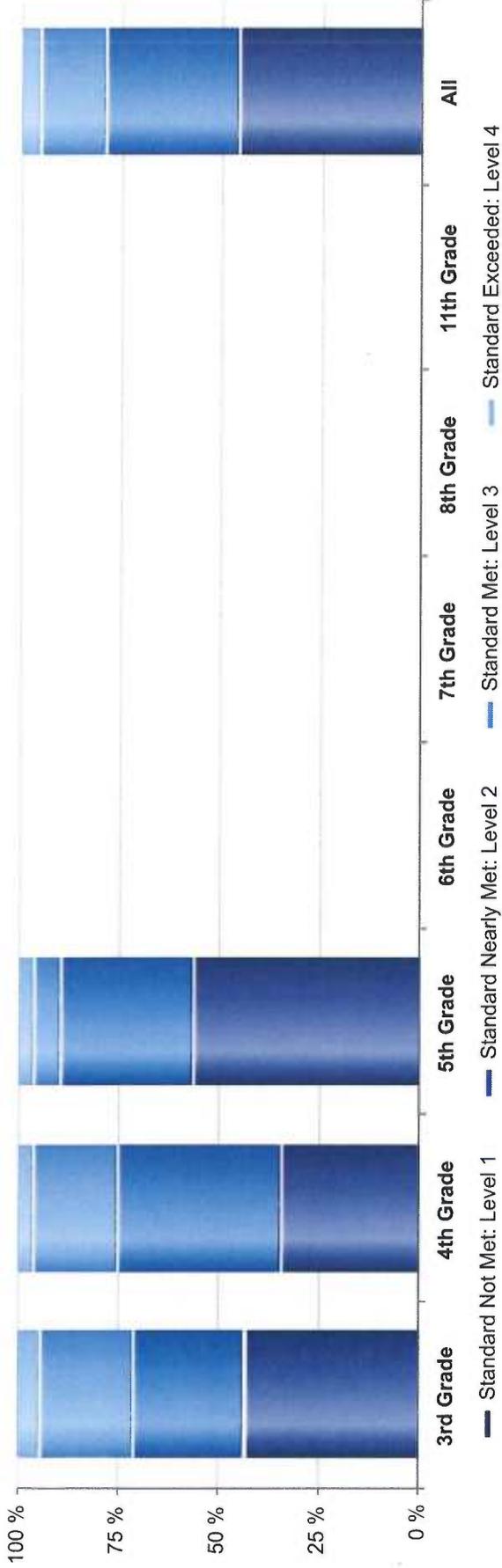


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	<b>All</b>
Above Standard	9 %	13 %	23 %	N/A	N/A	N/A	N/A	15 %
At or Near Standard	62 %	59 %	63 %	N/A	N/A	N/A	N/A	62 %
Below Standard	28 %	28 %	14 %	N/A	N/A	N/A	N/A	23 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

**MATHEMATICS**

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

**All Students (accessible data).**

**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	74	71	86	N/A	N/A	N/A	N/A	231
Number of Students Tested	73	71	86	N/A	N/A	N/A	N/A	230
Number of Students With Scores	73	71	86	N/A	N/A	N/A	N/A	230
<b>Mean Scale Score</b>	<b>2393.8</b>	<b>2436.5</b>	<b>2446.9</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded: Level 4	5 %	3 %	3 %	N/A	N/A	N/A	N/A	4 %
Standard Met: Level 3	23 %	21 %	6 %	N/A	N/A	N/A	N/A	16 %
Standard Nearly Met: Level 2	27 %	41 %	33 %	N/A	N/A	N/A	N/A	33 %





Above Standard	8 %	8 %	5 %	N/A	N/A	N/A	N/A	7 %
At or Near Standard	56 %	54 %	43 %	N/A	N/A	N/A	N/A	50 %
Below Standard	36 %	38 %	52 %	N/A	N/A	N/A	N/A	43 %

