

SAN JOSÉ UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Reporting for school year 2006-2007 • Published in 2007-2008



Los Alamitos Elementary

Grades K-5

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San José, CA 95120

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Principal's Comments

A National Blue Ribbon School and California Distinguished School, Los Alamitos serves as an educational leader in the Silicon Valley. The Los Alamitos Lions take pride in their high academic standards and have been recognized locally and internationally for their innovative and trend-setting pilot programs in Early Literacy, Visual and Performing Arts, Science, Technology, and Robotics.

Our experienced faculty and administration are a highly skilled and cohesive team with extensive professional expertise in accommodating diverse student learning styles and needs. We are committed to both a standards-based curriculum and the school visions of "Every Child a Reader" and "Developing the Whole Child." Curricular focal points include expansion of our Accelerated Reader program to add kindergarten to a successfully implemented program in grades 1-5, addition of the Accelerated Math program to grades 4 and 5, Math Facts in all primary grades, and the continual expansion of our use of technology school wide. Our 2007 CST test results are well above

county and state norms. We strive for greater student achievement by monitoring and evaluating all facets of the school's program.

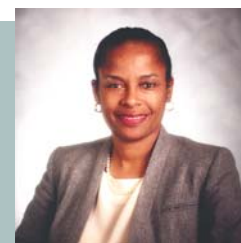
Los Alamitos functions as a model pilot site for the development of curriculum aligned with California's newly revised Arts Frameworks and Standards for visual and performing arts. The Art Vista program and our music program continue to provide all students with arts experiences. Our parent docent-led Art Vista program is recognized as an exemplary program that has inspired and assisted many schools. The enthusiastic commitment of our many parent volunteers and school partners contributes directly to our students' success. Parents tutor children in reading, organize noon science lab activities, function as Art Vista docents, are key organizers for social studies' Colonial and Gold Rush Days, and staff our Reading Lab intervention programs. Los Alamitos maintains a dynamic and informative website full of resources for students, parents, and the public. Check us out at <http://www.losalamitos.org>

Principal's Experience

Mrs. Shyril McGuiness is the principal at Los Alamitos. She has been in the San Jose Unified School District for a total of twenty-eight years. She was a teacher for fifteen years, an assistant principal for five years, and principal at another SJUSD school for five years.

Major Achievements

- Recognized as a National Blue Ribbon School of Excellence with special recognition for an exemplary program in Technology. This Special Emphasis award was conferred upon only 10 schools nationwide among the 266 named Blue Ribbon Recipients for 2001
- Accomplished an API of 903
- Experienced NCLB highly qualified teachers
- Involved PTA raised over \$90,000 last year



Principal

Shyril McGuiness

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Parental Involvement

Parents receive a weekly school newsletter, "Lion's Roar", and a monthly PTA newsletter, "Cottonwood Tales." Many teachers send home newsletters on a regular basis informing parents of class or school activities. Some teachers are creating email lists and are sending weekly newsletters in email form. Parent/teacher support organizations, such as the PTA, the School Site Council, and the Site English Learner Advisory Committee, hold monthly meetings regarding school programs and services for all students. A Homework Center facility is open after school, four days a week. Parent involvement at Los Alamitos is high, and resources for parents are important. Last year, PTA donated over 20,000 hours of service to the learning community and helped raise more than \$90,000 to support field trips, hands-on science labs, music, technology, and more.

Los Alamitos PTA – President Lynne Wach (408) 535-6297

Countless volunteer and support opportunities, monthly meetings.

