

School Accountability Report Card

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

Canoas 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

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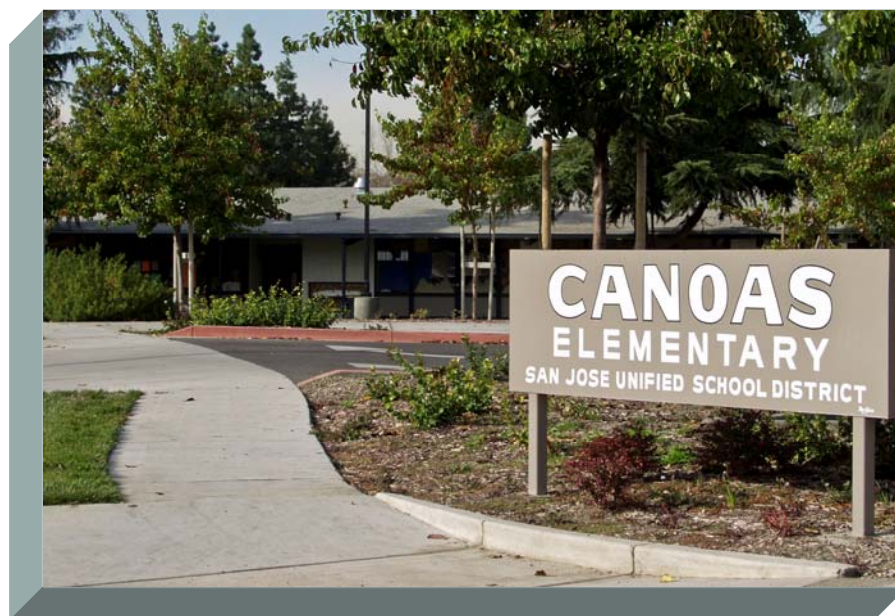


Received award in 2003-2004



Principal

An Nguyen
An_Nguyen@sjsud.org



Grades K-5

880 Wren Drive ▼ San José, CA 95125
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Trustee Area 4
Verónica Grijalva Lewis, Board Member

Principal's Comments



Our mission is to provide a supportive, academic environment that fosters a belief in one's self and ignites an enthusiasm for learning.

Canoas is a 2004 California Distinguished School. The Canoas staff is committed to implementing an intensive, well-balanced, standards-based curriculum to ensure each child's academic success. Special emphasis in language arts assists students to gain confidence in their ability to communicate both verbally and in writing. Teachers dedicate a 90-minute block of uninterrupted instructional time to teach reading, plus another 60-minute period for language arts. 21st Century skills and technology literacy are developed using our computer lab and laptop carts for programs such as Stanford EPGY and Accelerated Reader. On-going student assessments ensure that instruction is comprehensive and stimulating targeting learning differences, acceleration, and goal setting. With high expectations, teachers and parents work together to create a learning environment that promotes character development and encourages students to reach their full potential. The staff teaches students responsibility and pride and models learning as a lifelong adventure. Our program also includes parent tutors, after-school homework centers, day care, and optional after-school enrichment classes. The Canoas mission is to provide a supportive, academic environment that fosters a belief in one's self, promotes high student achievement, and ignites an enthusiasm for learning.

Principal's Experience

An Nguyen, the current principal, has been in education for 19 years and an administrator for the past five years. Prior to being Principal of Canoas, he served as Coordinator of Professional Development in Educational Technology at the Santa Clara County Office of Education. Mr. Nguyen was also a classroom teacher for 10 years.