Mathematics Area Achievement Level Descriptors



### 2017-18 Charter School Renewal Review

School	
School Name:	Downtown College Prep El Camino
Year Opened:	Fall 2014
Grades Served:	5-8
2017-18 Enrollment by Grade:	Total students enrolled in 2017-18 = 580 (5 <sup>th</sup> = 90; 6 <sup>th</sup> = 202; 7 <sup>th</sup> = 170; 8 <sup>th</sup> = 118)
Academic Performance Summary	
<ul style="list-style-type: none"> <li>Downtown College Prep El-Camino (DCP) did not achieve the ELA performance goals identified in the petition. DCP's overall proficiency was below the target of 70% in ELA in school years 2015-16 and 2016-17. Specifically, in school year 2015-16, the school's average proficiency was 33% in ELA. In school year 2016-17, the school's average proficiency was 23.5% in ELA.</li> <li>DCP did not achieve the math performance goals identified in the petition. DCP's overall proficiency was below the target of 70% in Math in school years 2015-16 and 2016-17. Specifically, in school year 2015-16, the school's average proficiency was 19% in math. In school year 2016-17, the school's average proficiency was 35.1% in math.</li> <li>Overall, DCP slightly underperformed comparison schools in school year 2015-16 and the performance gap between DCP and comparison schools widened in school year 2016-17, particularly in ELA. In school year 2015-16, DCP's economically disadvantaged Hispanic population outperformed its comparison schools in 6<sup>th</sup> and 7<sup>th</sup> grade ELA, and in 6<sup>th</sup> grade math.</li> </ul>	
Renewal Petition - Strengths	
<ul style="list-style-type: none"> <li>With its focus on preparing first-generation college-bound students to be leaders for tomorrow, DCP's mission is unique. The mission targets a high-need, traditionally underserved population.</li> <li>DCP's Student and Family Handbook and Employee Handbook clearly identify the school's expectations, policies, and procedures.</li> <li>The DCP Network's Annual Financial Report for fiscal year 2016-17, which includes an Independent Auditor's Report, notes a positive fund balance, qualifies the school's financial statements as free of material misstatement, and declares the school in compliance with Federal and State requirements.</li> </ul>	
Renewal Petition – Areas Needing Possible Attention	
<ul style="list-style-type: none"> <li>Goal 2 of the petition maintains that students in ELA will either Meet on the California School Dashboard, or that the Distance from Met will decrease at an annual rate of 9 points over the course of the charter term. When projecting growth through the school's fifth year of operation or school year 2018-19, the stated 9-point increase per year would result in ELA score 47.6 points below level 3. Targets for math goal 2 are lower and would result in math scores 72.8 points below level 3 in school year 2018-19.</li> <li>DCP's suspension rate in school year 2016-17 was 10.9% and ranked as "High" by the California School Dashboard. Goal 3 of the petition expects an annual decrease in the suspension rate by .3%, or an overall suspension rate average at or below 6%. When projecting growth through the school's fifth year of operation or school year 2018-19, the targeted annual decrease of .3% would result in a suspension rate of 10.3%. This projection would place the school 4.3 percentage points from the suspension rate goal of 6%.</li> <li>The petition provides an assurance that Board meeting notices will be publicly posted and "...meetings will be open to the public and be held in a place accessible to the public." Page A-310 of the petition notes that Board meetings will be held at the Across the Bridge Foundation corporate office, rather than at the school site; this location may discourage parental attendance.</li> <li>The petition does not include evidence to demonstrate the proposed instructional program has been successful with similar student populations, nor does it include a scope and sequence for subject areas across each grade level.</li> </ul>	

Charter Petition Evaluation Rubric  
Downtown College Prep El Camino  
*Completed March 2018*

## Table of Contents

Instructions to Review Committee.....	1
The 15 Charter Elements.....	2
A. Description of Educational Program.....	2
B. Measureable Pupil Outcomes.....	6
C. Method for Measuring Pupil Progress.....	8
D. Governance Structure.....	9
E. Employee Qualifications.....	11
F. Health and Safety Procedures.....	12
G. Racial and Ethnic Balance.....	13
H. Admission Requirements, If Applicable.....	14
I. Annual Independent Financial Audits.....	16
J. Suspension and Expulsion Procedures.....	17
K. California State Teacher Retirement System, California Public Employees Retirement System, and Social Security Coverage.....	19
L. Public School Attendance Alternatives.....	20
M. Post-employment Rights of Employees.....	21
N. Dispute Resolution Procedures.....	22
O. Closure Procedures.....	23
Facilities.....	24
Financial capacity.....	26
Voluntary Integration Plan.....	28

## Instructions to Review Committee

This checklist is designed to guide the review of charter school petitions. Throughout the evaluation, you are asked to rate the petitioner's response as Exceeds, Meets, or Fails to Meet the criteria required for each specific area. The following rating definitions should be used to guide your assessment.

