

## School Accountability Report Card

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

# Hammer Montessori at Galarza 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



CDE Honorable Mention  
2003-2004



*Principal*

Susana Parades  
Susana\_Parades@sjsud.org



Grades K-5

1610 Bird Avenue ▼ San José, CA 95125

Phone: (408) 535-6470 ▼ Fax: (408) 297-2925

Trustee Area 3

Pamela Foley, Board Member

## Principal's Comments

Our mission remains to empower all students to develop strategies to gain the knowledge, skills, and values necessary to participate meaningfully in our diverse society and global economy.

We are committed to integrating the Montessori philosophy into a standards-based curriculum. Curricular focal points will continue to include development of a sequential school-wide Reading Language Arts program, expansion of the use of technology for instruction, and alignment of curriculum with District standards and benchmarks. We strive for greater student achievement by monitoring and evaluating all facets of the school's program.

We value parent participation and encourage all families to become involved. Family nights, parent education classes, interactive homework assignments, and PTA encourage families to support the instructional environment and promote a passion for learning.

## Principal's Experience

Susana Ornelas- Paredes came to Hammer as the principal in the fall of 2007. Prior to that, she worked for two years as the Assistant Principal at Allen at Steinbeck, where she successfully merged the Randol and Allen communities. She has also worked as an ELP coordinator at the site and district level. She has more than 10 years of direct classroom experience at the elementary level in Bilingual Education and ELD. Mrs. Ornelas-Paredes is a strong advocate for the Montessori program.

Art Gonzalez came to Galarza as the AP in the fall of 2008. Previously, he worked at Graystone Elementary as an AP.

## Major Achievements

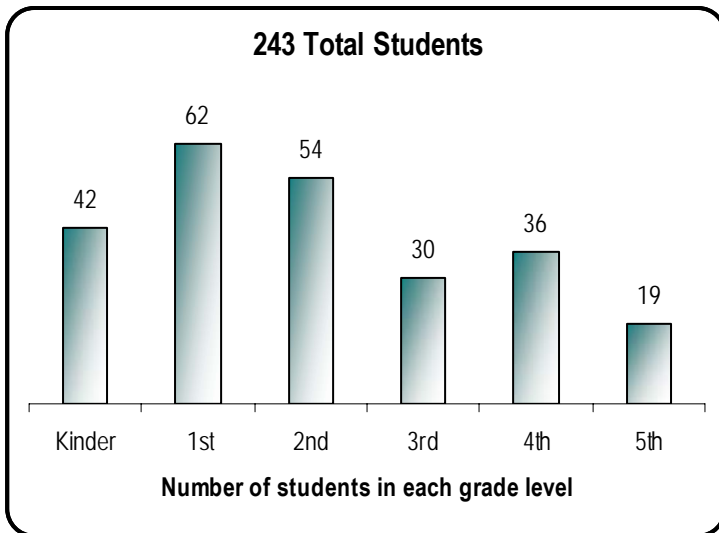
- Met AYP for School, and all significant sub groups
- Recognized as one of thirteen n schools county wide achieving greatest school wide growth in area of Math
- API of 835 (growth of 41 points)
- Design and Implementation of Permanent School Sign
- Award of Gardening Grant
- In the process of securing accreditation through the International Montessori council (IMC).

## Parental Involvement

Parents are involved in the governance of Hammer Montessori by participating in monthly School Site Council (SSC) and School English Language Advisory Council (SELAC) meetings. Parents of GATE students meet three times a year to discuss programs and vote on the GATE budget. Parent volunteers work in the classroom, coordinate classroom projects, chaperone field trips and assist with special activities. Our PTA holds monthly meetings regarding school programs and provides monetary support services for all students. PTA sponsors our annual Walk-A Thon. At the monthly "Principal's Second Cup of Coffee" parenting workshops and Montessori demonstrations are offered. Additionally, this is a way to informally communicate with parents regarding their interests and concerns for the school. For further information, please contact the current principal, Susana Paredes at 408 535-6671.