Climate for Learning

Safety

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

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

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

Homework

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

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

Discipline

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

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

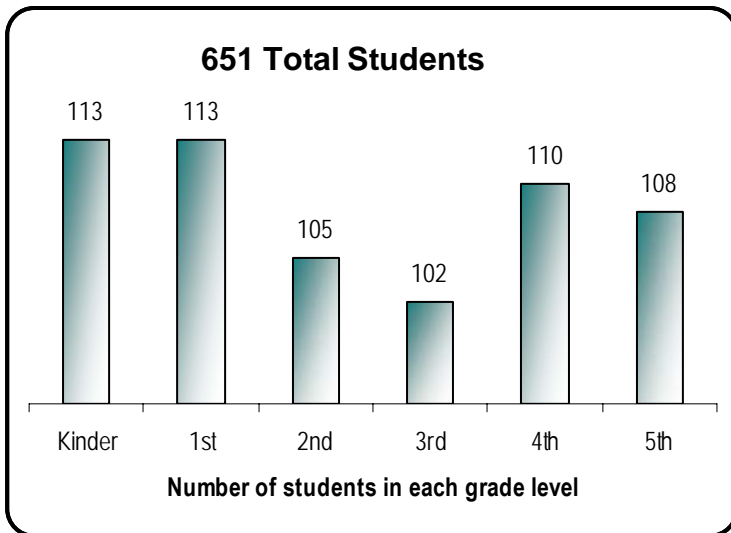
The student body receives recognition through a variety of programs including monthly awards opportunities, Student Council, the Lion's Paw Program, "Lifeskills" character education program, Principal's Pride, Conflict Managers, Cross-Age Tutors, Lifeskill Leaders, Safety Patrol, and Cafeteria Service Workers. Our school offers a program, sponsored by the City of San Jose, called the Homework Center. At Los Alamitos, we use the Homework Center and other intervention programs to provide additional after-school assistance for students below grade level in one academic area in grades 3, 4, or 5.

Suspensions and Expulsions—3 year comparison

	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Rate of Suspensions	1.3%	2.4%	0.8%	18%	13.2%	12.6%
Rate of Expulsions	0%	0%	0%	0.2%	0.3%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Demographics

The chart and tables below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group.



African American	1.23%
American Indian or Alaska Native	0.31%
Asian	17.2%
Filipino	2.61%
Hispanic or Latino	13.85%
Pacific Islander	1.23%
White (Not Hispanic)	61.29%
Multiple or No Response	2.3%
Socioeconomically disadvantaged	8%
English Learners	7%
Students with disabilities	9%



Class Size

Average Class Size and Class Size Distribution

Grade	2004-2005				2005-2006				2006-2007			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5			20.0	5			19.0	6		
1	18.8	5			18.8	5			18.9	7		
2	20.0	5			20.0	4			19.4	5		
3	30.8		4		30.0		3		30.0		3	
4	30.0		2		31.0		2		30.8		4	
5	30.3		3		31.7		2	1	30.7		3	
6												
K-3	20.0	1			20.0	2			20.0	1		
3-4	30.0		1		30.0		1					
4-8	28.0		1		32.0		1		31.0		1	
Other												

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Facilities

Los Alamitos Elementary School is a 31-year-old open-spaced facility with fifteen portable classrooms. During the summer of 2008, walls will be installed to close the open pod classrooms into single self-contained rooms. During the summer of 2002, our school underwent a \$2 million renovation, including updated T-1 lines, new carpets, new paint, and improved heating/air conditioning systems. A Disaster Preparedness Plan is updated yearly, and practice drills are scheduled regularly. Our full-time custodian has been on our staff and in the district for more than 33 years. Our school is rated by parents and staff each year in our Annual Climate Survey, and continues to receive high marks for cleanliness. Our custodian cleans all restrooms daily, including all kindergarten restrooms. Our grounds are also checked daily for debris that is promptly removed. Classroom trashcans are emptied daily, and a custodial crew rotates through classrooms each evening to clean chalkboards, sinks, and vacuum floors.

In 1998, our PTA installed new basketball courts, and in 2000 dedicated a new playground for the Kindergarten. Our children love playing on our newly resurfaced blacktop and kindergarten play area. A new outside garden/science area was built by parents, courtesy of community grants. In the spring of 2006, the PTA purchased a double –sided lighted outside sign to inform the community, and advertise upcoming school events. In the spring of 2006, the PTA purchased 12 picnic tables for upper grades students to use for classroom use, and at lunchtime.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date of Inspection = 9/10/07	Good	Fair	Poor	Repair needed and action taken or planned
Gas leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (Interior and Exterior)	✓			
Interior Surfaces (walls, floors and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)			✓	97 lights were out and not red tagged.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Overall cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Facility Condition	Exemplary	Good	Fair	Poor
	✓			

Williams Complaints and Resolutions

- 8/29/06—Wall in boys bathroom not adequate to provide privacy. RESOLUTION: New partition was constructed
- 8/25-30/06—Lack of water in E-14. Although water is not required by Educational Codes, SJUSD maintains this standard and water will be connected before the end of school year 2006-2006.
- 1.20/07—Girls and boys bathrooms in D-2 and D-3 needed serious repair and repainting. RESOLUTION: Floors were repainted, faucets were repaired, sinks were thoroughly cleaned.