**Exceeds Required Standard:** The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. The section addresses the topic with concise, specific and accurate information that shows thorough preparation, presenting a clear, realistic picture of how the school expects to implement and operate its program.

**Meets Required Standard:** The response indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. Overall it contains many of the characteristics of a response that exceeds the required standard, although it may require additional specificity, support or elaboration in places.

**Fails To Meet Required Standard:** The response addresses some of the selection criteria, but lacks meaningful detail and requires important additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, or otherwise raises substantial concerns about the petitioner's understanding of the issue in concept and/or ability to implement or meet the requirement in practice.

At the end of each section, please elaborate, in the comment section, in the areas you rated as Fails to Meet, or Exceeds. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the Board of Trustees.

# The 15 Charter Elements

## A. Description of Educational Program

EC Section 47605(b)(5)(A)  
5 CCR Section 11967.5.1(f)(1)

<b>Evaluation Criteria: Education Code Section 47605(b)(5)(A)(i)(ii)</b> A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. At a minimum:	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.		X	
(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the 21 <sup>st</sup> century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.		X	
(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.		X	
(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).		X	

<p>(E) Describe the instructional program and curriculum the school plans to use. The description must include:</p> <ul style="list-style-type: none"> <li>• Instructional framework</li> <li>• Delineation of the core subjects.</li> <li>• The proposed teaching methodologies.</li> <li>• The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach.</li> <li>• How the curriculum addresses California Content Standards.</li> <li>• How the teaching methodologies and instructional program address the needs of the targeted student population.</li> <li>• The evidence (research base) that the proposed instructional program has been successful with similar student populations and/or will be successful with the charter's targeted population.</li> <li>• The textbooks or other instructional resources to be used.</li> <li>• How the school will recruit teachers who are qualified to deliver the proposed instructional program.</li> <li>• How the school will provide ongoing professional development to ensure that teachers have the skills to deliver the proposed instructional program.</li> <li>• The school's academic calendar and sample daily schedule, which explain the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5.</li> </ul>			X
<p>(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.</p>		X	
<p>(G) Indicates how the charter school will meet the needs of students with disabilities, EL, students achieving substantially above or below grade level expectations, and other special student populations.</p>		X	
<p>(H) Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of <i>EC</i> Section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.</p>		X	

<p>(I) If serving high school students, describes how district/charter school informs parents about:</p> <ul style="list-style-type: none"> <li>• Transferability of courses to other public high schools.</li> <li>• Eligibility of courses to meet college entrance requirements</li> </ul> <p>Courses that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses meeting the University of California/California State University "a-g" admissions criteria may be considered to meet college entrance requirements.</p>	N/A		
<p>(J) Describes the implementation plan for the school's instructional program, including a time line for implementation of various components of the plan.</p>			X
<p>(K) Contains the following:</p> <ul style="list-style-type: none"> <li>◆ Annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, consistent with characteristics of the students the school intends to serve.</li> <li>◆ Goals that address identified eight (8) state priorities (listed in Ed Code 52060(d) – LCAP) that apply for the grade levels served or the nature of the program.</li> <li>◆ Specific annual actions to achieve the stated goals; actions are designed to achieve the goals.</li> <li>o Additional school priorities related to unique aspects of the proposed charter program, with goals and specific annual actions.</li> </ul>			X
<p>(L) Does the petition overall present a reasonably comprehensive description of the educational program?</p>		X	

Educational Program - Comments

If Exceeds Required Standard, include Strengths:

If Fails to Meet Standard, include Concerns and/or Additional Questions:

E.

- The petition's section regarding the instructional program does not include evidence that the proposed instructional program has been successful with similar student populations (pages 65-117).
- While Appendix 3 includes curricular details, such as the instructional model and the Teaching for Robust Understanding Framework, the petition does not include a scope and sequence for subject areas across each grade level.

J. While page 104 describes an inclusive school design, a timeline for implementation of various components of the plan is not included in the petition.