## 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	11.93 %
American Indian or Alaska Native	0.41 %
Asian	11.93 %
Filipino	1.23 %
Hispanic or Latino	41.15 %
Pacific Islander	0.82 %
White (Not Hispanic)	26.34 %
Multiple or No Response	6.17 %
Socioeconomically disadvantaged	38 %
English Learners	18 %
Students with disabilities	15 %



## 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+
K	20.0	2		19.7	3		17.5	2.0	
1	20.0	1		19.0	2		17.5	2.0	
2	20.0	1		20.0	1		17.0	2.0	
3	19.0	2		26.0		1	30.0		1.0
4	24.0		1				28.0		1.0
5	24.0		1	25.0		1			
6									
K-3	19.7	3		19.5	2		17.7	3.0	
3-4				27.0		1			
4-8	22.0		1	25.0		1	27.0		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: October 2007**

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

Safety Plans are reviewed annually, by the end of each September. The key element in the plan is that of student safety and respect for one another. Staff members reviewed literature and visited other campuses in search of a way to uniformly promote a behavior plan that would encourage all students to show respect and, as a result, feel safe.

Providing a safe, clean, and secure learning environment is important to the Hammer faculty and community. A schoolwide behavior management plan is in place with school and classroom behavioral expectations reinforced throughout the year. Yard Duty personnel and bus supervisors are hired to supervise students from the bus area to a contained courtyard before school. After school, students are also supervised at the front of the school in the valet area, as well as in the bus area at the side of the school. Hammer's Emergency Response Team (HERT) is a model for others in the District, with over 90% of the staff trained in First Aid and CPR. A well-supplied, secure storage area houses emergency supplies. Regular preparedness and safety drills are conducted in accordance with district guidelines.

## Homework

Homework is assigned, based on the expectations at specific grade levels and in specific classrooms. It is assigned to provide additional practice of new and previously learned concepts, and may include both long and short-term projects. Homework is also used as a way to involve parents in the schooling and to keep them abreast of classroom academics.

## Discipline

Hammer Montessori has a school-wide behavior management plan to promote a positive learning environment and respect of the individual. Individual classroom standards reinforce positive behavior as well as specific consequences for inappropriate behavior. We believe that students who have positive self-esteem and have opportunities to be connected to their school environment, through service, perform better academically and socially. We also understand there is always a reason for a student's misbehavior.

Through discussion with the student, the teacher, the parent, and the counselor, we work to get at the root of the problem to eliminate the negative behavior.

Each student has a specific role and responsibility in maintaining the classroom environment. School wide, students participate in a variety of programs, including Energy Patrol, Student Leadership, Cross-Age tutoring, and Reading Buddies.

**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>	1.6%	3.9%	10.7%	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

The 2003-2004 school year found Hammer Montessori School in a different location. We now share the beauty of a five- year old site with Galarza Elementary School in SJUSD. The two-story, 'closed' environment provides a safe learning atmosphere for all students and staff. Fixtures, appliances, and facilities are all new and in working condition. One daytime custodian is responsible for the cleanliness of all student bathrooms, the cafeteria, and the emptying of trash throughout the school. A district coordinated 'night-crew' is assigned for two hours daily to vacuum stairways, maintain the office, health office, staff room and adult bathrooms. A weekly grounds crew is present to weed, rake, water and complete general yard work.

**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—July 23, 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)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			6 Fire extinguishers need to be updated/
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms		✓		Boys restrooms have bad odor. Janitor notified
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	14	15	14	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.



