

School Accountability Report Card

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

Reed 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
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Board of Education

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2001-2002



Principal

Bonnie Thurston
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Grades K-5

1524 Jacob Avenue ▼ San José, CA 95118

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Trustee Area 4

Veronica Grijalva Lewis, Board Member



Principal's Comments

Reed has been named a California Distinguished School. Reed Elementary School's successful implementation of an integrated language arts program and integrated math program has resulted in exceptional student achievement. Language Arts and Math continue to be Reed's curricular emphasis while integrating writing, science, social sciences, technology, and the arts. Our goal is to increase student achievement as measured by the California State Standardized Testing and Reporting System (STAR), and by District Benchmark assessments. Reed school also teaches to the District and State standards.

There is clear evidence that our students develop a solid foundation in reading, writing, and mathematics, utilizing reasoning and problem-solving techniques. High-quality instruction is specific to students' age and ability. Reed's policies, programs, and practices help children become life-long learners and responsible members of society.

Reed's Mission statement and motto are:

*Reed School's positive environment develops
Lifelong Learning Skills so that students become
productive, successful members of society.*

Reed School: Where EVERY child matters!

Principal's Experience

Juan D. Correa was the principal at Reed during the 2007-2008 school year. It was his third year as Reed's principal. He has had administrative experience as an Assistant Principal in elementary and middle school. Prior to that, he was a second grade Bilingual teacher in SJUSD. Bonnie Thurston is the newly assigned principal, recently joining San Jose Unified School District as an experienced Comprehensive School Improvement Leader, Professional Development Trainer and Intervention Specialist from the Live Oak School District in Santa Cruz, CA. Ms. Thurston comes to Reed with 35 years of experience in education, the last fifteen are years of experience in school and literacy leadership.

Major Achievements

Reed School is very proud to have been named a California Distinguished School. In 2007-2008 Reed continued to make progress on the 2007-2008 standardized tests. We are well above the District and State average on the California Standards Tests and the CAT6. Reed's API is 846. We have met the targets for our subgroups. The staff and students are to be commended for their hard work and outstanding efforts to improve student achievement.

- Implementation of the Accelerated Reading Program
- Improved technology lab
- Further development of the implementation of differentiated math groups
- Successful targeting of subgroups as an effort to "close the gap"
- Increased effectiveness of Universal Access within the Language Arts core curriculum

Parental Involvement

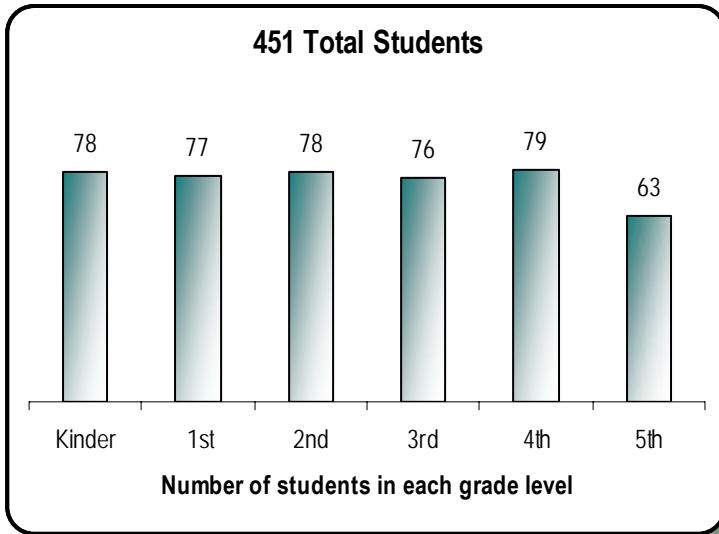
Reed School has numerous programs that inform parents and provide avenues for participation. Parents are involved in the PTA, School Site Council, School English Language Advisory Committee, Parents of Gate students, volunteers for Reed's Power Paws Fitness Program, volunteers for Arts Vista and as helpers in the classrooms.

Through the PTA, parents volunteered over 12,500 hours during the 2007-2008 school year. Parents also donated over \$74,000 through fundraising. This money was used to fund assemblies, the Music program for K-5, and the purchase of playground equipment.

For further information on our parent volunteer program, please contact the principal, Bonnie Thurston at (408) 535-6247.