K. Beginning on page 123, all goals are listed, but these goals do not address specific subgroups of students.

**B. Measurable Pupil Outcomes**

*EC Section 47605(b)(5)(B)  
5 CCR Section 11967.5.1(f)(2)*

<b>Evaluation Criteria: Education Code Section 47605(b)(5)(B)</b> The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Lists the anticipated skills and knowledge outcomes for students. Identifies when and how often pupil outcomes will be assessed, including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school's proposed instructional program.		X	
(B) Sets specific, measurable, and realistic student achievement targets as closely as possible for the anticipated student population for the following: <ul style="list-style-type: none"> <li>• CAASPP scores</li> <li>• CAHSEE scores (if applicable)</li> <li>• Graduation rates (if applicable)</li> </ul>			X
(C) Contains pupil outcomes that include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607, and that align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.			X
(D) Does the petition present a reasonably comprehensive description of measurable pupil outcomes?			X

Measurable Pupil Outcomes - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

## Measurable Pupil Outcomes - Comments

B. Specific, measurable student achievement targets for CAASPP are not provided in the petition under Element B, Measurable Pupil Outcomes (pages 121-128).

C.

- The school's academic outcomes goals in the original petition (redlined version page 103) shows proficiency targets in English language arts (ELA) and math at 70%. The updated goals are far less rigorous.
- While overarching schoolwide goals are provided in Element B, Measurable Pupil Outcomes (pages 121-128), these goals may not address needed increases in pupil academic achievement or outcomes. Specifically, Goal 2 anticipates either student proficiency in ELA Met on the California School Dashboard or the Distance From Met (DFM) will decrease at an annual average rate of 9 points over the course of the charter term. The decrease from 2015-16 to 2016-17 was 27 points, a 9-point increase per year would lead to scores in 2022 20.9 points below level 3. Targets for math goal 2 are lower and project the school 42.8 below level 3 in 2022.
- The 2016-17 state dashboard characterizes the school's suspension rate as "High" at 10.9%. Goal 3 in the petition addresses suspension and is not ambitious. This goal expects the school to meet an overall average at or below 6% or an annual decrease in the suspension rate by 0.3%. If the suspension rate were to decrease by 0.3% over the course of the charter term, this would result in a suspension rate of 9.4% 2022, 3.4 percentage points higher than the school's 6% goal.

D. The petition does not present a reasonably comprehensive description of measurable pupil outcomes (pages 129-137). While schoolwide goals are measurable, they do not address reasonable increases in pupil academic achievement or suspension rates. In the absence of realistic targets, the description of outcomes cannot be considered comprehensive.

**C. Method for Measuring Pupil Progress**

*EC Section 47605(b)(5)(C)*  
*5 CCR Section 11967.5.1(f)(3)*

<b>Evaluation Criteria:</b> The method for measuring pupil progress, as required by <i>EC Section 47605(b)(5)(C)</i> , at a minimum	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.	X		
(B) Includes the annual assessment results from the Standardized Testing and Reporting (STAR) program.	N/A	N/A	N/A
(C) Describes how the collection and analysis of student assessment data will be used to inform instruction, improve the educational program, and inform professional development on an ongoing basis.			X
(D) Does the petition present a reasonably comprehensive description of the method for measuring pupil progress?			X

Method for Measuring Pupil Progress – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>C. Pages 135-136 of the petition documents how Downtown College Prep (DCP) will use assessment results to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. However, the petition does not include specifics as to how assessment results will be utilized, or how they will inform professional development on an ongoing basis.</p> <p>D. The petition does not include a comprehensive description of the method for measuring pupil progress. The methods for assessment listed on page 135-136 are not tailored to student subgroups, nor does the petition offer specifics as to how assessment results will be used to guide instruction or inform professional development.</p>

**D. Governance Structure**

EC Section 47605(b)(5)(D)  
5 CCR Section 11967.5.1(f)(4)

<b>Evaluation Criteria: Education Code Section 47605(b)(5)(D)</b> The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Provides articles of incorporation and by-laws for the nonprofit public benefit corporation.		X	
(B) Describes the proposed school's governance structure and demonstrate how it will maintain active and effective control of the school. Applicants must describe: <ul style="list-style-type: none"> <li>• How often the governing board will meet.</li> <li>• The process for selecting governing board members.</li> <li>• The manner of posting meeting notices, distributing agendas and recording.</li> <li>• Governing board actions.</li> </ul>			X
(C) Provides an organizational chart showing the relationship of the governing board to the leadership of the school as well as any relevant site committees, etc. Provide résumés and/or bios for all individuals committed to serving on the school's governing board. Provide an assurance that the governance meetings will comply with the Ralph M. Brown Act.		X	
(D) Explains the process to be followed by the school for ensuring parental involvement.		X	
(E) Does the petition present a reasonably comprehensive description of the school's governance structure?		X	

Governance Structure – Comments

If Exceeds Required Standard, include Strengths:

If Fails to Meet Standard, include Concerns and/or Additional Questions:

B.

