

Schallenberger Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Mr. Ryan Chamberlin, Principal

Principal, Schallenberger Elementary

About Our School

At Schallenberger Elementary our highest priority is providing each child with the knowledge and skills to be a successful learner and productive member of society. Classroom instruction is aligned to State and District standards. A positive school climate is fostered by teaching WISE behavior—We are Respectful, I care, Safety Matters and Everyone is Responsible. Outstanding schoolwide music, art and technology programs are supported by our active Schallenberger Home and School Association. A state of the art computer lab engages students with 21st century technology to supplement the core math and language arts curricula, and provide individualized student support. Monthly recognition assemblies celebrate our students' accomplishments. Our caring, dedicated teachers engage in ongoing professional development to ensure that powerful, research-based instructional strategies are in every classroom. Robust partnerships with community organizations, such as Project Cornerstone, Montalvo Arts Center, and Starting Arts provide enrichment for all students. Schallenberger is a California Distinguished School, in which parents, staff and community join together to provide the best possible educational experience for all of our students.

Contact

Schallenberger Elementary
1280 Koch Ln.
San Jose, CA 95125-4199

Phone: 408-535-6253
E-mail: rchamberlin@sjsud.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2016-17)	
School Name	Schallenberg Elementary
Street	1280 Koch Ln.
City, State, Zip	San Jose, Ca, 95125-4199
Phone Number	408-535-6253
Principal	Mr. Ryan Chamberlin, Principal
E-mail Address	rchamberlin@sjusd.org
Web Site	http://www.sjusd.org/schallenberg/
County-District-School (CDS) Code	43696666048680

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Principal's Comments

Schallenberg is located in the southern Willow Glen neighborhood in San Jose, California. Our school provides a nurturing climate in which the skills necessary to be innovative thinkers and problem solvers are fostered and expected for all students. We prepare our 550 students to be successful 21st Century learners by developing the critical thinking, collaboration and teamwork, communication skills, and technology skills of every child through the dedicated efforts of a caring, experienced staff, and implementation of standards-based, differentiated instruction. Schallenberg is a California Distinguished School with a strong emphasis on exceeding State standards, providing access and opportunities for learning for all our students. Our core academic programs are supplemented by technology to support every student to be a successful, confident learner in language arts and math. Students have many opportunities to receive recognition for goals accomplished. We are fortunate to have an active parent community, both as volunteers in the classroom, as well as supporting the school financially to enrich the learning environment. Our goal is to provide every student with many opportunities for achievement and success, so that each child is prepared for the future.

Principal's Experience

This is Ryan Chamberlin's second year as Principal at Schallenberg Elementary School. Previously he was an assistant principal for six years. Mr. Chamberlin has a strong background in classroom instruction from 19 years in the classroom, in addition to serving as mentor for the developing student teachers, and supporting teachers in a coaching capacity.

Major Achievements

- Early literacy in TK-2 is a district focus. Teachers engaged in ongoing data analysis to ensure all students are at or above grade level expectation.
- All TK-2nd grade students participated in adaptive learning through computer programs in language arts and math.
- Enhanced our computer lab with 90 laptops; this is in addition to a full computer lab, and mobile carts for use in the

classroom.