Major Achievements

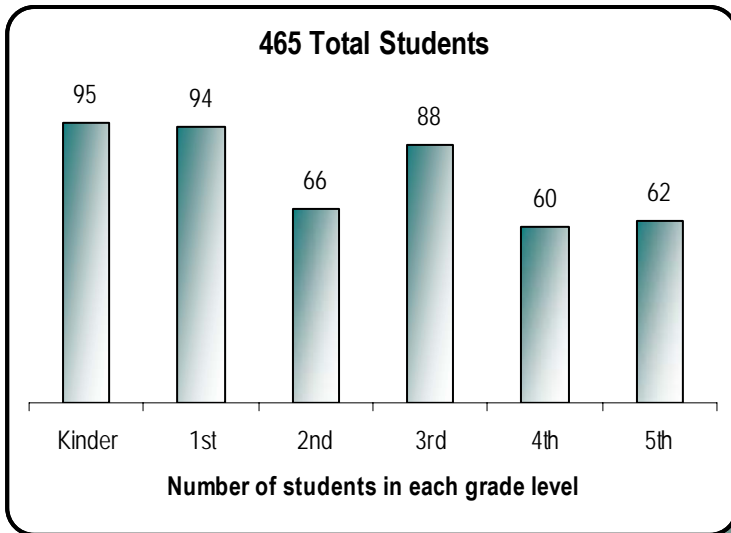
- We are pleased to announce that there was an increase in AYP levels in English/Language Arts and Math for each of the significant subgroups of Hispanic, English Learner, and Low SES students.
- Our English Learners surpassed the AMAO 1 & AMAO 2 targets by 5.1% and 20% respectively
- Our GATE students, who comprise 15% of our student population, achieved 90% in Math and 75% in ELA on the AYP measurements.
- Our students recorded an increase of 5% in giving the school an A grade on the School Climate Survey.
- We successfully implemented the web-based Stanford EPGY Math program in grades 1-5.

Parental Involvement

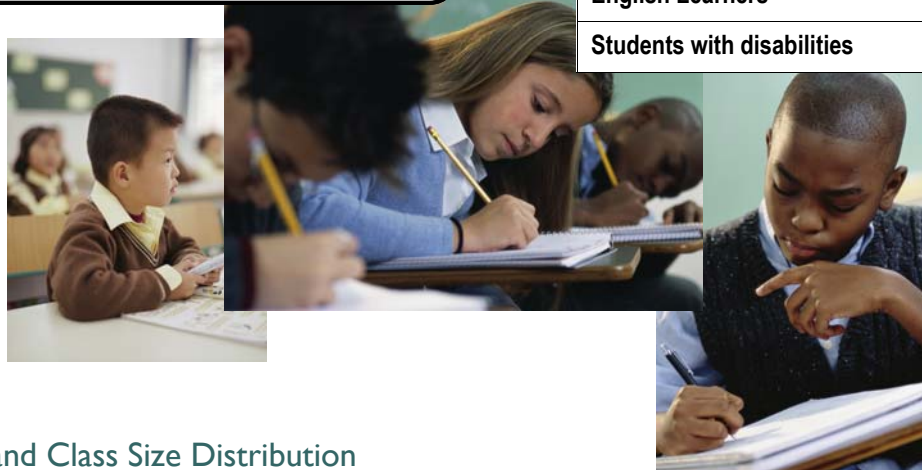
Canoas parents are asked to sign a contract agreeing to volunteer a minimum of 4 hours monthly. There are a variety of opportunities for parents to participate as clearly described in our "How to Volunteer" handbook. Parents are encouraged to join our School Site Council and English Language Advisory Committees that are involved with budget and curriculum decisions based on our school plan and the Canoas Home and School Club that supports school programs by raising funds and working on school projects. Monthly parent meetings are held in the evening. Baby-sitting and translations are provided. Each grade level provides families with information on how parents can support their child at home to improve their reading, writing, and/or mathematics skills. Parents participate with their child in a variety of activities and are given activities to take home for continued practice. We also have a Parent Tutor Program where parent volunteers tutor one child with his/her reading skills. Parents are strongly encouraged to attend Back to School Night to learn about their child's academic program and expectations, individual parent conferences to receive specific information concerning their child's academic progress and Open House to view their child's successes and work. All parent and community involvement is welcomed. For further information on our parent volunteer program or if you would like to speak to or visit one of our parent meetings, please call the Principal at 535-6391.