- While Element D provides a description of most relevant aspects of DCP’s governance structure, the petition does not include information describing the process for selecting Governing Board members (pages 139-147).
- While page 144 provides an assurance that Board meeting notices will be publicly posted and “...meetings will be open to the public and be held in a place accessible to the public,” A-310 notes that Board meetings will be held at the Across the Bridge Foundation corporate office, rather than at the school site.

D. The petition does not include a comprehensive description of the school’s governance structure; the process for selecting Board meetings is not included.

**E. Employee Qualifications**

*EC Section 47605(b)(5)(E)*  
*5 CCR Section 11967.5.1(f)(5)*

<b>Evaluation Criteria:</b> The qualifications (of the school’s employees), as required by <i>EC Section 47605(b)(5)(E)</i> , at a minimum	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Identifies general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school’s faculty, staff, and pupils.		X	
(B) States that the charter school will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold; Assures that the school will maintain current copies of all teacher credentials and that they be readily available for inspection and procedure for monitoring credentials; Assures the school will comply with NCLB requirements for teachers and paraprofessionals.		X	
(C) Does the petition present a reasonably comprehensive description of employee qualifications?		X	

Employee Qualifications – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**F. Health and Safety Procedures**

*EC Section 47605(b)(5)(F)*  
*5 CCR Section 11967.5.1(f)(6)*

<b>Evaluation Criteria: Education Code Section 47605(b)(5)(F)</b> The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Requires that each employee of the school furnish the school with a criminal record summary as described in <i>EC Section 44237</i> .		X	
(B) Includes the examination of faculty and staff for tuberculosis as described in <i>EC Section 49406</i> .		X	
(C) Requires immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.		X	
(D) Provides for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.		X	
(E) Assures that the schools' facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance; Assures that a site will be secured with an appropriate Certificate of Occupancy.		X	
(F) Assures that a comprehensive school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan; (If the school safety plan has already been developed, please include it as an attachment to the petition.)		X	
(G) Addresses the provision of epinephrine autoinjectors, and the process for designating volunteers for the administration of medication and of epinephrine autoinjectors.		X	
(H) Provide for the mandatory training in Child Abuse Reporting for all employees for which such training is required.		X	
(I) Does the petition present a reasonably comprehensive description of health and safety procedures?		X	

Health and Safety Procedures - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**G. Racial and Ethnic Balance**

*EC Section 47605(b)(5)(G)  
5 CCR Section 11967.5.1(f)(7)*

<b>Evaluation Criteria: Education Code Section 47605(b)(5)(G)</b> The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Include a thorough description of the annual outreach efforts of the charter school, describing: <ul style="list-style-type: none"> <li>✓ What methods the school will use to advertise and recruit students (fliers, newspaper advertisements, informational fairs, and the like)</li> <li>✓ What geographic areas will be targeted in outreach efforts.</li> <li>✓ What languages will be used for outreach?</li> <li>✓ How these outreach efforts will attain a racial and ethnic balance at the charter school that is reflective of the District.</li> </ul>			X
(B) Does the petition present a reasonably comprehensive description of means for achieving racial and ethnic balance?			X

Racial and Ethnic Balance - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>A. The petition does not identify which languages the school will use for outreach, nor does it describe how outreach efforts will attain a racial and ethnic balance that is reflective of the district (pages 169-170).</p> <p>B. Element G (pages 169-170) does not present a reasonably comprehensive description of means for achieving racial and ethnic balance. While the petition expresses the founding team’s desire to target the first-generation college-bound population, the application does not include specific plans for outreach to specific subgroups of students to maintain enrollment targets.</p>

