

## School Accountability Report Card

Reporting for school year 2007-2008 • Published in 2008-2009

# Booksin Elementary

## Grades K-5

### SAN JOSÉ UNIFIED SCHOOL DISTRICT

855 Lenzen Avenue  
San José, CA 95126  
(408) 535-6000

**Superintendent**  
Don Iglesias

**Assistant Superintendents**  
Dr. William J. Erlendson  
Chris D. Funk

#### Board of Education

Pam Foley  
Richard Garcia  
Jorge González  
Veronica Grijalva Lewis  
Leslie Reynolds



Received award in 1999-2000



*Principal*

Cyndi Maijala  
Cyndi\_Maijala@sjusd.org



Grades K-5

1590 Dry Creek Road ▼ San José, CA 95125  
Phone: (408) 535-6213 ▼ Fax: (408) 448-2507

Trustee Area 3  
Pamela Foley, Board Member

## Principal's Comments

Booksin Vision Statement: Booksin School is a supportive, safe, and caring learning community where challenging and enriched instruction considers diverse student needs resulting in academic success and the fulfillment of every student's potential.

Our goal at Booksin is to create an environment where the children are intellectually challenged in ways appropriate to their individual strengths, needs, and experiences. We strive to develop thriving individuals, responsible citizens, and lifelong learners who will be active participants in their local and global communities.

Booksin students are engaged in a challenging academic environment that is aligned with the California State Standards. Teachers provide outstanding opportunities for students to achieve and excel. The staff is committed to each student realizing his/her full potential.

Parents take an active role in supporting the learning environment. The parent group, Booksin Elementary School Community Association (BESCA), the Booksin School Site Council (SSC) and the staff all work together to implement additional programs in technology and the arts.

The combination of an excellent academic program, staff collaboration, and a committed parent community has resulted in continuing high student achievement.

Construction work at Booksin began in the summer of 2004 and was completed in 2006. The newly created Spirit Court is the heart of the school, hosting Spirit Assemblies, Family Movie Nights and Cornerstone activities.

## Principal's Experience

Cyndi Majjala is the current principal. She worked as a classroom teacher for seven years and has been an administrator at both the elementary and middle school level for the past eight years.

## Major Achievements

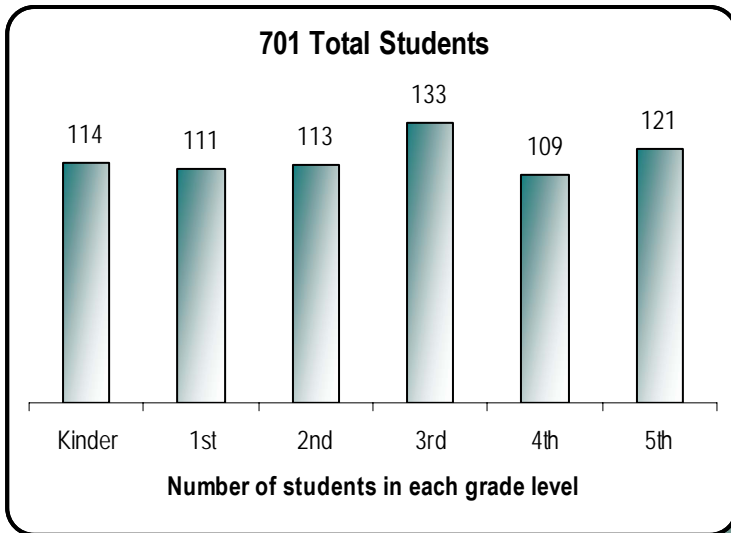
- We continue to have committed high-level parent and teacher involvement.
- Woven throughout the year there are numerous community service opportunities and character education for all students.
- High levels of stakeholder satisfaction regarding all aspects of programs in place. Our community takes pride in being a 'Booksin Bulldog'.
- Our Walkathon raised over \$160,000 to support school programs. Donations are made by parents, relatives, community members, and local businesses to allow for funding of many enhancements for all students and all programs.
- Arts continue to be a focus with parents leading Art Vista lessons, providing funding for a music consultant; teachers are provided with materials to implement a variety of performing arts lessons in the classroom. This year students in grades 1-5 had the opportunity to participate in a free after school chorale. The Chorale was funded by BESCA and by the school.
- School beautification projects include staff created ceramic tile strips for planter boxes, a colorful parent created mural for the kindergarten play area and additional benches situated around campus to provide seating in strategic places.
- The emphasis continues to be on the whole child with a balance between academics and social emotional success. Academic interventions included Voyager, Mastery Reading, Junior Great Books, and an expanded homework center for first and second graders. Our API jumped 14 points as a result of the interventions and staff development on Universal Access.