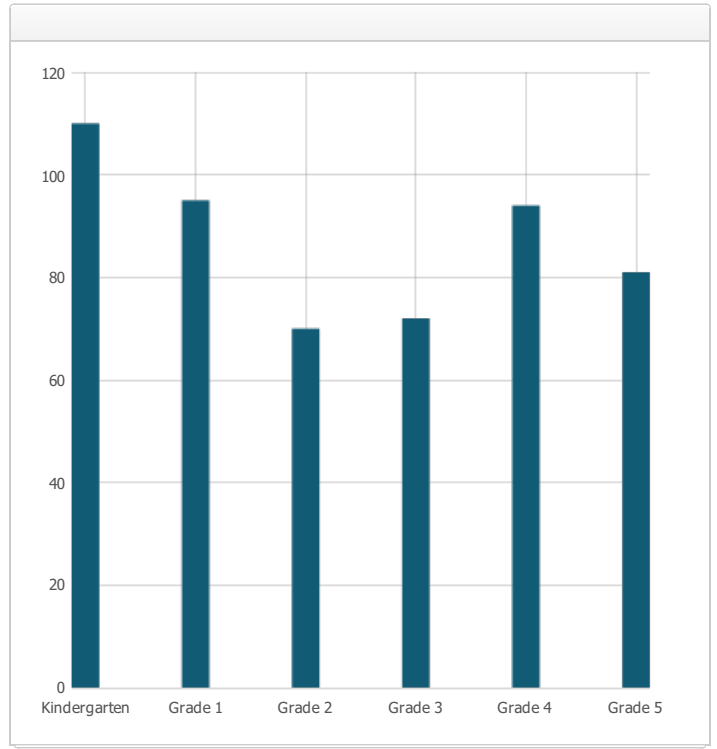
- Implemented our Positive Behavior Intervention and Support (PBIS) Plan
- Targeted Before and After School Academic Intervention for at-risk learners
- Collaboration with Schallenberger Home and School Association funded music and arts program enrichment for all students including partnerships with the Montalvo Arts Center and Starting Arts theater arts programs.
- Student rewards to promote academic progress and foster character development
- Staff works in collaborative teams using student data to guide their instruction based on student need.
- Organized noontime sports program Recess 101 to promote positive student engagement.

Note for Section: IV. Accountability, Table: Federal Intervention Program Information in this table applies only to schools receiving Title I funding. This school does not receive Title I funding, and therefore this table does not apply.

Last updated: 12/5/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	110
Grade 1	95
Grade 2	70
Grade 3	72
Grade 4	94
Grade 5	81
Total Enrollment	522



Last updated: 12/5/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.0 %
Asian	6.7 %
Filipino	1.5 %
Hispanic or Latino	39.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	40.2 %
Two or More Races	9.6 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.8 %
English Learners	8.6 %
Students with Disabilities	8.4 %
Foster Youth	0.6 %

Last updated: 12/5/2016

A. Conditions of Learning

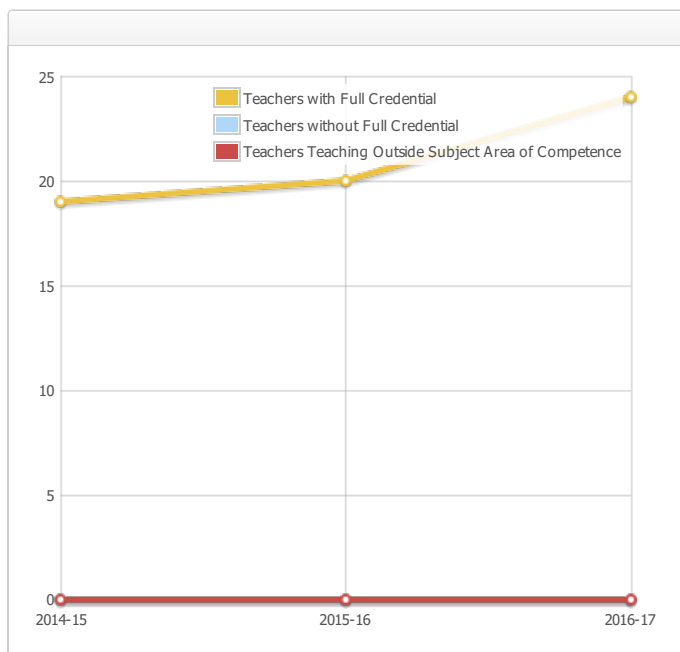
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