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	8.17%
American Indian or Alaska Native	0.65%
Asian	13.76%
Filipino	3.23%
Hispanic or Latino	56.99%
Pacific Islander	0.86%
White (Not Hispanic)	14.62%
Multiple or No Response	1.72%
Socioeconomically disadvantaged	78%
English Learners	55%
Students with disabilities	19%



Class Size

Average Class Size and Class Size Distribution

Grade	2005-2006				2006-2007				2007-2008			
	Avg. Class Size	Number of Class-rooms			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	3			19.8	4			19.5	4		
1	18.5	4			14.3	4			16.5	4		
2	19.0	3			15.5	4			19.7	2	1	
3	28.0		1		31.0		1		29.5		2	
4					2.0	1			29.0		1	
5	30.0		1		17.0	1	1		30.0		1	
6												
K-3					18.0	1			20.0	1		
3-4	27.0		2		24.5	1	1		22.0		1	
4-8	23.5		2		25.5		2		29.5		2	
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: December 2008

Date safety plan last reviewed with staff: December 2008

The Canoas Safety Committee is in the process of completing a major update of the safety plan. After each disaster drill, the principal and secretary revise the plan and then review the new material with the staff. In addition to the safety plan, each teacher has the following materials in their classrooms:

- An Emergency Clipboard with specific instructions on procedures for various disasters. The clipboard also contains individual student emergency forms, all pertinent maps, class rosters, a flashlight, health information, status report forms, and roles and responsibilities of individual staff members,
- Code Red Box: each class has a box with specific supplies to endure a lockdown for an extended period of time with specific instructions for teachers to follow.
- Emergency supplies: each student has an emergency food packet provided by the parents that is kept in the classroom in case of a disaster.

In addition to the above, the secretary has a district-issued emergency radio with detailed instructions in case of a disaster. There is a monthly radio check to ensure the instrument is working properly. The secretary also maintains a folder with all staff, maps, student pictures, and the roles and responsibilities of staff members in case of a disaster. Orange vests are provided for our yard duty personnel, the search and rescue team, the secretary and the principal for quick recognition. Walkie-talkies are also used daily for immediate response to problems that may occur.

Staff monitors students before school, during recesses, while waiting for busses and attending after-school labs. Adults supervise students crossing the street each morning and afternoon. Student conflict managers, coordinated by the school counselor, assist their peers to solve problems at lunch recess. Fire drills are held monthly and earthquake/disaster drills are held four times a year. Yard duty personnel wear orange vest for easy recognition and carry walkie-talkies for quick responses in case of an emergency. The school safety plan is revised yearly and discussed with the staff in the beginning of each year. All visitors are required to sign in at the office to receive a visitor's pass before acquiring further access to the school campus.

Homework

Kindergartens through fifth grade teachers assign homework Monday through Thursday. Homework includes math, writing, and reading. All students in Kindergarten through second grade are required to read a minimum of 20 minutes and all students in third through fifth are required to read a minimum of 30 minutes seven days a week. The reading minutes may include time parents read to their children.

Discipline

The Canoas discipline policy is clearly described in the Canoas Parent Handbook distributed to all parents in the beginning of the year and presented to all new parents throughout the year. Students are expected to attend school to learn, allow others to learn and show pride in themselves by the way they act and treat others. Children choosing not to follow the rules may receive a student contract requiring a parent signature, miss recesses and/or be suspended. Children who do not respect school

grounds by littering are required to perform school service to keep the playground free of debris. The school counselor works with students one-on-one or in small groups as needed. All students displaying positive behavior and good work ethics are recognized by staff and their peers at monthly spirit assemblies and Monday morning assembly. Students can earn Super Stars, join Student Council, be Conflict Managers, and volunteer for jobs encouraging responsible citizenship. There is a Homework Lab available for grades 2-5 students three days a week and a homework center during lunch for students unable to complete their homework, needing time to reflect on poor behavior practices or would just like to read. There is also a volunteer student-tutoring program, Reading Together USA that takes place during the lunch recess. The "Eagles Nest", our school parent newsletter, is sent home monthly and many teachers send home a class monthly newsletter.