**H. Admission Requirements, If Applicable**

5 CCR Section 11967.5.1(f)(8)  
 EC Section 47605(b)(5)(H)

<b>Evaluation Criteria:</b> To the extent admission requirements are included in keeping with <i>EC</i> Section 47605(b)(5)(H), the requirements shall be in compliance with the requirements of <i>EC</i> Section 47605(d) and any other applicable provision of law	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Describe the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description should address: <ul style="list-style-type: none"> <li>• The method the school will use to communicate to all interested parties the rules to be followed during the lottery process.</li> <li>• The method the school will use to verify lottery procedures are fairly executed.</li> <li>• The time lines under which the open enrollment period and lottery will occur.</li> <li>• The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.</li> <li>• The date and time the lotteries will occur so most interested parties will be able to attend.</li> <li>• The preferences to be granted, if any, to potential students and the basis upon which those preferences shall be granted.</li> </ul>			X
(B) The procedures the school will follow to determine waiting list priorities based upon lottery results.		X	
(C) The records the school shall keep on file documenting the fair execution of lottery procedures.			X
(D) Does the petition present a reasonably comprehensive description of admission requirements?			X

Admission Requirements - Comments

If Exceeds Required Standard, include Strengths:

If Fails to Meet Standard, include Concerns and/or Additional Questions:

A. The petition does not describe the method by which the school will communicate the rules followed during the lottery process to all interested parties, nor the location where the lottery will occur (pages 171-173).

C. Pages 171-173 of the petition do not describe the records the school shall keep on file documenting fair execution of lottery procedures.

D. Element H (pages 171-173) does not present a reasonably comprehensive description of admission requirements. The method by which the school will communicate lottery rules, the location of the lottery, and which records will be kept on file are not included in the petition.

**I. Annual Independent Financial Audits**

EC Section 47605(b)(5)(I)  
5 CCR Section 11967.5.1(f)(9)

<b>Evaluation Criteria: Education Code Section 47605(b)(5)(I)</b> The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Specify who is responsible for contracting and overseeing the independent audit.		X	
(B) Specify that the auditor will have experience in education finance.		X	
(C) Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.		X	
(D) Does the petition present a reasonably comprehensive description of annual independent financial audits?		X	

Annual Independent Financial Audits - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**J. Suspension and Expulsion Procedures**

*EC Section 47605(b)(5)(J)*  
5 *CCR Section 11967.5.1(f)(10)*

<b>Evaluation Criteria:</b> The procedures by which pupils can be suspended or expelled, as required by <i>EC Section 47605(b)(5)(J)</i> , at a minimum	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.		X	
(B) Identify the procedures by which pupils can be suspended or expelled.		X	
(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		X	
(D) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in...regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.		X	
(E) Procedures for rehabilitation, readmission and interim placement.		X	
(F) An explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following: (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story. (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and			X

<p>cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.</p> <p>(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).</p>			
<p>(G) Does the petition present a reasonably comprehensive description of suspension and expulsion procedures?</p>			X

Suspension and expulsion procedures - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	<p>F. The suspension procedures and policies included in the petition are general in their scope. Specifics differentiating the length of suspensions are written in regard to students with disabilities, rather than all students (pages 177-193). Additionally, the petition does not address what services will be provided for suspended students with disabilities, should the suspension last fewer than ten days (page 191).</p> <p>G. The petition does not present a reasonably comprehensive description of suspension and expulsion procedures. The suspension procedures and policies included in the petition pertain primarily to students with disabilities, rather than all students, and services provided to students with disabilities who are suspended for fewer than ten days are not included (pages 177-193).</p>

**K. California State Teacher Retirement System, California Public Employees Retirement System, and Social Security Coverage**

*EC Section 47605(b)(5)(K)*  
*5 CCR Section 11967.5.1(f)(11)*

<b>Evaluation Criteria:</b> The manner by which staff members of the charter schools will be covered by California State Teacher Retirement System (CALSTRS), California Public Employees Retirement System (CALPERS), or federal social security, as required by <i>EC Section 47605(b)(5)(K)</i> , at a minimum	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.			X
(B) Does the petition present a reasonably comprehensive description of CalSTRS, CalPERS, and social security coverage?			X

CALSTRS/CALPERS/Federal Social Security - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	A. The petition does not include specific information regarding which staff will be responsible for ensuring appropriate arrangements for retirement coverage and Social Security (page 195).  B. The petition, specifically page 195 and A-689, does not include a comprehensive description of CalSTRS, CalPERS, or Social Security coverage.