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	28	28	31	1533
Without Full Credential	1	1	1	68
Teaching Outside Subject Area of Competence	0	0	0	37
<p>This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.</p>				

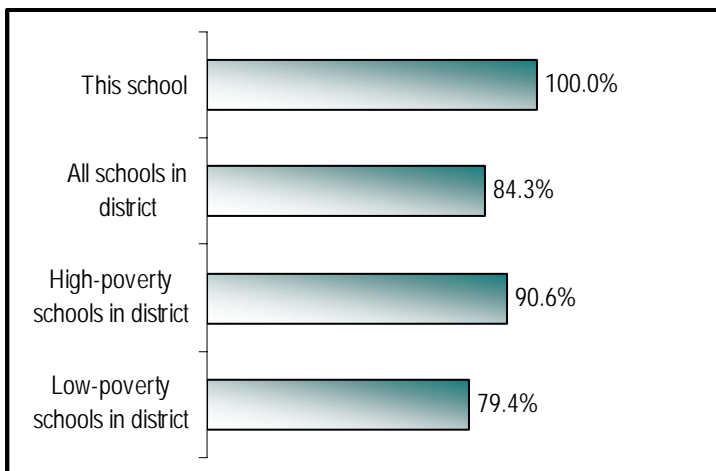


Teacher Misassignments and Vacant Teacher Positions

Indicator	2005-2006	2006-2007	2007-2008
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0
<ul style="list-style-type: none"> Teacher misassignments (teachers assigned without proper legal authorization) Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). 			

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

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

Evaluating/Improving Teachers

Teachers in the San Jose Unified School District are evaluated every other year, if tenured. For new teachers, evaluations are completed twice each school year. Teacher evaluation procedures are outlined in and are part of our bargaining unit contract.

Staff Development

Our staff regularly initiates ongoing professional development. The focus of staff development, over the past few years, has been in technology, and diversity. The staff development is offered before, during, and after school. Teachers support one another in the implementation of new practices and procedures.

Professional Development is delivered after school every fourth Tuesday, Staff Development Days, Reading and Math Conferences and workshops.

All Reading First teachers are supported by in class Reading First Coaches, in class Language Arts Resource Teachers and reading labs before and after school.

Teacher Assignment

Faculty assignments are made based on teacher familiarity with curriculum, expertise in dealing with student age groups, and personal preference. Many of our faculty lives in the school neighborhood, and 30 of 45 full-time and part-time teachers including front office, and custodian personnel either have attended, or have had children who attended, or have children who currently attend Los Alamitos.

Substitute Teachers

Los Alamitos is able to send teachers to conferences and meetings without the concern of adequate substitute coverage. We have a cadre of retired Los Alamitos teachers and current parents who provide extensive expertise as our "guest teachers."

Leadership Team

Los Alamitos has a Faculty Advisory Committee (FAC) made up of one representative from each grade level. The FAC meets to determine agendas for staff meetings, is the go-to group for site decisions, assists with the budget process, and supports the principal in the leadership of the school. There is also a Curriculum Advisory Committee (CAC) with a member from each grade level. The CAC also meets monthly to work through and support professional development and implementation of the school plan.

Specialized Staff

Los Alamitos has the following support staff:

- Psychologist – 1 day/week
- Nurse – 1 day/week
- Speech and Language specialist – 3 days/week
- Resource Specialist – 5 days/week

Williams Complaints

09/06—Lack of a permanent teacher in 5th grade class. RESOLUTION: A permanent teacher was hired on 10/2/06.

Curriculum

Reading and Writing

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

Math

The Los Alamitos mathematics curriculum closely follows the state framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Preparation for real-world math is priority when selecting curriculum. Our 2002 adoption is from Harcourt Brace, a state-approved curriculum. Basic skills are taught through concrete hands-on experiences and use of manipulatives. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. Students regularly write about their thinking in math journals while working towards clarity and coherence. Math is integrated throughout the curriculum at all grade levels.

Science

Science instruction follows the state framework and benchmarked district standards. Our focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. All grade levels receive 10 different hands-on, interactive labs, which are taught by three science specialists. Additional activities include: Science Mystery Nights, Bubble Fest, science assemblies, a lunch-time Science Sleuths program provided by parent volunteers, a primary Science Expo, and an upper grade Science Fair judged by district personnel and community experts. Fifth graders attend Camp Campbell for an outdoor science week.

Social Studies

Our social studies program follows the California State Framework to prepare for each succeeding grade and middle school. The curriculum's rich program integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacies, and include civil rights, values, and responsibilities. Children have the chance to learn through a wide variety of different modalities, including coordinated compute programs that use challenging problem-solving games or writing programs. Cooperative learning encourages interaction and collaboration, such as Living History Days, Colonial Days, and Gold Rush Days that help reinforce historical curriculum studied during the year.