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 | 2.88 % |
| American Indian or Alaska Native | 0.44 % |
| Asian | 9.53 % |
| Filipino | 2.88 % |
| Hispanic or Latino | 34.37 % |
| Pacific Islander | 0.44 % |
| White (Not Hispanic) | 47.89 % |
| Multiple or No Response | 1.55 % |
| Socioeconomically disadvantaged | 24 % |
| English Learners | 10 % |
| Students with disabilities | 14 % |



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 | 4 | | | 19.5 | 4 | | | 20.0 | 4.0 | | |
| 1 | 19.5 | 4 | | | 19.3 | 3 | | | 19.0 | 4.0 | | |
| 2 | 19.8 | 4 | | | 20.0 | 4 | | | 20.0 | 4.0 | | |
| 3 | 29.5 | | 2 | | 30.0 | | 2 | | 30.0 | | 2.0 | |
| 4 | 30.0 | | 2 | | 29.0 | | 1 | | 30.5 | | 2.0 | |
| 5 | 30.0 | | 2 | | 29.5 | | 2 | | 29.0 | | 2.0 | |
| 6 | | | | | | | | | | | | |
| K-3 | | | | | 20.0 | 1 | | | | | | |
| 3-4 | | | | | 28.0 | | 1 | | 30.0 | | 1.0 | |
| 4-8 | 26.0 | | 1 | | 30.0 | | 1 | | | | | |
| Other | | | | | | | | | | | | |

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

Climate for Learning

Safety

Date safety plan updated: October 2007

Date safety plan last reviewed with staff: August 2007

Reed's School Safety Plan is updated every school year with input from staff and parents. The staff reviewed the Safety Plan in August of 2007 and updates were made in October of 2007.

Staff members monitor students ten minutes before school, during recess and while waiting for busses. An adult oversees our Safety Patrol crossing guards who cross other students each morning and after school. Student Conflict Managers help their peers solve problems at lunch recess. We hold monthly fire drills and earthquake/disaster drills four times a year. The school safety plan is revised yearly. The staff has been trained in Code Red a procedure that instructs staff of what to do during a major emergency.

Homework

Our homework policy is reflective in the District handbook. Kinders through second graders have 20 - 30 minutes a day of homework. Grades third through fifth can have homework assignments of 30 -50 minutes. Homework assignments are given Monday through Thursday. Reading assignments may include parents reading with their child. Children in grades 2-5 can receive homework assistance from the Homework Club three days a week before school begins.

Discipline

The Reed staff focuses on positive behavior. District and school policies are outlined in the Parent Handbook. A copy is provided to each parent at the beginning of the school year along with the District Behavior Handbook.

The Reed School Behavior/Courtesy Plan is designed to foster courtesy, respect, responsibility, and pride. Positive behavior is recognized in a variety of ways, including Positive Play Day, classroom rewards, and Bobcat tickets to "spend" in the Bobcat Store, which is open two times a month. Each student is valued in a nonjudgmental and noncompetitive environment. A positive environment is enhanced by the Young Authors Tea. During this time, a selection of classroom students of the month read work they have written to the principal and to the other participating students. PTA provides a treat and juice.

Suspensions and Expulsions—3 year comparison

| | School | | | District | | |
|---|---------|---------|---------|----------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Rate of Suspensions | 4.9% | 5.8% | 7.1% | 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

Reed School was built in 1959. In 2006 all the blacktop area was resurfaced. The PTA and the District completed installation of our new playground equipment in 1997. The PTA bought additional new playground equipment in 2002 for 1st and 2nd grades, with plans to purchase more equipment to be used by upper graders. We received a grant from the City of San José was in 2004 which was used to purchase playground and fitness equipment that is used by all students.

Many classrooms at Reed School were completely renovated during the summer of 2005 from funds generated by the Measure F bond. The office, cafeteria, rest rooms, and all classrooms received air conditioning, new flooring, new furniture, and paint. The exterior of the school was also painted. The student and adult restrooms were remodeled in 2004. A full time custodian maintains the classrooms, restrooms, and grounds. A nightly cleaning crew vacuums and mops.

The school office benefited from Measure F bond in the summer of 2008 with the purchase of new office furniture.