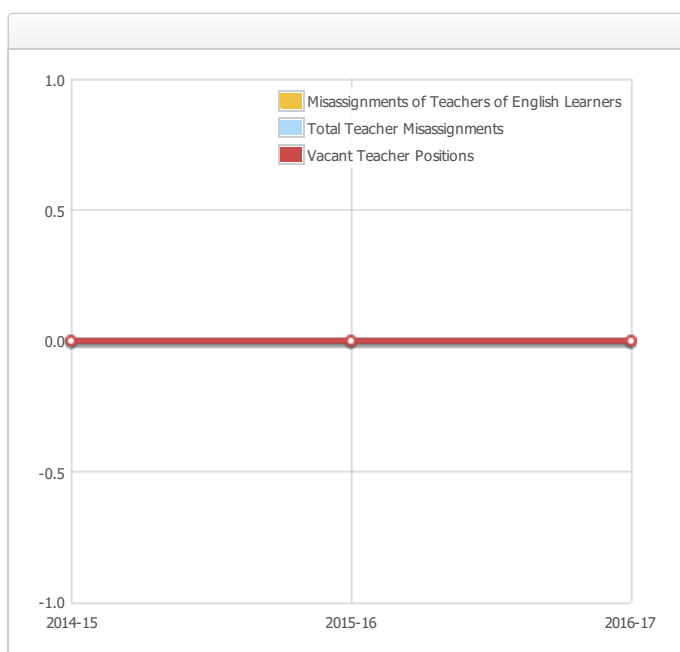
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	20	24	1460
Without Full Credential	0	0	0	35
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23



Last updated: 1/10/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/10/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	86.0%	13.0%
High-Poverty Schools in District	84.0%	15.0%
Low-Poverty Schools in District	89.0%	10.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 12/5/2016

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjusd.box.com/v/curriculum2016-2017	Yes	0.0 %
Mathematics	-	Yes	0.0 %
Science	-	Yes	0.0 %
History-Social Science	-	Yes	0.0 %
Foreign Language	-	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/12/2016

School Facility Conditions and Planned Improvements

Schallenberger was built in 1955 and modernized from 1998-2000 with Measure C bond money. New playground equipment for the main playground was installed in 1995 and in 2004 was relocated and also enhanced with a rubber safety mat underneath the equipment to bring it up to current code. The kindergarten play equipment was installed in 1999 and in 2005; a rubber mat was also installed underneath the equipment. During the 2002-2003 school year, parents, staff, and the community surrounding Schallenberger renovated the memorial/reflective area at the corner of Koch Lane and Gerald Way. This area is named Meredith's Corner in memory of a former student. A new building that houses the library, computer lab, bathrooms, and eight classrooms was built during the 2004-2005 school year with Measure F bond money. In addition to the construction of a new building, the following were accomplished during the 2004-2005 school year:

- The traditional classrooms (#1-16) were modernized with new sinks, cabinets, and windows.
- New portables were relocated and upgraded.
- Bathrooms (student and staff) were modernized and brought up to code.
- The office (main office, workroom, and health office) was modernized and brought up to code.
- The field was renovated and a decomposed granite walkway was installed around its perimeter.
- The playground was resealed and games were repainted.
- The kitchen was modernized and a new speed line was installed.
- The stage was resurfaced.
- School buildings were painted in 2010.

Grounds are kept clean and safe by our excellent custodian, with the support of school district personnel for grounds maintenance and major repair projects. The school community continues to improve the physical environment with a beautification program supported by the Home and School Association. In 2006, this parent organization purchased 15 new picnic tables and shade covering for outdoor eating.

The facilities were inspected on 9/20/13.

Last updated: 12/5/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Several areas need paint work: interior/exterior. Hole on walls need to be repaired. Several cracked floor tiles in some classrooms. Work order #254982-254984 placed for painting and carpentry work.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
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Last updated: 12/9/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	--	54.0%	--	48.0%	--
Mathematics (grades 3-8 and 11)	52.0%	--	42.0%	--	36.0%	--