Textbooks

All students have access to current, state-adopted, standards-aligned textbooks in each core subject area. All books are in good condition and, when needed, are replaced. Consumable workbooks are purchased each year for most grade levels. Each child has his/her own textbook in each subject.

Our language arts books are a result of a 2003 adoption, Math was adopted in 2002, Science was adopted in 2001 and Social Studies was adopted in 2000. All four series meet State standards and have been adopted by the State Board of Education.

Additional reading materials are purchased to support programs such as leveled reading in primary grades and Accelerated Reading in grades 2 – 5.

Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials in Core Curriculum Areas

Reading/Language Arts	0%		Science	0%
Mathematics	0%		History-Social Science	0%

A list of textbooks and adoption dates is available at: http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf

Specialized Programs

GATE

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

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

Special Ed

A counselor, registered nurse, and school psychologist are on campus one day per week to provide needed support for students. Our school is fortunate to have a highly trained and respected, full-time Resource Specialist who teaches students with the aid of an instructional assistant. She also facilitates our weekly Student Study Team (SST) meetings held on Thursday mornings before school.

Special Education students are monitored by their classroom teachers, principal, school Resource Teacher, Program Specialist, and School Psychologist.

At-risk students

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

English language learners

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

Students with disabilities

Students with disabilities are monitored and supported by our Resource teacher and other support staff. We have no SDC (Special Day Class) or handicapped classes on our campus.

After-school programs

Besides Homework Center, which is a tutoring program by invitation only, we offer a wide variety of fee-based after-school programs. Some of those include: Mad Science, Art, Drama, Fun Math, Basketball, Tennis, Cheerleading, and Volleyball. We are always willing to explore other programs.

Tutoring

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

Peer tutoring

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

School Finances (Fiscal Year 2005-2006)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,379	\$2,452	\$4,927	\$68,061
District	\$8,349	\$3,693	\$4,656	\$62,078
Percent Difference - School Site and District	-11.62%	-33.60%	5.82%	9.64%
State			\$4,943	\$60,032
Percent Different - School Site and State			-0.32%	13.37%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded

Aside from General Fund allocations, Los Alamitos receives funding from Desegregation, School Improvement Program, Site Block Grant, Gifted and Talented Education, and Limited English Proficient program. Fundraising by students nets approximately \$6,000 per year for the support of technology and reading programs, and provides classroom supplies. Fundraising by the PTA brings in another \$90,000 worth of support for programs selected by our parent community.

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,087	\$38,937
Mid-Range Teacher Salary	\$66,234	\$61,080
Highest Teacher Salary	\$80,496	\$76,443
Average Principal Salary (Elementary)	\$87,838	\$99,694
Average Principal Salary (Middle)	\$92,167	\$103,687
Average Principal Salary (High)	\$99,074	\$112,983
Superintendent Salary	\$222,000	\$195,054
Percent of Budget for Teacher Salaries	39.03%	40.13%
Percent of Budget for Administrative Salaries	5.129%	5.379%

Student Performance

California Standards Test (CST)

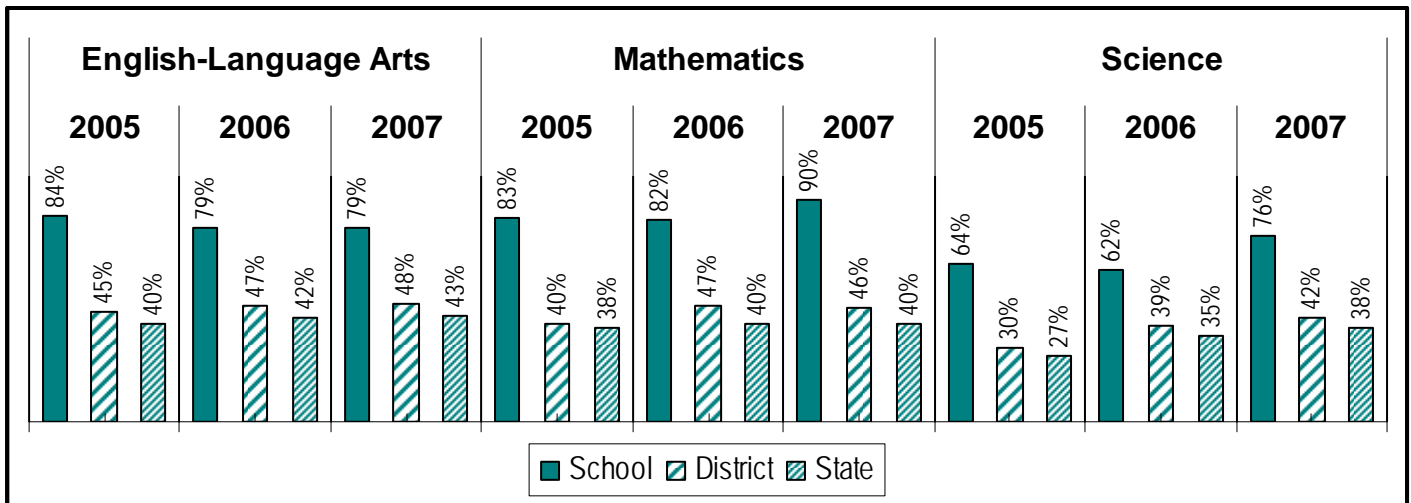
The California Standards Test (CST) shows how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 9, 10 and 11

Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

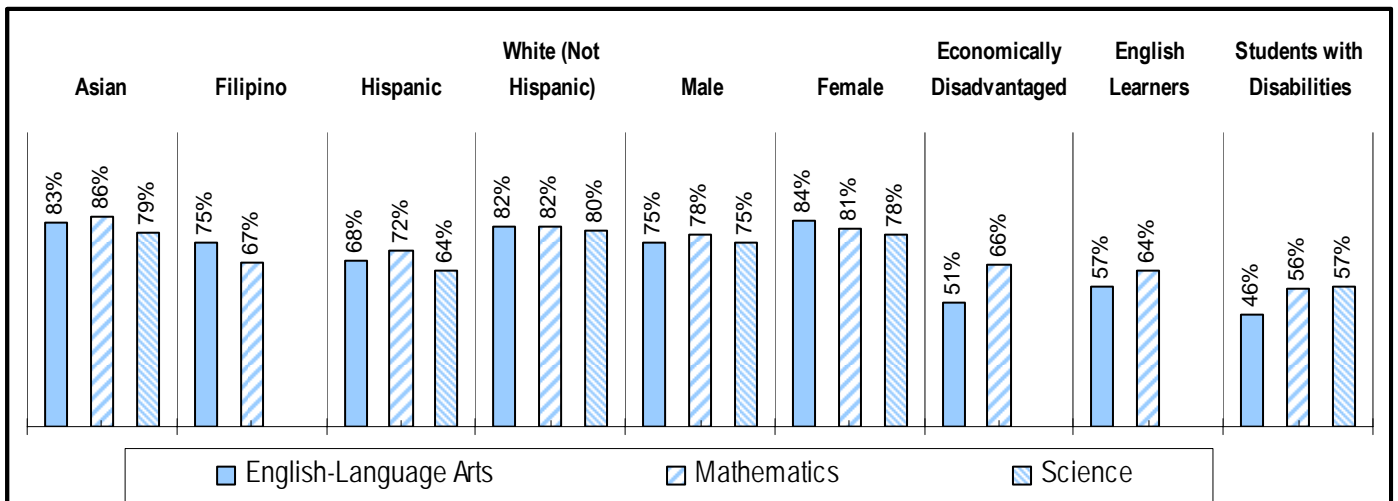
California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level