## Parental Involvement

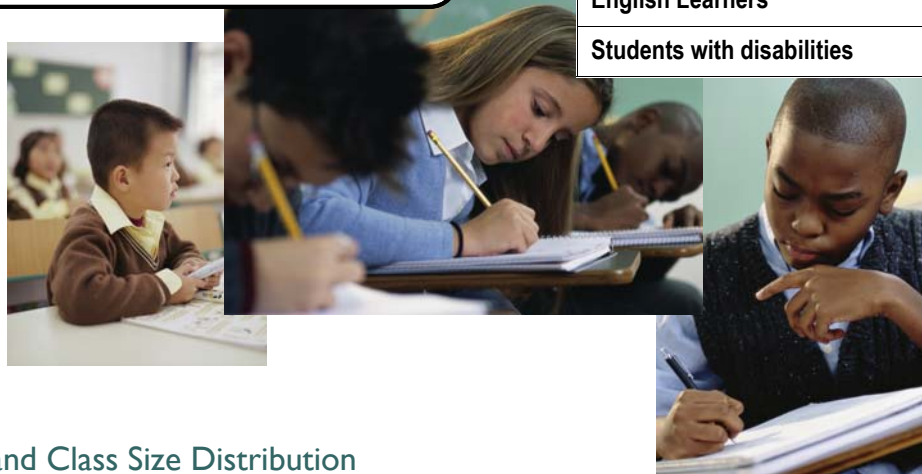
Parents receive a school newsletter, the "Booksin BEAT," which announces upcoming events, addresses current school issues, and reports latest achievements. Teachers also send home newsletters on a regular basis informing parents of class or school activities. School support organizations, such as School Site Council/ SELAC/SAC and BESCA hold monthly meetings regarding school programs and services for all students. Parent involvement and commitment to Booksin is high, and is highly valued by the school staff. Parents demonstrate support for Booksin through thousands of hours of volunteering in classrooms and in support of whole-school activities. Parents and staff are responsive to needs as they arise. Questions regarding parent involvement should contact the school principal, Cyndi Majjala at (408) 535-6213 or by email (Cyndi\_Majjala@sjsd.org).

## Demographics

The chart and table 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 during the 2007-2008 school year.



|                                  |        |
|----------------------------------|--------|
| African American                 | 3.57%  |
| American Indian or Alaska Native | 1.0%   |
| Asian                            | 10.27% |
| Filipino                         | 1.71%  |
| Hispanic or Latino               | 21.11% |
| Pacific Islander                 | 0.43%  |
| White (Not Hispanic)             | 59.91% |
| Multiple or No Response          | 2%     |
| Socioeconomically disadvantaged  | 20%    |
| English Learners                 | 8%     |
| Students with disabilities       | 10%    |