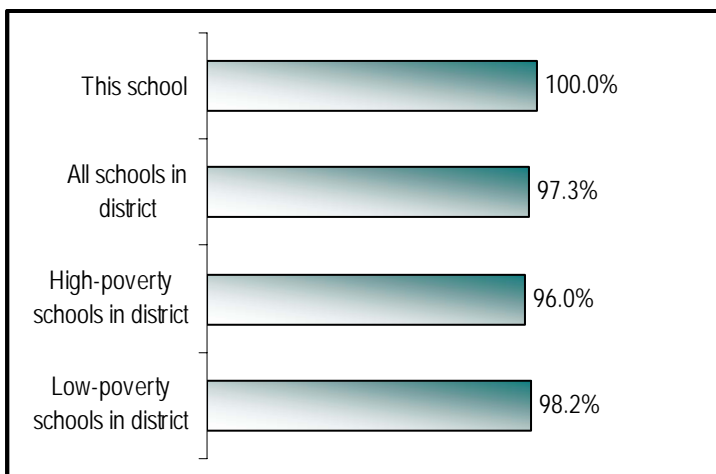
### Teacher Misassignments and Vacant Teacher Positions

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

In accordance with the SJTA teacher's contract, temporary and probationary teachers are assessed twice a year, while permanent teachers are assessed every other year. Evaluations are based on the District protocol that is aligned to the California Standards for the Teaching Profession, with different expectancies analyzed on a four-level rubric. In the Montessori setting, we also evaluate to ensure the Montessori philosophy is being upheld to its highest standard.

## Professional Development

The district allots six days of staff development throughout the year. Beginning of the year meetings are reserved for analysis of test scores and student achievement from the previous year. This is the time to realign our goals with current student needs. One Staff development day in the fall is reserved for Parent Teacher conferences and one in the spring is to focus on multicultural aspects of education. Other days are used for additional focus on the greatest academic need. Professional speakers are invited and grade level teaming/planning is always integrated. Our staff regularly initiates ongoing Montessori professional development on a monthly basis. Staff shares expertise, visits other schools and/or attends district trainings. These have included Observation Survey, Running Records, Step Up to Writing, Multiple Intelligences, CLAD, and SDAIE. In addition, the Hammer staff has been extensively trained in First Aid and CPR. All classroom teachers have completed extensive Montessori training and credentialing.

## Substitute Teachers

Hammer Montessori is able to send teachers to conferences and meetings while providing excellent substitute coverage. We are grateful to many San Jose Unified retired teachers and currently credentialed parents who provide consistency and warmth in the absence of regular classroom teachers.

# Curriculum

## Reading and Writing

Our Montessori teachers are trained in early literacy strategies with an emphasis on intervention techniques, such as running records, shared/ guided reading, anecdotal records, observation survey, rubrics, and alternate rankings. The Houghton-Mifflin District adoption is used as our basal text. We also use many supplementary materials that include core literature books at each grade level, grammar resources, leveled books, Accelerated Reader and other sequenced Montessori material. . Students review daily using Strategic Schooling strategies based on problem solving and state standards. Teachers engage students in the strategies of the Step Up To Writing program, which includes pre-writing, drafting, revising, editing, and post-writing activities.

## Math

Hammer Montessori math curriculum 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. Hands-on Montessori materials are integrated extensively into the District adopted core curriculum to provide concrete experiences and to facilitate acquisition of basic skills. Students review daily using Strategic Schooling strategies based on problem solving and state standards. They test themselves regularly for speed and accuracy using Math Facts in a Flash (a web-based program.) Grades 3-5 use the Accelerated Math Program to reinforce concepts taught in their classrooms. Math is integrated throughout the curriculum at all grade levels.

## Science

Montessori Science materials are integrated into the State framework and benchmarked District standards. Beginning in kindergarten and continuing through fifth grade, students learn scientific processes and relate these to the world around them. A complete array of FOSS Science kits, developed by the Lawrence Hall of Science provides additional depth and understanding. All fifth graders attend Camp Campbell for a week of Outdoor Science School. An annual Science Fair, originally begun as a fifth grade project requirement, is now a school wide event.

## Social Studies

The Social Studies program integrates Montessori cultural materials and philosophy into the California State Framework. The blended curriculum integrates literature, math, science, art, and music. We focus on the relationship of the child to the bigger concept of time and place in history. Children research historical characters and prepare presentations and displays for events such as Colonial Days, and Gold Rush Days. Cooperative learning and multi-age grouping encourages interaction and collaboration.

## Textbooks

New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. All students have access to textbooks and supplementary text materials for class and/or home use in order to complete assigned projects. Additional materials such as leveled books and Accelerated Reading titles and Montessori manipulatives help supplement the core curriculum. The Harcourt Brace Math series was adopted in 2002/2003. The Houghton Mifflin reading Series was adopted in 2003/2004. All students have access to the core curriculum, including texts and other supplemental materials.

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/schools/documentation/downloads/Textbook_listing.pdf">http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf</a>				

## Specialized Programs

### GATE

In the spring, all second grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Students new to the district, as well as current fifth grade students with previous 'borderline' results are screened in the fall. Site GATE coordinators, along with parents and district GATE personnel, work to get the eligible students qualified. Montessori Curriculum by design is differentiated at all levels to provide GATE students with opportunities for challenging, self-guided work. Hands-on projects allow students to explore topics at greater depth and complexity.

### Special Ed

Through the Student Study Team process and by way of academic testing, students may be eligible for special education services for speech, reading, language arts, and/or math. All special education services provided at Hammer are 'pull-out' programs: the majority of time is spent in a regular classroom setting with same-ability pull-out groups working with the Resource Teacher for blocks of one – two hours daily. All progress and goals are monitored in accordance with the individual IEPs.

### At-risk students

Students are identified based on academic or social performance as well as outside mitigating factors. Initially, students are taken through the Student Study Team process to help develop a plan whereby the student's needs are addressed. Follow up meetings are held monthly to review the plan and adjust, as needed. Interventions may include sessions with a counselor, buddy teachers, peer tutoring, or other outside services. Monitoring is done along the timeline of the Student Study Team process.

### English language learners

English learners are provided full access to the balanced core curriculum in English. Sheltered language techniques are imbedded in classroom instruction. Specific time is scheduled daily for instruction of content and language skills. Additional support is provided by a part-time English Language Development (ELD) specialist who offers pull out assistance to reinforce reading and writing techniques, for those near reclassification.

### Students with disabilities

Hammer School works with the district office to align services for those with disabilities. Currently, our disabled students are provided with a 1:1 aide who works with them throughout the day, according to the needs outlined on the individual IEPs.

### After-school programs

After-school programs are supported through a grant from the city of San Jose. Our program provides extended day enrichment services to groups of students needing additional assistance in Reading, Writing, and/or Math. Groups are kept small (6-10 students) and are taught by the credential classroom teacher. Additionally after school homework assistance, childcare and enrichment activities are provided through a partnership with the YMCA.

### Peer tutoring

Peer tutoring is implemented in a variety of ways and for a variety of reasons. Upper and lower grade teachers will partner their classes for Peer Tutoring in Reading. Kinder teachers invite fifth grade students into the classroom to read to their students. Students needing a boost in self-esteem and sense of belonging, will return to their previous year's teachers and assist in the classroom with student work. Montessori education believes in combination classrooms where peer tutoring is a natural process between grade levels.

## 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	\$9,057	\$3,441	\$5,616	\$70,003
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	-0.55%	-12.04%	8.10%	6.66%
State			\$5,300	\$65,008
Percent Different - School Site and State			5.96%	7.68%

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)

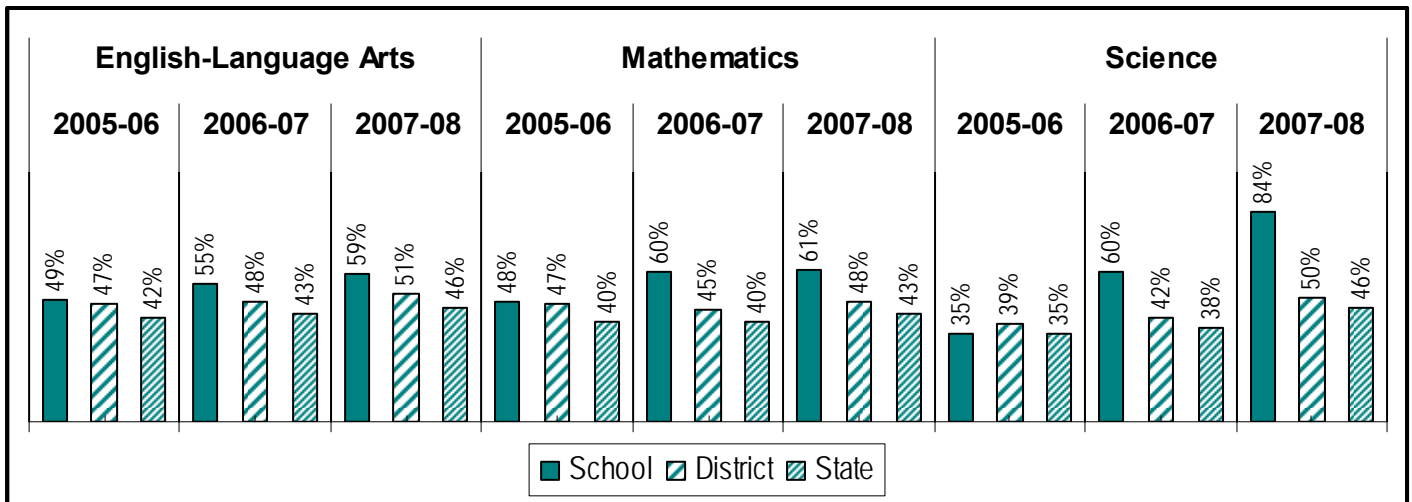
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

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

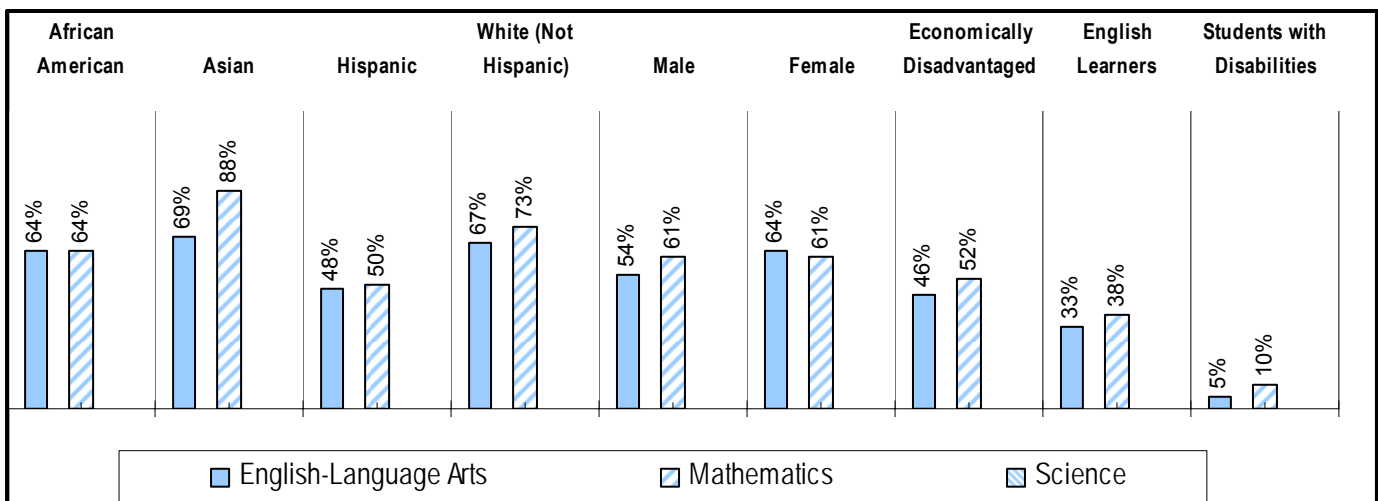
### California Standards Test (CST) All Students—Three-Year Comparison

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	7	6	7
Similar Schools	2	3	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
	2005-06	2006-07	2007-08	2008
All students at this school	-3	15	41	835
Hispanic or Latino	-35	21	63	791
White (Not Hispanic)				
Socioeconomically disadvantaged	-9			799
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	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/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.