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

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	70	100.0%	60.0%
Male	36	36	100.0%	50.0%
Female	34	34	100.0%	70.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	61.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	52.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	93	96.9%	58.1%
Male	54	52	96.3%	53.9%
Female	42	41	97.6%	63.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3%	44.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	36	94.7%	58.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	44.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	83	100.0%	54.2%
Male	45	45	100.0%	55.6%
Female	38	38	100.0%	52.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	38.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	61.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	32.0%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	27.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	70	100.0%	64.3%
Male	36	36	100.0%	66.7%
Female	34	34	100.0%	61.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	71.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	47.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	93	96.9%	50.5%
Male	54	52	96.3%	55.8%
Female	42	41	97.6%	43.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	36	97.3%	22.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	36	94.7%	63.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	34.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	83	100.0%	44.6%
Male	45	45	100.0%	53.3%
Female	38	38	100.0%	34.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	22.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.0%	58.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	24.0%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	27.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	76.0%	78.0%	61.0%	57.0%	55.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	83	83	100.0%	78.3%
Male	45	45	100.0%	84.4%
Female	38	38	100.0%	71.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	67.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	34	34	100.0%	79.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	56.0%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	63.6%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/31/2017

Career Technical Education Programs (School Year 2015-16)

N/A

*Last updated: 12/5/2016***Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 12/5/2016***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.1%	33.7%	37.3%

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

Last updated: 8/18/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to participate in all school functions such as Kinder Orientation, Back-to-School Night, Open House, Schallenberg Home & School Association meetings, School Site Council meetings, and the Site English Learner Advisory Committee. Parents are also encouraged to participate in our ABC Cornerstone assets development program, Vista Art arts instruction, and to volunteer in the library. Translation into Spanish is provided during meetings. We keep parents informed through our monthly newsletter Owl Talk. Email, phone messages through Parentlink, and the school website provide updated information and news about curriculum and instruction, as well as classroom and school activities. The Schallenberg Home and School Association (SHSA) helps coordinate parent volunteers in classrooms, and organizes fundraisers to provide library and technology support, lunchtime student activities, our music program in K-3, and our Theater Arts program for 4th and 5th grade. The SHSA also maintains a database of parents' email addresses and notifies parents of upcoming events. For further information about becoming a volunteer, please contact the school office or the Schallenberg Home and School Association.

State Priority: Pupil Engagement

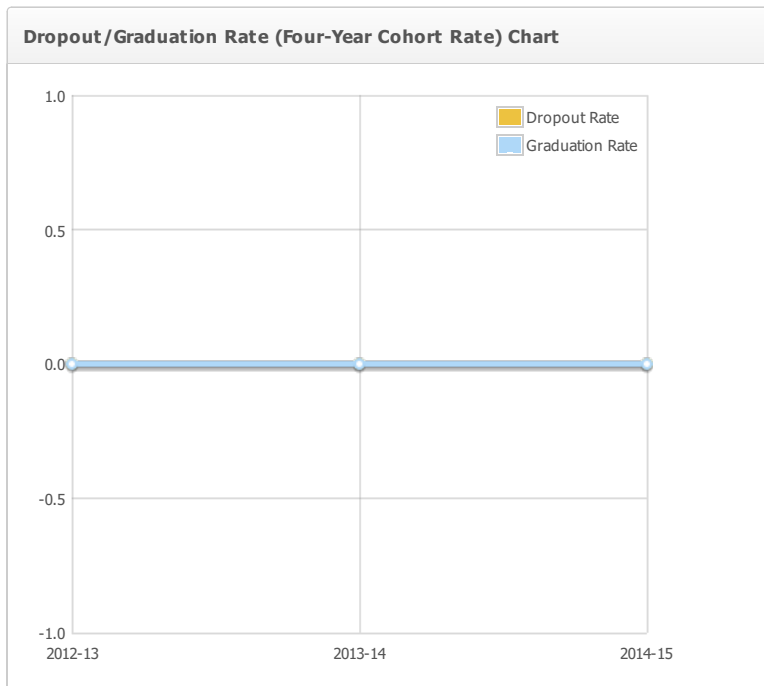
Last updated: 12/5/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27



Last updated: 12/5/2016

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	89	85
Black or African American	--	89	77
American Indian or Alaska Native	--	64	75
Asian	--	97	99
Filipino	--	94	97
Hispanic or Latino	--	85	84
Native Hawaiian or Pacific Islander	--	75	85
White	--	94	87
Two or More Races	--	85	91
Socioeconomically Disadvantaged	--	92	77
English Learners	--	71	51
Students with Disabilities	--	58	68
Foster Youth	--	--	--