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 15, 2008 | Good | Fair | Poor | Repair needed and action taken or planned |
|--|------|------|------|--|
| Gas leaks | ✓ | | | |
| Mechanical Systems | ✓ | | | |
| Windows/Doors/Gates (Interior and Exterior) | ✓ | | | Window above door in E2 broken. Work order submitted 10/08 |
| Interior Surfaces (walls, floors and ceilings) | ✓ | | | |
| Hazardous Materials (interior and exterior) | ✓ | | | |
| Structural Damage | ✓ | | | |
| Fire Safety | ✓ | | | |
| Electrical (interior and exterior) | | ✓ | | Lights out in Faculty Room, A5, A6, A8, A7, C1, CDC. Work orders submitted 10/08 |
| Pest/Vermin Infestation | ✓ | | | |
| Drinking Fountains (inside and outside) | ✓ | | | |
| 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 | 24 | 22 | 22 | 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.



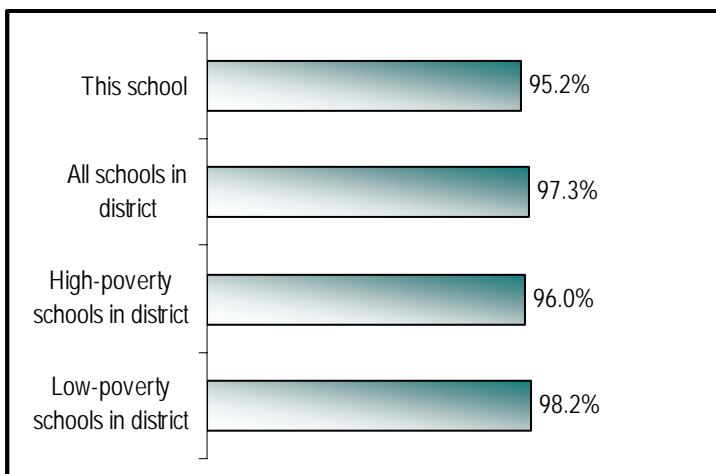
Teacher Misassignments and Vacant Teacher Positions

| 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

The principal meets individually with teachers to discuss goals and review test scores. Class visits and walk-throughs take place on a regular basis and are ongoing throughout the year. All new teachers are given a mentor by the District. Teachers are evaluated every other year as outlined in the teachers bargaining unit contract and through district wide procedures. All teachers are formally evaluated using the District Teacher's Evaluation Document (TED).

Professional Development

Teachers and the administrator participate in three training days per year. During these days, our staff might receive training in specific skill areas such as Step Up To Writing, technology, and/or differentiation techniques. Data and specific areas of need guide the staff to determine the staff development needed to improve student achievement. The primary area of focus during the 2007-2008 school year was language arts and differentiation. District speakers were invited to facilitate and lead the training.

Teachers were supported through out the school year with follow up discussions at staff meetings. Teachers were supported at one to one discussions with the principal.

Substitute Teachers

We are fortunate to have a group of retired teachers from our school and from nearby schools serving as substitutes. Reed also has the benefit of having many parents who are qualified credentialed teachers taking time off to raise their children who substitute for us. When a substitute cannot be found for a class, the principal or Reed's DOP Counselor serve as the substitute.

Support Staff

Reed has 1.0 FTE Speech/Language/Hearing Specialist.

Curriculum

Reading and Writing

K-5 teachers use the Houghton Mifflin Reading series, various core literature titles as designated by the District, leveled reading books, and the Accelerated Reading program as our incentive program. The *Avenues* series is used for English Language Development.

Reed school uses the Step Up To Writing program that focuses on paragraph essay development, writing conventions and various types of genres. Writing performance based assessments are given three times a year to monitor student progress.

Math

We use the Harcourt Math series for grades K-5. Students receive a consumable and a non-consumable pupil textbook. Teachers use a variety of materials to assist students develop math skills using visual aids and manipulatives. Students learn the concepts of number operations, probability, and statistics. Each unit ends with a unit review and a unit test that teachers use to monitor progress. A last math series based on the State standards, was adopted for the 2002-2003 school year. Math performance based assessments are given three times a year to monitor student progress.

Science

Reed uses the Harcourt Science Textbooks. Our school also uses the FOSS Science for hands-on science activities and Growing Healthy Kits an Anti-Tobacco curriculum. Students 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 information and processes, and understand how science affects their surroundings.

Fifth graders have the opportunity and are encouraged to attend Camp Campbell Outdoor Science Camp for four days and three nights.

Social Studies

Our school uses the *Harcourt Brace Social Studies* in grades K-5. Supplementary texts and audio visual aids are also used. Each teacher incorporates historical, geographic, economic, cultural, and civic values appropriate for their grade level in order to address social studies concepts. The fifth graders participate in a Law Related course as part of their social studies curriculum. A schoolwide International Day Assembly is performed by students for their parents at the end of the year. Students sing songs and perform dances from other countries after learning key information about the country. One of our teachers received a diversity award for this cultural performance.

Textbooks

Each student is assigned core curriculum textbooks that are aligned with the State standards and are provided for every student in the subject areas of Language Arts, Mathematics, Science, and Social Studies. Generally, materials are adopted every seven years on a rotating schedule. New science materials were in the classrooms in the 2001-2002 school year. New math materials were adopted in the 2002-2003 school year.

| 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% |
| <p>A list of textbooks and adoption dates is available at: http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf</p> | | | | |

Specialized Programs

GATE

GATE and high achieving students are served through grade level grouping for reading and math. Their classroom teacher provides students accelerated and differentiated curriculum and projects. The School Site Council has parent representation that assists with the GATE program as designed by our GATE plan.

Special Ed

Reed has a full-time Resource Specialist Program Teacher (RSP) with a full-time Aide and a full-time Speech Language Program (SLP) teacher. Reed has three Special Education classes with trained specialized staff who teach children identified with special needs. Two are a Severely Handicap Pre-school and the other is a partnership SJUSD has with Eastfield Ming Quant (EMQ) Mental Health agency that serves students identified as Emotionally Disturbed in a K-5 grade setting.

At-risk students

At-risk students are identified early on and monitored through the year. Teachers are encouraged to bring at-risk students to our Student Study Team (SST), which is a collaboration of teachers and parents who collectively offer researched based intervention strategies to make the student successful. An Action Plan is developed and a timeline is set for the Action Plan to be implemented. The Action Plan is revisited in six-week periods until the student is successful.

English language learners

Reeds English Language Learners receive support from an instructional associate under the support and direction of the Principal and the child's classroom teacher. All English Language Learners receive daily English language instruction and immersion.

Students with disabilities

Students with disabilities receive services as outlined in their Individualized Education Plan (IEP) or their 504 plan. Our facilities have accommodations for students with physical disabilities.

After-school programs

Reed School has a YMCA located on campus for childcare before and after school. They provide childcare and recreational activities. Students can also participate in various after school fee based activities such as chess and art classes.

Tutoring

Reed School has a three-day a week "Before School Homework Club" for students in grades second through fifth needing assistance in academics. Students must be referred by their teachers to participate in the program.

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 | \$9,047 | \$3,610 | \$5,437 | \$68,809 |
| District | \$9,107 | \$3,912 | \$5,195 | \$65,633 |
| Percent Difference - School Site and District | -0.66% | -7.72% | 4.66% | 4.84% |
| State | | | \$5,300 | \$65,008 |
| Percent Different - School Site and State | | | 2.58% | 5.85% |

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)

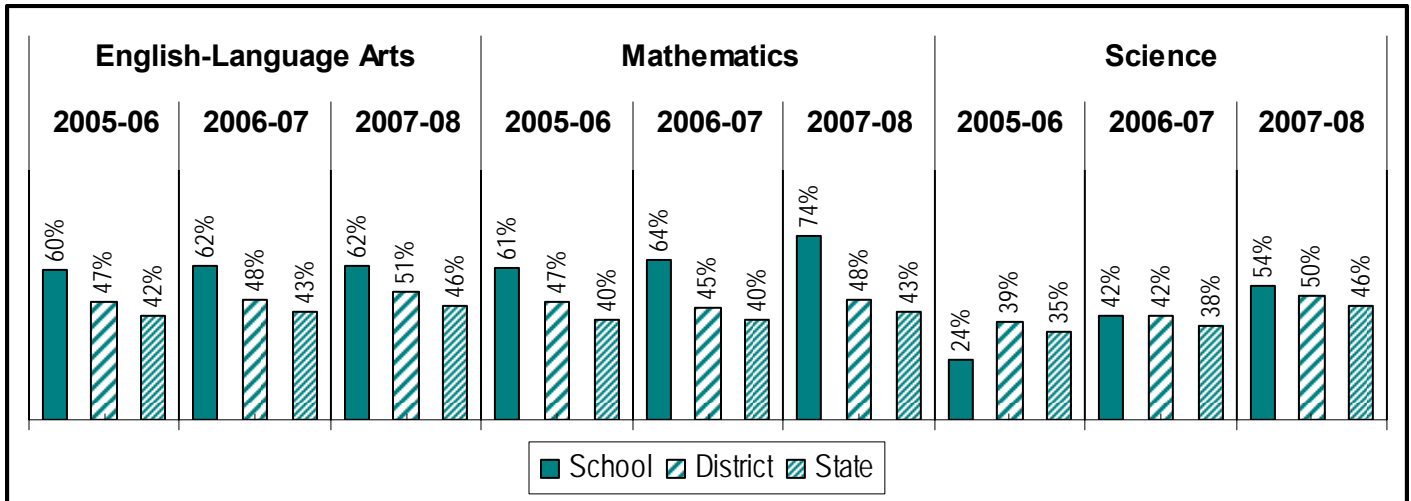
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- 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.*

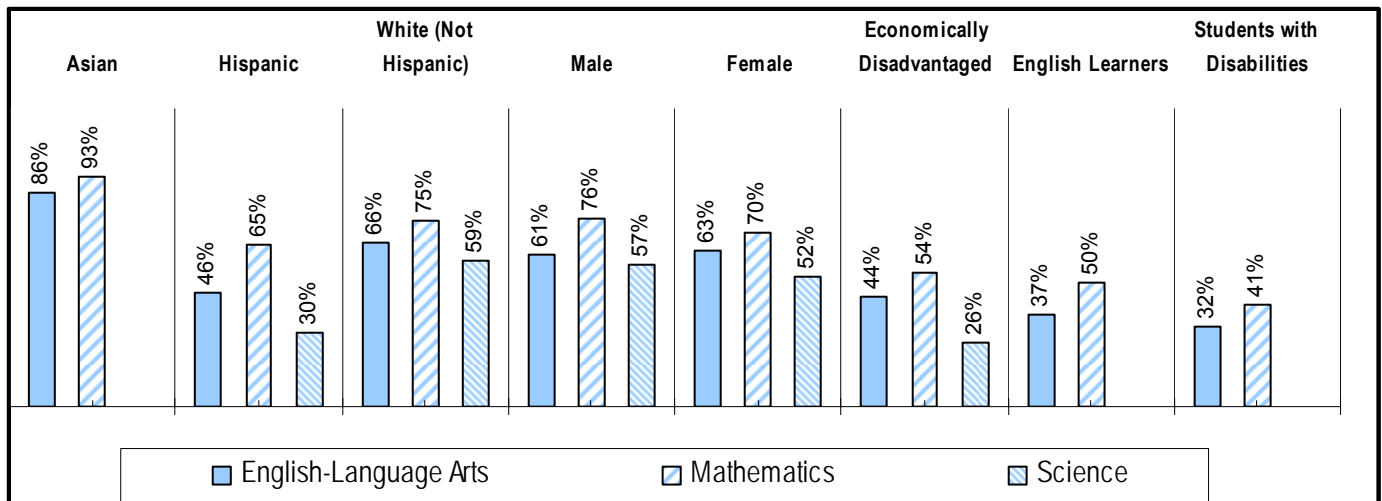
California Standards Test (CST) All Students—Three-Year Comparison

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 | 8 | 8 | 8 |
| Similar Schools | 6 | 2 | 2 |

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 | -20 | 17 | 21 | 846 |
| Hispanic or Latino | 16 | -22 | 28 | 801 |
| White (Not Hispanic) | -31 | 38 | 6 | 851 |
| Socioeconomically disadvantaged | -58 | 6 | 46 | 752 |
| 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 |
| This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria. | | |

Federal Intervention Program (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 | 14.3% |

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.