## Class Size

### Average Class Size and Class Size Distribution

| Grade | 2005-2006       |                      |       |     | 2006-2007       |                      |       |     | 2007-2008       |                      |       |     |
|-------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|       | 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            | 5.0                  |       |     | 20.0            | 5.0                  |       |     | 20.0            | 5.0                  |       |     |
| 1     | 20.0            | 6.0                  |       |     | 29.5            | 4.0                  |       |     | 20.0            | 6.0                  |       |     |
| 2     | 20.0            | 5.0                  |       |     | 19.8            | 6.0                  |       |     | 19.8            | 5.0                  |       |     |
| 3     | 29.8            |                      | 4.0   |     | 26.5            |                      | 4.0   |     | 29.8            |                      | 4.0   |     |
| 4     | 28.0            |                      | 4.0   |     | 31.0            |                      | 3.0   |     | 30.7            |                      | 3.0   |     |
| 5     | 30.5            |                      | 4.0   |     | 30.3            |                      | 3.0   |     | 30.3            |                      | 3.0   |     |
| 6     |                 |                      |       |     |                 |                      |       |     |                 |                      |       |     |
| K-3   | 20.0            | 2                    |       |     | 20.0            | 3.0                  |       |     | 20.0            | 2.0                  |       |     |
| 3-4   |                 |                      |       |     |                 |                      |       |     |                 |                      |       |     |
| 4-8   |                 |                      |       |     | 31.0            |                      | 1.0   |     | 31.0            |                      | 1.0   |     |
| 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).

# Climate for Learning

## Safety

**Date safety plan updated: August 2007**

**Date safety plan last reviewed with staff: September 2007**

Providing a safe, clean, and secure learning environment is important to the Booksin faculty and community. San Jose Unified's zero tolerance policy sets the tone for our school climate, free of drugs, alcohol, gang influence, and violence. The school safety plan is reviewed annually by staff and parent representatives. A school wide discipline plan is in place with school and classroom behavior expectations that are posted and consistently reinforced. Student Peace Monitors assist in playground problem solving with students. BESCO provided funding for a revamping of our classroom and school safety equipment. A group of parents worked with administration to improve the emergency plan and to enhance the supplies available in case of a major emergency. A Tuff Shed is planned for fall 2008 to house extra food, water, and supplies in the event of a major emergency.

## Homework

Homework is assigned according to the district's homework policy to provide additional practice of new and previous lessons, and may include both long and short-term projects and assignments.

## Discipline

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

Students receive recognition through a variety of programs including student council activities, Lifeskills character education program, Cornerstone Leadership Kids, Paws, Principal's Pride, Safety Patrol, recycling helpers, rainy day monitors, and cafeteria service workers. Over 200 students participate in leadership activities.

**Suspensions and Expulsions—3 year comparison**

|   | School  |         |         | District |         |         |
|---|---------|---------|---------|----------|---------|---------|
|   | 2005-06 | 2006-07 | 2007-08 | 2005-06  | 2006-07 | 2007-08 |
| <b>Rate of Suspensions</b>  | 1.9%    | 2.5%    | 6.7%    | 13.2%    | 12.6%   | 13.6%   |
| <b>Rate of Expulsions</b>   | 0.0%    | 0.0%    | 0.0%    | 0.3%     | 0.2%    | 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. |         |         |         |          |         |         |

## Facilities

Booksin sits on a 10-acre property in the Willow Glen neighborhood of San Jose. The 38 classrooms accommodate 29 regular education classes, 3 Special Education classes, a technology lab, Library/Media Center, Science Lab, and Staff Room. There is also a Day Care facility, and a Life Lab with garden plots for classrooms. Site improvements began in the summer of 2004 and include a new building that houses eight classrooms, Library Media Center, Technology Lab, and student restrooms. A complete renovation of the large turf area was started in April 2006. Improvements of drainage design, grading, a new irrigation system, and installation of sod were completed winter 2006. The school was painted during the summer of 2008. The new colors blend the original buildings with the new construction. A dedicated group of parents began the process of designing a refreshment of our school Life Lab. The goal is to pursue grant funding for the Life Lab refresh during the fall of 2008.