California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level



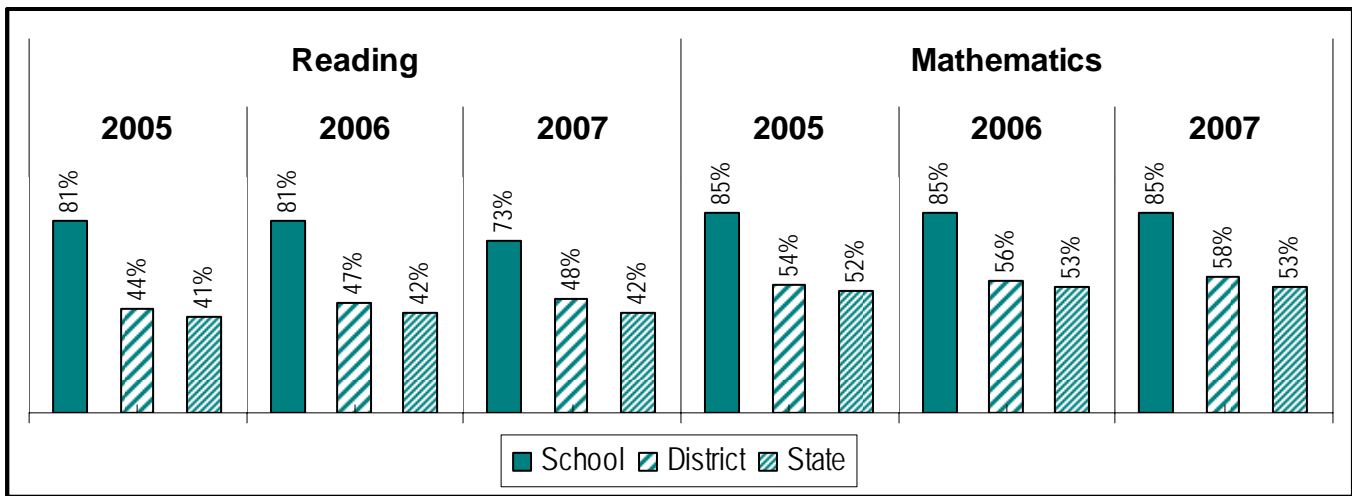
Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

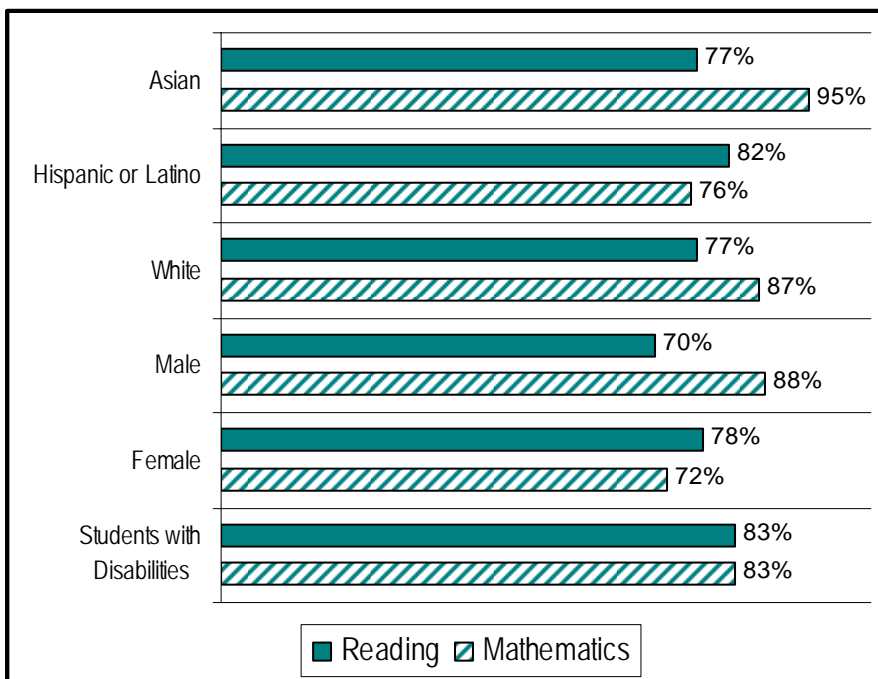
Norm-Reference Test (NRT) All Students—Three-Year Comparison

Percent of students scoring at or above the national average (50th percentile) in reading and mathematics



Norm-Reference Test (NRT) by Group—Most recent year

Percent of students scoring at or above the national average (50th percentile) in reading and mathematics



Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE Website at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

Schools are ranked in two ways based on their API scores. They are ranked as to how they compare to all elementary schools in the state and how they rank compared to 100 statistically matched schools. A rank of 1 means the school has an API score in the lowest 10 percent in the comparison group and a score of 10 means that the school has an API score in the highest 10 percent of the comparison group.

API Rank	2004	2005	2006
Statewide	10	10	10
Similar Schools	4	1	1

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			API Score
	2004	2005	2006	2007
All students at this school	22	-2	5	903
Asian	-16	-17	-2	932
White (not Hispanic)	25	19	4	914

Adequate Yearly Progress (AYP)

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	n/a	Yes
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

Federal Intervention Program

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		13.5%
Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

California Physical Fitness Test

Grade Level	Percent of Students Scoring in the Healthy Zone in all 6 fitness standards
5	0%

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students at this school meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

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

San José Unified School District

Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson

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Board of Education

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Notes regarding the source and currency of data

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should contact the school principal or the district office.