Suspensions and Expulsions—3 year comparison

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Rate of Suspensions	1.6%	2.2%	6.5%	13.2%	12.6%	13.6%
Rate of Expulsions	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

Canoas was reopened in August 2000. A new administration office, library, and two-story classroom building with modernized bathrooms were constructed in 2000. The older classrooms and cafeteria were painted and received new carpeting and linoleum. New kindergarten and school play structures were installed, new parking lots were constructed, and some landscaping was provided. Four portable classrooms were also installed; two used for Kindergarten classes and two used for our daycare program. In 2004-05, eleven classrooms were refurbished with new sinks, cabinets, countertops, wall coverings, white boards, windows, curtains and a new air and heating system. New windows and a heating system were also installed in the cafeteria, along with an elevator providing access to our stage. The stage was also completely refurbished with refinished floors, paint, new lighting, and beautiful new curtains. The kitchen area was completely remodeled and new appliances were installed. The kindergarten play structure received a new sponge-like ground cover adding support and safety for our children. Throughout the school, termite and dry rot damage was also fixed and where necessary, beams were replaced. In 2005-06, the school's main play structure received the same sponge-like ground cover previously described for Kindergarten, a new out door drainage system was installed, and new concrete was poured to increase the sidewalk width and correct uneven pavement. There is a full time custodian on campus during the day and a night custodial crew that vacuums rooms every other evening and mops tiles, cleans sinks, dusts and cleans chalk trays once a week. The gardener crew attends to the grounds one day a week.

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)		✓		Ceiling tiles with water spots; Stainless steel sinks need cleaning;
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)		✓		Several lights and banks of lights out and not red tagged; exposed wires in K-4; Work orders submitted 10/08
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Fountains need adjustment
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	22	26	25	1496
Without Full Credential	1	2	1	68
Teaching Outside Subject Area of Competence	0	0	0	5
<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>				

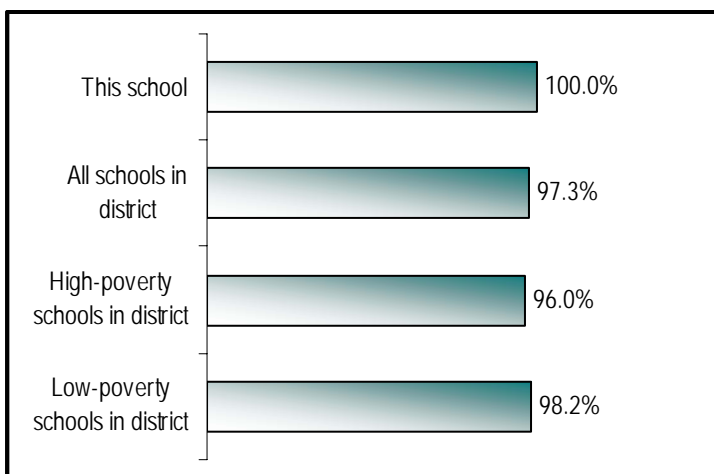


Teacher Misassignments and Vacant Teacher Positions

Indicator	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
<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 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

All teachers are formally evaluated using the District Performance Assessment instrument that is approved by the bargaining unit contract. Temporary and probation teachers are formally evaluated at least three times each year and permanent teachers are required to be formally evaluated at least once every two years. Formal evaluations are reviewed with the teacher, he/she receives a copy of the evaluation, and a copy is sent to the Human Resources office. The principal also meets individually with teachers to discuss their goals, review test scores, curriculum planning and student academic progress. Class visits and/or walk through take place on an ongoing basis throughout the year. Resource staff is available to provide coaching, model lessons, review data, and plan with teachers on a regular basis.