**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—September 8, 2008           | 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) | ✓    |      |      | Door stop broken in Rm 18. Work order submitted 10/08 |
| Hazardous Materials (interior and exterior)    | ✓    |      |      |   |
| Structural Damage                              | ✓    |      |      |   |
| Fire Safety                                    | ✓    |      |      |   |
| Electrical (interior and exterior)             |      | ✓    |      | Several banks of lights out and not red               |
| Pest/Vermin Infestation                        | ✓    |      |      | Termites in Rm 16. Work order submitted on 10/08      |
| Drinking Fountains (inside and outside)        | ✓    |      |      | Faucet loose in Room 17. Work order                   |
| Restrooms                                      | ✓    |      |      |   |
| Sewer  | ✓    |      |      |   |
| Roofs  |      |      |      |   |
| Playground/School Grounds                      | ✓    |      |      |   |
| Overall cleanliness                            | ✓    |      |      |   |

### Overall Summary of School Facility Good Repair Status

| Facility Condition | Exemplary | Good | Fair | Poor |
|--------------------|-----------|------|------|------|
|                    |           | ✓    |      |      |

## Teacher and Staff Information

### Teacher Credentials

| Teachers                                    | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2005-06 | 2006-07 | 2007-08 | 2007-08  |
| With Full Credential                        | 33      | 32      | 33      | 1496     |
| Without Full Credential                     | 0       | 0       | 0       | 68       |
| Teaching Outside Subject Area of Competence | 0       | 0       | 0       | 5        |

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.



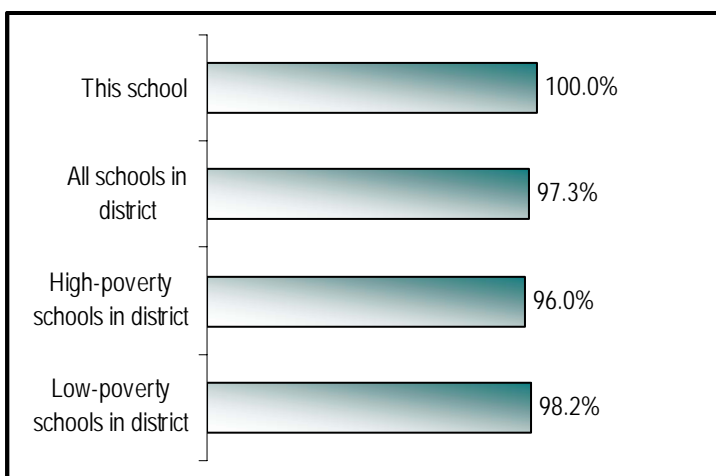
### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2006-2007 | 2007-2008 | 2008-2009 |
|--|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0         | 0         | 0         |
| Total Teacher Misassignments                   | 0         | 0         | 0         |
| Vacant Teacher Positions                       | 0         | 0         | 0         |

- 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 displays the percent of classes in core academic subjects taught by NCLB compliant teachers. 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

Temporary and probationary teachers are assessed each year, while permanent teachers are assessed every other year. The teacher evaluation document is founded on the California Standards for the Teaching Profession. It can be used as a coaching tool as well as an evaluation instrument and encourages ongoing dialog about effective teaching practices. The procedures for the evaluation cycle are detailed in the bargaining unit contract.

## Professional Development

Our staff regularly initiates ongoing professional development. Staff members are encouraged to share success with technology used in the classroom. Training in use of Edusoft resulted in teachers being able to access and track data for program improvement. Teachers have the opportunity to participate in i-Life classes with the potential to earn an LCD projector for use in the classroom. Several teachers have projectors as a result of their training. Fifth grade teachers attended training for Law Related Education (LRE) to support student understanding of the justice system.

Staff development is delivered primarily during designated staff development days, or during staff meeting time after school. Teachers are released from regular duties for specific trainings, like GATE differentiation collaboration, or to attend district offered workshops. Some teachers choose to attend local weekend conferences with registration costs covered by site funds.

This year teachers were trained in differentiating homework and class work. Victoria Olivadotti presented at the October Staff Development Day. Teachers received training and materials to assist with creating student responsibility for completing homework.

After-school tutorials were offered to staff members wanting assistance with technology. Mini-lessons sharing strategies for incorporating technology into lessons are presented by teachers at staff meetings. Two teachers worked with the district technology team during the summer of 2007 and completely revamped our school website using a new format. The new website was launched in January 2008. Plans for next year include training teachers in how to update their classroom web page.

## Substitute Teachers

Booksin teacher's access qualified substitutes through a district system when one is needed to cover teacher absences. There is also cadre of retired Booksin teachers and others who provide expertise and support on a regular basis.

## 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, and use of rubrics. The Houghton Mifflin adoption is used as our basal text. Supplementary materials include two core literature books per grade level, grammar resources, Zoophonics, and Mastery Reading, Jr. Great Books and leveled reading books. Reading level progress is monitored through the Accelerated Reader program. Teachers utilize “*Step Up To Writing*” program strategies for all phases of the writing process. Writing across the curriculum is introduced in kindergarten and is further developed in a spiraling sequence at each grade level. Teachers are trained in Step Up to Writing and the Six Traits.

### Math

Booksin mathematics follows the State framework and utilizes the State-approved and District adopted Harcourt-Brace program. 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 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. A consultant for grades 1-5 leads science lab experiences. Fifth graders attend Camp Campbell Outdoor Science School for one week. Upper graders host a Science Fair to demonstrate their findings resulting from an inquiry process using the scientific method. Lower grade students tour the fair with the upper graders acting as tour guides to answer and pose questions for the younger students.

### 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. Fourth graders presented a musical enactment of western movement with their ‘Westward HO!’ production.

### Textbooks

New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. Additional reading materials are purchased to support programs such as leveled reading books and Accelerated Reading selections. Textbooks are provided for each student, and the site inventory is monitored and maintained by the textbook clerk. If a student loses or damages a book, replacement costs are sought from the student's family.

| 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% |
| Foreign Language  | 0% |  | Health                                    | 0% |
| Visual and Performing Arts  |    |  | Science Laboratory Equipment (grade 9-12) | 0% |
| A list of textbooks and adoption dates is available at: <a href="http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf">http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf</a> |    |  |   |    |

## Specialized Programs

### GATE

All 2<sup>nd</sup> grade students are screened for Gifted and Talented Education identification using the Ravens 3 Matrix. Curriculum is differentiated at all grades within the core program. GATE students are monitored by classroom teachers on their performance on classroom, district, and state assessments. Annually, the GATE plan is reviewed to plan support for students, staff, and parents. Parent meetings specifically address topics of interest to parents of GATE identified students; meetings are held three times a year.

### Special Ed

Booksin's special education program consists of two Special Day Classes for Learning Handicapped (Grades K-5) and one SDC class for Emotionally Disturbed students. A full time Resource Specialist Program and a full time Speech Therapist also support special needs students. Students receiving special education services are monitored with their Individual Education Plan (IEP) and the accompanying goals. Meetings to review the IEP document, review student progress, and establish new and updated goals are held annually.

### At-risk students

Students are identified by staff as being at risk due to attendance, behavior, or academic concerns. The Student Success Team (SST) process is utilized and interventions are implemented to support the student.

### English language learners

As a Structured English Immersion (SEI) school, the special needs of English learners are met by a balanced core curriculum in English. Sheltered language techniques are imbedded in classroom instruction. Additional English language development is provided by classroom teachers using district-adopted curriculum for that purpose. Our ORC staff member tutors low performing Hispanic students to help ensure for academic success.

### Students with disabilities

Students with disabilities are accommodated as needed.

### After-school programs

Varieties of fee based after-school programs are available for students. After-school Chorale was offered to students in grades 1-5. Offerings change 3 times a year. Day care is available after school by the YMCA on Booksin site. Homework Centers for grades 3-4-5 are staffed 3 days a week. BESCO provided funding for Homework Centers for grades 1-2 during the spring.

### Tutoring

Booksin has no formal tutoring program. Extra support for students is available through a variety of multi-funded programs. In addition, Grades 3-4-5 offer an after-school Homework Center for students based on teacher referral. Some teachers have formed selected, short-term, curricular specific tutoring groups. Our ORC staff member provides support in ELA for upper grade Hispanic students.

### Peer tutoring

Peer tutoring is arranged informally on a teacher-by-teacher basis. A Junior Buddy program matches up students who would benefit from additional peer support. The Garden Guardian program is a lunchtime peer support program operated under the supervision of our Garden parents.

## School Finances (Fiscal Year 2006-2007)

### Expenditures Per Pupil and School Site Teacher Salaries

| Level   | Total Expenditures per Pupil | Restricted (supplemental) expenditures per pupil | Unrestricted (basic) expenditures per pupil | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | \$8,632                      | \$3,223  | \$5,409                                     | \$71,017               |
| District                                      | \$9,107                      | \$3,912  | \$5,195                                     | \$65,633               |
| Percent Difference - School Site and District | -5.22%                       | -17.61%  | 4.12%                                       | 8.20%                  |
| State   |                              |  | \$5,300                                     | \$65,008               |
| Percent Different - School Site and State     |                              |  | 2.06%                                       | 9.24%                  |

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 school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Types of Services Funded

San José Unified School District spent an average of \$8,553 per student in the 2005–2006 school year, compared to \$7,860 per student spent on average by all unified districts in the state. Total operating expenses for the 2005–2006 year were \$255,329,802. Additional details about San Jose Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us)).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,584        | \$40,721                                     |
| Mid-Range Teacher Salary                      | \$70,360        | \$65,190                                     |
| Highest Teacher Salary                        | \$85,510        | \$84,151                                     |
| Average Principal Salary (Elementary)         | \$87,838        | \$104,476                                    |
| Average Principal Salary (Middle)             | \$101,285       | \$108,527                                    |
| Average Principal Salary (High)               | \$108,876       | \$119,210                                    |
| Superintendent Salary                         | \$228,660       | \$210,769                                    |
| Percent of Budget for Teacher Salaries        | 37.7%           | 39.9%  |
| Percent of Budget for Administrative Salaries | 5.1%            | 5.5%   |

# Student Performance

## California Standards Test (CST)

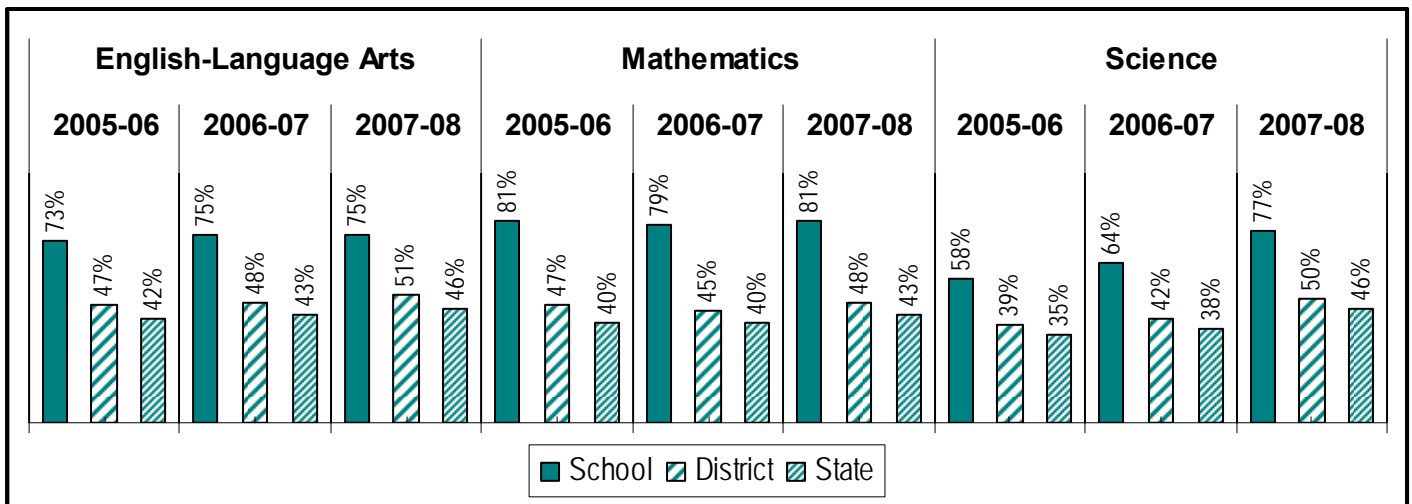
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- 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, 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 because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

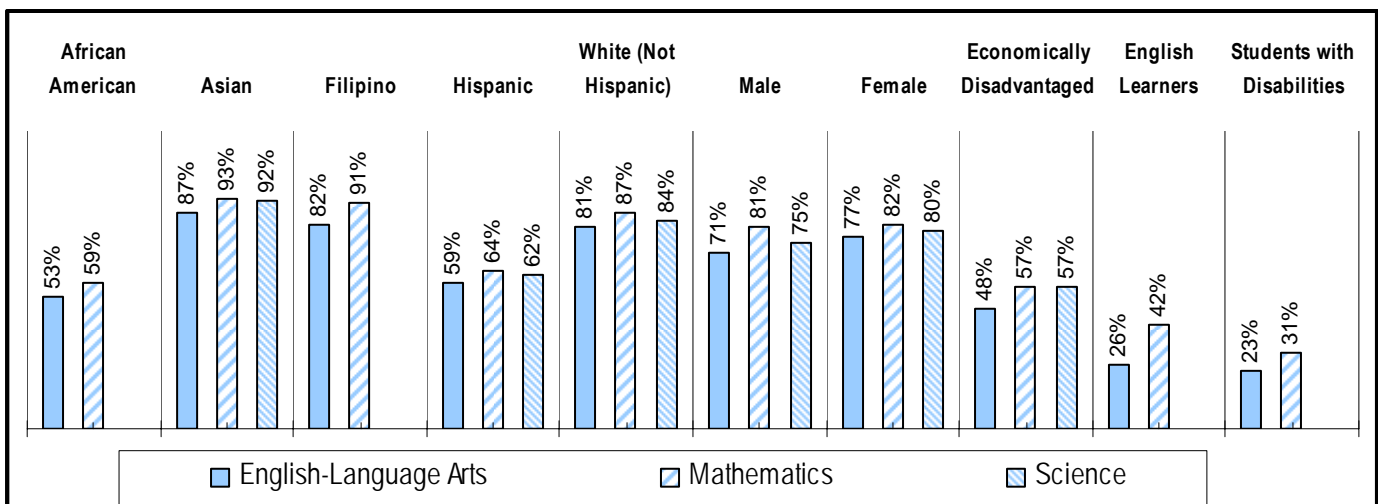
### California Standards Test (CST) All Students—Three-Year Comparison

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



## 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 API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

### API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2005 | 2006 | 2007 |
|-----------------|------|------|------|
| Statewide       | 10   | 9    | 9    |
| Similar Schools | 6    | 4    | 3    |

### 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 |
|---------------------------------|-------------------|---------|---------|-----------|
|                                 | 2005-06           | 2006-07 | 2007-08 | 2008      |
| All students at this school     | 6                 | -6      | 14      | 890       |
| Hispanic or Latino              | 16                | -16     | 0       | 789       |
| White (Not Hispanic)            | -9                | 3       | 11      | 923       |
| Socioeconomically disadvantaged | -7                | -18     | 29      | 741       |
| English Learners                |                   |         |         |           |
| Students with Disabilities      |                   |         |         |           |

### 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 AYP Web page 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    | No       |
| API   | Yes    | Yes      |
| Graduation Rate   | n/a    | Yes      |
| <p><b>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.</b></p> |        |          |

## Federal Intervention Program (School Year 2008-09)

| 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   |           | 6         |
| Percent of Schools Currently in Program Improvement  |           | 11.5%     |
| Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> . |           |           |

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           | 17.9%  |

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/tq/pf/>.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## San José Unified School District

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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

**(408) 535-6650** ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

### Data and Access

#### DataQuest

*DataQuest* is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.