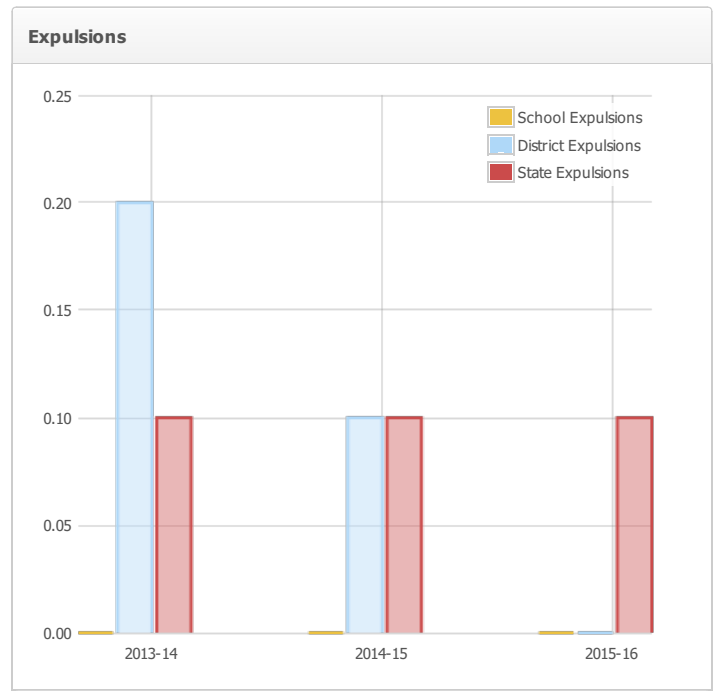
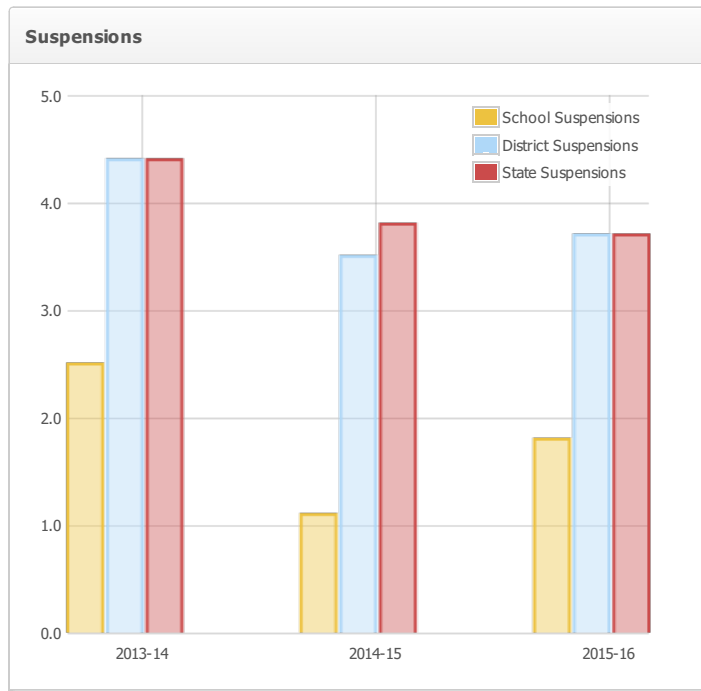
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.5	1.1	1.8	4.4	3.5	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.1	0.0	0.1	0.1	0.1



Last updated: 12/5/2016

School Safety Plan (School Year 2016-17)

The Site Safety Plan is reviewed and updated and with staff every year. Key elements include Emergency Response Plans, Site Emergency Team Roster, and staff training. We follow procedures as outlined in the Schallenberger Student and Parent Handbook. Our schoolwide communications system includes a phone system that connects to all classrooms, as well as a schoolwide intercom system. All visitors are expected to check in at the office for accountability in case of an emergency, and we monitor the site for strangers. Emergency fire drills are practiced monthly and earthquake/disaster drills are held quarterly. Staff is trained in full lockdown procedures. Communication with parents is via the monthly Owl Talk newsletter, weekly Parentlink phone and email messages, and through our school website. Staff monitors school grounds 20 minutes before school starts and immediately after dismissal. Students leaving class go in twos. Our emergency shed contains emergency supplies that are continuously updated.