**L. Public School Attendance Alternatives**

*EC Section 47605(b)(5)(L)*  
*5 CCR Section 11967.5.1(f)(12)*

<b>Evaluation Criteria:</b> The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by <i>EC Section 47605(b)(5)(L)</i> , at a minimum	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Specifies that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.		X	
(B) Does the petition present a reasonably comprehensive description of public school attendance alternatives?		X	

Public School Attendance Alternatives - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**M. Post-employment Rights of Employees**

*EC Section 47605(b)(5)(M)  
5 CCR Section 11967.5.1(f)(13)*

<b>Evaluation Criteria: Education Code Section 47605(b)(5)(M)</b> A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify.		X	
(B) Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify.		X	
(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the authorizer determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.		X	
(D) Does the petition present a reasonably comprehensive description of post-employment rights of employees?		X	

Post-employment Rights of Employees - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**N. Dispute Resolution Procedures**

*EC Section 47605(b)(5)(N)*  
*5 CCR Section 11967.5.1(f)(14)*

<b>Evaluation Criteria:</b> The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by <i>EC Section 47605(b)(5)(N)</i> , at a minimum	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Describe how the costs of the dispute resolution process, if needed, would be funded.		X	
(B) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with <i>EC Section 47604.5</i> , the matter will be addressed at the authorizer’s discretion in accordance with that provision of law and any regulations pertaining thereto.			X
(C) Does the petition present a reasonably comprehensive description of dispute resolution procedures?			X

Dispute Resolution Procedures - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:
	B. The petition does not provide language recognizing that if a dispute requires appropriate action, the matter will be addressed at the authorizer's discretion (pages 181-182).  C. The petition does not present a reasonably comprehensive description of dispute resolution procedures. A description as to how costs would be funded and a description of the authorizer’s discretion in revocation of the charter are not provided (pages 201-202).

**O. Closure Procedures**

*EC Section 47605(b)(5)(P)*  
*5 CCR Section 11967.5.1(f)(15)(g)*

<b>Evaluation Criteria:</b> A description of the procedures to be used if the charter school closes, in keeping with <i>EC Section 47605(b)(5)(P)</i> . The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Does the petition include a reasonably comprehensive description of closure procedures?		X	

Closure Procedures - Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**Facilities**

*EC Section 47605(g)*  
5 *CCR* Section 11967.5.1(C)(3)(D)

<p><b>Evaluation Criteria:</b> The Facilities Plan should demonstrate that the petitioners understand the school’s facilities needs and its options for meeting those needs, in keeping with <i>EC</i> Section 47605(g).</p>	<b>Non-district facility</b>	<b>District facility (Prop 39/Other)</b>
<p>Do the petitioners anticipate using a district facility or finding a facility independent of the district? Place X in the correct box.</p>		

<p><b>If non-district facility anticipated.</b> A description of the plan for using a non-district facility excels if it has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Compliance with Education Code section 47605(a)(1) requirements, including site location and configuration.</li> <li>• Informed assessment of anticipated facilities needs for both in-district and out-of-district students</li> <li>• Estimated costs for anticipated facilities needs based on research, evidence and market-based data</li> <li>• A description of potential sites including location, size and resources that are sufficient to meet the projected instructional and non-instructional needs of both in-district and out-of-district students</li> <li>• Informed analysis of the viability of potential sites</li> <li>• Adequate budget for anticipated facilities costs including renovation, rent, maintenance and utilities</li> <li>• A schedule for securing a facility including the person responsible for implementation</li> <li>• An assurance of legal compliance (including but not limited to health and safety, ADA, zoning, applicable building codes, California Environmental Quality Act, etc.)</li> <li>• Identified funding sources</li> </ul>	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
<p>(A) Does the petition include a reasonably comprehensive assessment of the school’s facilities needs and its options for meeting those needs?</p>			

<p><b>If district facility anticipated pursuant to Prop 39.</b> A description of the facilities plan where the applicants have not yet identified a specific site will include the following characteristics:</p> <ul style="list-style-type: none"> <li>• Informed assessment and description of anticipated facilities needs for in-district and out-of-district students</li> <li>• Adequate budget based on 1% of anticipated per pupil revenue and pro-rata costs for in-district student facilities</li> <li>• Adequate budget based on Fair Market Value lease and associated costs for out-of-district student facilities</li> <li>• A thoughtful contingency plan in the event that a mutually agreeable district facility is unable to be procured</li> <li>• A site preference with a compelling rationale for the preference</li> <li>• An assurance of legal compliance (health and safety, ADA, and applicable building codes)</li> </ul>	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) Does the petition include a reasonably comprehensive assessment of the school's facilities needs and its options for meeting those needs?			