Professional Development

The staff participates in three staff development days per year. Staff meetings, training, reviewing of data and/or grade level meetings are held every Tuesday. Student assessments inform our staff development focus. Professional development may include consultant presentations, conferences, peer mentoring, sharing of good instructional practices, such as educational technology, analyzing test scores and/or release time to study and develop curriculum to meet the needs of our children. All teachers attended the Guided Language Acquisition Design (GLAD) training and continued to meet regularly to discuss and implement Reading First strategies. There are two and one-half Resource Teachers available to coach, model lessons and/or provide support wherever needed. The principal also meets one on one with each teacher as previously described in evaluation.

Substitute Teachers

We are fortunate to have a list of reliable substitute teachers that favor Canoas as their schools of choice. Rarely, when a substitute is not available, the principal or a resource teacher instructs the class. Teachers are required to prepare lesson plans and a set of emergency plans.

Curriculum

Reading and Writing

The Houghton Mifflin series is used school wide, various core literature titles as designated by the District, leveled reading books and the Accelerated Reading program. Our program develops phonemic awareness, concepts about print, comprehension, and fluency while using a wide variety of materials for multiple purposes. The Hampton Brown series is used for English Language Development. Theme Skills exams are taken after each theme and District Benchmark exams are given six times a year to evaluate and monitor student academic progress. Teachers meet on a regular basis to discuss data and to make appropriate adjustments to meet the individual needs of their students. After school skills labs are held for students at risk.

The "LANGAUGE!" intervention program was implemented for fourth and fifth grade students needing extra support with their reading skills. Avenues is also used as an intervention program for English Learners during the school day, as well as, after school.

We continue to use the "Step Up To Writing" program that focuses on paragraph/ essay development, writing conventions and various types of genres. We also implemented "Writer's Workshop" to expand the writing process. Writing performance-based assessments are given regularly to monitor student progress.

Math

The math materials we use include; the Harcourt Math series, a variety of manipulative and EPGY Math web-based program created and supported by Stanford University. Students learn the concepts of number and operation, probability and statistics, geometry and measurement and are able to apply mathematical reasoning and problem-solving strategies. Teachers use a variety of materials to assist students develop math comprehension including; visuals, manipulatives, workbooks, practice sheets and technology. Each concept is assessed to monitor student progress. End of unit and District Benchmark exams are given to evaluate and monitor student academic progress. Teachers meet on a regular basis to discuss data and to make appropriate adjustments to meet the individual needs of their students.

Science

We implement the Harcourt Science 2000, K-5 series, "Too Good for Drugs" program and hands-on lessons using FOSS materials to teach students to develop an understanding and apply the concepts of physical, life, earth, and space sciences. Our goal is that students have the opportunity to use scientific tools and technologies, be able to understand and conduct scientific investigation, think, understand and communicate scientific information and processes and understand how science affects their surroundings. Fourth and fifth grade students attend science class for an hour and half each week and fifth grades attend science camp for 4 days.

Social Studies

We use the Harcourt Social Studies Series, K-5. Each teacher incorporates historical, geographic, economic, cultural, and ethical literacy and civic values, rights and responsibilities appropriate for their grade level. The series is supplemented and enhanced with teacher designed materials, technology, projects, research materials, periodicals, realia, assemblies, field trips, guest speakers and is coordinated with the language arts program. The Home and School Club funds the program along with grade level team teaching, planning and grouping. Teacher made test, project evaluations, students' presentations and text unit exams are used to monitor student progress.

Textbooks

Each child has a book and materials in all curricular areas and in two languages. We have also purchased additional reading and math books/ materials to enhance our program, provide extra practice for children at risk, and accelerate learning for GATE and high achievers

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: http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf				

Specialized Programs

GATE

GATE and high achieving students are served through grade level grouping for language arts and math. Students are provided accelerated and differentiated curriculum and projects by their classroom teacher. The School Site Council, with GATE parent representation, monitors the GATE program as designated by our school plan.

Special Ed

Canoas has four Special Day Classes for autistic students (modeled after the Morgan Center), a resource specialist, three speech therapists, a part-time psychologist, and an occupational therapist who works with children identified with special needs. When a child requires special help, the child is referred for testing through the Student Study Team (SST) process. Once the evaluation is completed, an Individual Educational Plan (IEP) meeting is held to discuss and review test results and observations with parents, teacher, psychologist, resource teacher, and principal. A plan is then developed and implemented that will support the student's academic progress.

At-risk students

The Coordination of Services Team (COST) oversees the SST process and consists of an array of resource teachers and support staff to provide resources for interventions. Student Study Teams are made up of teachers, resource staff, parents, and the principal. The teams meet with families of at-risk and underachieving students to determine interventions to support the child's academic needs. We also have a resource specialist, a speech therapist, a full-time counselor, and resource teachers that meet with the student study teams to assist in determining the best possible program for the student.

English language learners

Canoas has a K-5 Spanish bilingual program that includes five designated classrooms, two resource teachers, two instructional associates, and two tutors. English Language Learners (ELLs) receive daily English language development. Students entering our program in Kindergarten will transition to English by the completion of third grade. All ELLs are tested annually on the CELDT to monitor growth. Structured English Immersion (SEI) classrooms teachers design an instructional plan to implement support for their English language learners. ELL parents in the English Learner's Advisory Committee (ELAC) monitor the program as designated by our Single Plan for Student Achievement (SPSA).

After-school programs

Canoas provides an after school homework lab for second through fifth graders each Monday, Wednesday and Thursday from 2:20 p.m. to 3:20 p.m. "Kids Club", a volunteer program from Hillside Church, provides after school activities for all interested students every Tuesday from 12:45 to 2:15 p.m. A variety of enrichment classes such as art, science, and various activities of interest are provided for a fee.

Tutoring

Canoas has a wonderful parent-tutoring program. Parents and community members are asked to expand our school community by assisting children with their reading skills. Workshops are provided to model how to work with the students including various guidelines on how to expand reading skills, build self-esteem, daily routines, and fluency. The tutors are assigned their tutees and they tutor for a minimum of 30 minutes, two days a week. It is a joy to watch the relationship that develops between the adult and child.

Peer tutoring

Canoas also has a fantastic peer-tutoring program called "Reading Together, USA". Fifth grade students volunteer to be trained on how to tutor children in reading and then are assigned a specific second grade child to tutor. The fifth grade students spend an enormous amount of time being trained and preparing and reviewing their lessons all on their own time. The tutoring takes place at lunch recess and is such a successful program for both the tutors and tutees.

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	\$10,026	\$4,509	\$5,517	\$67,906
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	10.09%	15.26%	6.20%	3.46%
State			\$5,300	\$65,008
Percent Different - School Site and State			4.09%	4.46%
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).

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)

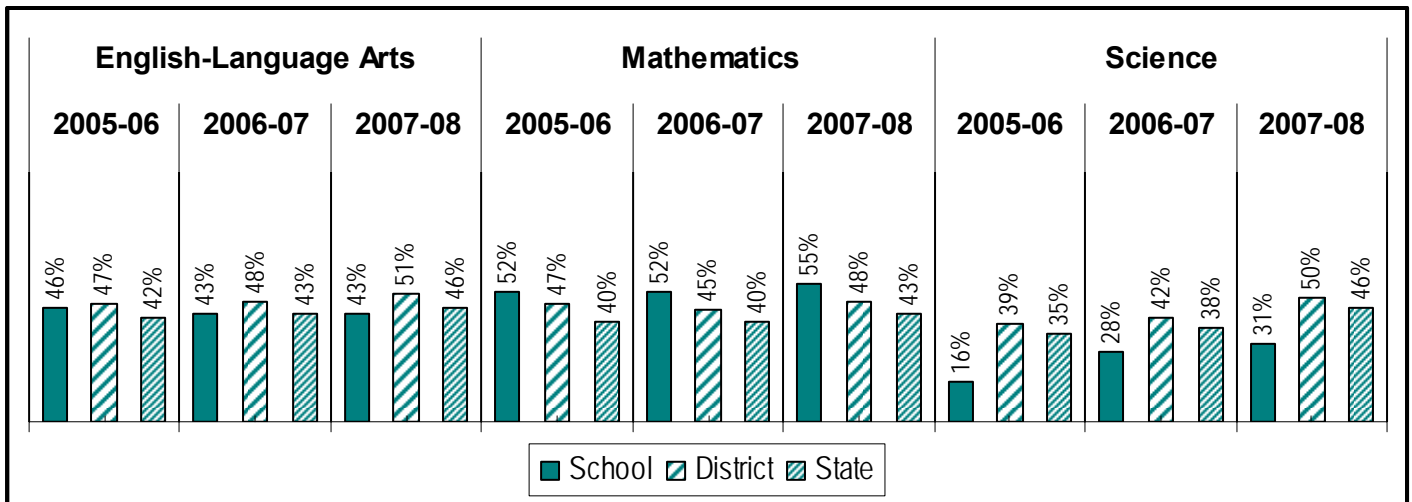
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- 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 deliverately or inadvertently make public the score or performance of any individual student.*

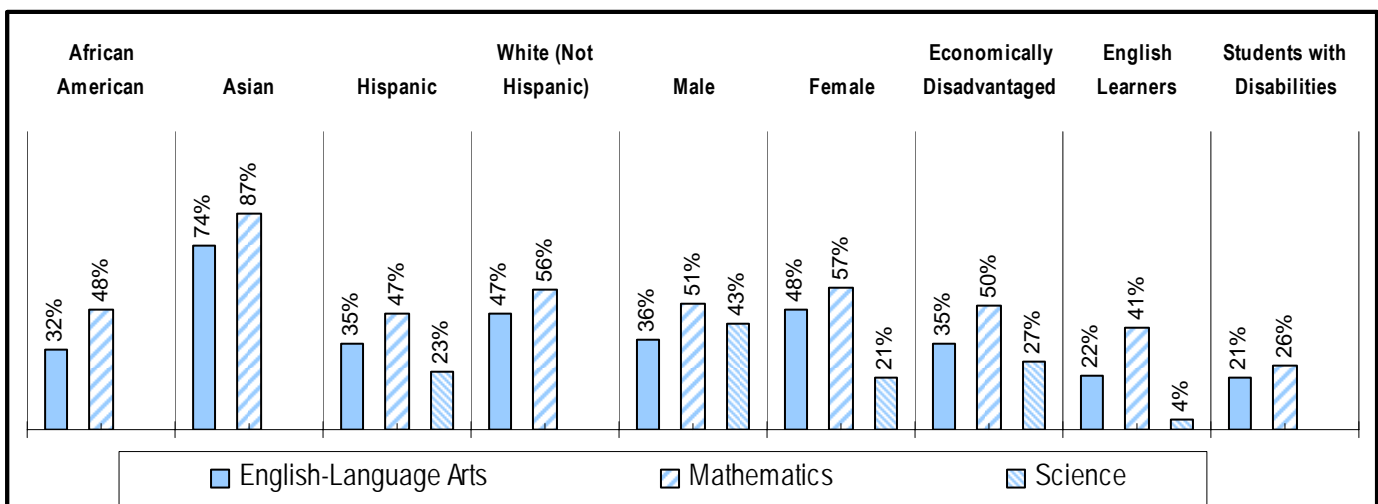
California Standards Test (CST) All Students—Three-Year Comparison

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	5	6	5
Similar Schools	6	9	6

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	36	-19	-12	744
Hispanic or Latino	35	-3	-7	696
White (Not Hispanic)				
Socioeconomically disadvantaged	30	-12	-9	710
English Learners	57	-21	2	681
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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes
<p>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.</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 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	3.6%

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.

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<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.