Last updated: 12/5/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	94.4%

Note: Cells with NA values do not require data.

Last updated: 12/5/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.0	0	3	0	29.0	0	4	0	27.0	0	3	0
1	30.0	0	2	0	30.0	0	2	0	29.0	0	3	0
2	24.0	0	3	0	30.0	0	2	0	27.0	0	2	0
3	29.0	0	2	0	30.0	0	3	0	24.0	0	3	0
4	31.0	0	3	0	28.0	0	3	0	31.0	0	3	0
5	31.0	0	3	0	31.0	0	3	0	27.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	29.0	0	3	0	29.0	0	1	0	25.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/5/2016

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.1	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8990.0	\$2104.0	\$6886.0	\$73798.0
District	N/A	N/A	\$11261.0	\$70979.0
Percent Difference – School Site and District	--	--	-19.4%	7.2%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	21.3%	-4.4%

Note: Cells with N/A values do not require data.

Last updated: 1/6/2017

Types of Services Funded (Fiscal Year 2015-16)

GATE

All teachers are trained in and implement differentiated teaching strategies in the classroom. Adaptive learning programs such as Achieve 3000 and Dreambox provided differentiated opportunities as well. Student achievement is monitored using formal and informal assessment.

Special Education

The Resource Specialist coordinates the Special Education services at Schallenberger and instructs up to 28 students according to their Individualized Learning Plans. The Speech and Language Pathologist provides therapy for up to 55 students. The progress of students receiving Special Education services is monitored through the IEP process.

At-Risk Students

At-risk students are identified according to state and school test results. Students receive differentiated instruction in leveled or small groups by a certificated teacher. Teachers meet in grade level teams and use Benchmark data, curriculum embedded tests and work samples, to monitor student progress monthly. The Student Study Team process is used to develop an action plan to help students who are having difficulties with academics, behavior, or attendance. When students continue to have academic difficulties, they are referred for review. Subsequent testing may be used to identify special education eligibility and services. Schallenberger provides Speech and Language therapy, and the Resource Specialist Program.

Students with disabilities or conditions that affect a major life activity who do not qualify for services from Special Education are considered for accommodations under a 504 Plan. The 504 team makes this determination and, if appropriate, designates the most important accommodations necessary for student success, which are written into the student's 504 Plan.

English Language Learners

English Language Learners are identified upon enrollment and are assessed using the California English Language Development Test (CELDT). The CELDT has five levels of proficiency, with Level 1 representing the beginning level of English proficiency and Level 5 representing the advanced level of proficiency. Each grade level team develops a plan for the instruction of ELD and instructional support for EL students. Students with CELDT Level 1 -3 receive ELD instruction using Avenues curriculum and Imagine Learning adaptive learning software. Students with CELDT levels of 3, 4 and 5 receive embedded ELD in content, during English Language Arts, Science, Social Studies and Math. Teachers use Frontloading, Universal Access, Think-Pair-Share, Body Kinesthetic, Reciprocal Teaching, Quick Writes, Supportive Questioning and other scaffolding strategies to maximize English language development. English Language Learners are monitored through CELDT scores, benchmark tests, theme curriculum based-assessments, CST, student work and other measures of student performance. Once an English Learner has met proficiency levels in assessment areas, especially CELDT, CST and classroom performance, he/she becomes a candidates for reclassification. Students who are reclassified are monitored for three years, to ensure they maintain grade level progress.

After-School Programs

The YMCA (fee basis) and the City of San José's After School Recreation Program (fee basis) provide after school programs on site that include homework assistance/support, recreation, games, and crafts.

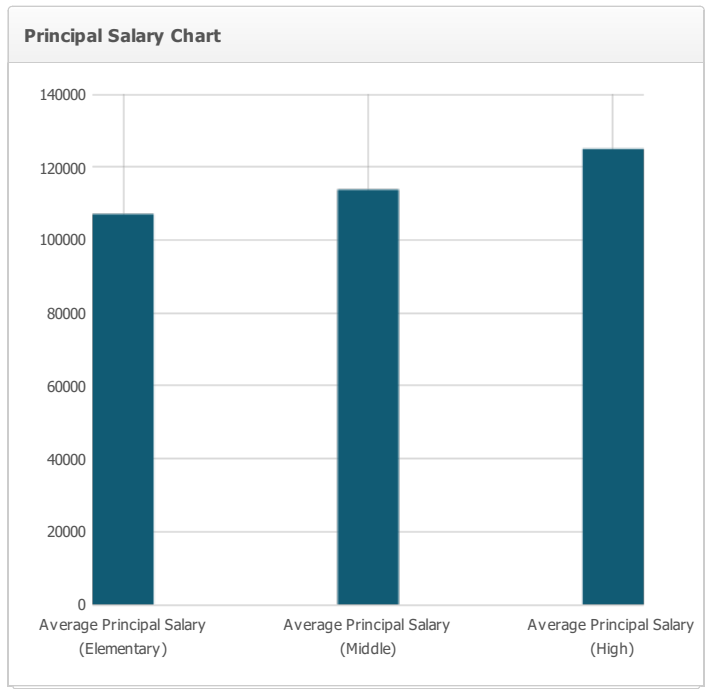
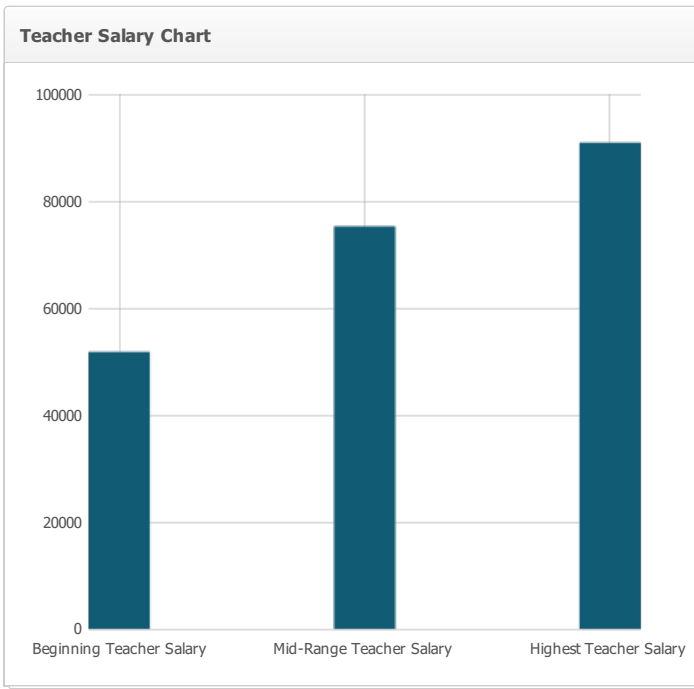
Last updated: 12/5/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,804	\$45,092
Mid-Range Teacher Salary	\$75,277	\$71,627
Highest Teacher Salary	\$90,927	\$93,288
Average Principal Salary (Elementary)	\$107,108	\$115,631
Average Principal Salary (Middle)	\$113,822	\$120,915
Average Principal Salary (High)	\$124,980	\$132,029
Superintendent Salary	\$243,000	\$249,537

Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/5/2016

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/5/2016

Professional Development

This year our staff development continued to focus on Direct Instruction to close the achievement gap in math and language arts, as demonstrated by our SBAC data. Teachers gained new knowledge in stating clear learning objectives, and providing demonstrations, highly structured practice, and small group reteaching, with the goal of fostering student independence. Teachers also learned new strategies through Thinking Maps, which help students at all levels to organize their thinking in response to new content, and in preparation for writing. Professional development is delivered at district trainings, staff meetings, beginning teacher support and mentoring, release days, and workshops. Teachers also receive instructional support through in-class peer coaching sessions with our Instructional Coach, one-on-one sessions with the principal, and collaborative grade level meetings. There were 3 Professional Development days.

Last updated: 12/5/2016