Facilities – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

**Financial Capacity**

EC Section 47605(g)  
5 CCR Section 11967.5.1(c)(3)(B);

<p><b>Evaluation criteria:</b> The petition should present an understanding of how the charter operators intend to manage the school’s finances and maintain the organization’s financial viability. It should make a persuasive case for financial viability, including sound revenue projections, expenditure requirements, and budgetary support for, and alignment with, the educational program.</p>	<p>Exceeds Required Standard</p>	<p>Meets Required Standard</p>	<p>Fails to Meet Required Standard</p>
<p>(A) Financial Operation: How would you rate the structures and practices related to financial operation?</p> <ul style="list-style-type: none"> <li>• A balanced three-year budget accurately reflecting all budget assumptions</li> <li>• Proper calculation of the charter school’s LCFF funding rate for each year of the charter, including a reasonably comprehensive description of how the charter school is calculating its base funding rate, transitional amounts, and supplemental and concentration funding, including unduplicated pupil counts (if applicable) for each year of the charter.)</li> <li>• Inclusion of expenditures incurred by the charter schools to meet its specific goals as required by Education Code section 47606.5</li> <li>• A start-up year plan with reasonable assessment of and plan for costs (if applicable)</li> <li>• A clear indication that the school has a sound plan for sustainability, including funding for the core program that does not have ongoing reliance on “soft” money (e.g., donations, grants, etc.)</li> <li>• Clear evidence and track record of sustainability, in the event there is an enduring reliance on “soft” money (e.g., donations, grants, etc.)</li> <li>• An adequate reserve and contingency plan targeted to the minimum enrollment needed for solvency (especially for year 1)</li> <li>• A sound plan for financial management systems</li> </ul>			
<p>(B) Revenues: How would you rate the accuracy and attainability of the revenue projections?</p> <ul style="list-style-type: none"> <li>• A narrative explaining key revenue assumptions</li> <li>• Realistic revenue projections showing all anticipated revenue sources -- including state, local, federal and private funds, and any fee-based programs and services</li> <li>• Realistic cash flow projection</li> <li>• A fundraising plan, including assumptions and report on current status.</li> </ul>			

<p>(C) Expenditures: How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?</p> <ul style="list-style-type: none"> <li>• Spending priorities that align with the school’s Local Control Accountability Plan, mission, educational program, management structure, professional development needs, and growth plan</li> <li>• A budget narrative explaining key expense assumptions</li> <li>• Realistic expense projections addressing major operating expenses including staffing and benefits, professional development, special education, facility, materials and equipment, and contracted services</li> <li>• Budgeting to meet minimum insurance requirements</li> <li>• Evidence to support key assumptions, including that compensation is sufficient to attract qualified staff and that facilities budget is adequate</li> </ul>			
---	--	--	--

Financial Capacity – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions:

## Voluntary Integration Plan

<p><b>Evaluation criteria:</b>                      The petition should demonstrate how the charter’s policies, program, practices and procedures will support the objectives of SJUSD’s Voluntary Integration Plan (VIP). The petition should highlight how the charter will improve the achievement of Latino students in the following areas: student assignment (including transportation); student recruitment, admissions and retention; primary language instruction; student achievement and monitoring; integration and mixed ability goals; parent training and involvement; special education; drop out / discipline; and cross-cultural understanding.</p> <p>Note that support of the Voluntary Integration Plan is not an education code requirement, but it is a key policy for SJUSD and is aligned with SJUSD’s mission of eliminating the opportunity gap.</p>	Exceeds Required Standard	Meets Required Standard	Fails to Meet Required Standard
(A) To what extent does the petition demonstrate understanding and alignment with SJUSD’s Voluntary Integration Plan objectives?		X	

Voluntary Integration Program – Comments	
If Exceeds Required Standard, include Strengths:	If Fails to Meet Standard, include Concerns and/or Additional Questions: