

# School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Allen at Steinbeck

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San José, CA 95123

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**Grades K-8**



*Principal*

Melinda Waller  
Melinda\_Waller@sjusd.org

## *San José Unified School District*

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

### **Superintendent**

Don Iglesias

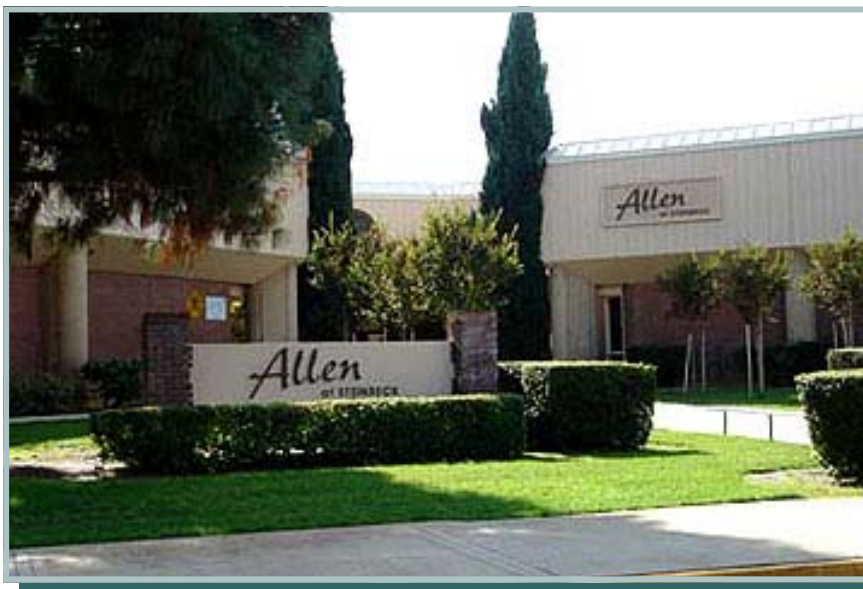
### **Assistant Superintendents**

Dr. William J. Erlendson  
Chris D. Funk

### **Board of Education**

Jorge González Trustee Area 1  
Richard Garcia Trustee Area 2  
Pamela Foley Trustee Area 3  
Veronica Lewis Trustee Area 4  
Leslie Reynolds Trustee Area 5

**This school is in Trustee Area 5.**



## Principal's Comments

Allen at Steinbeck K-8 School added a seventh grade to our middle school program this year. Next year will be our final addition of eighth grade, which will complete our K-8 program. Our school continues in providing all our students with the opportunity to achieve. We accommodate individual learning styles and maintain high, yet attainable, expectations for our students. Allen at Steinbeck has highly trained staff members who work together to plan and implement a well-balanced curriculum that provides students with consistent, balanced instruction throughout their academic careers.

We take a very proactive approach, identifying students who need extra help. We use the many resources available at our school to work with these students and their parents to provide whatever assistance best meets each child's needs. Technology is integrated throughout all curricular areas and its use reflects the school's innovative approach to teaching and sense of community.

The Allen at Steinbeck K-8 School staff and the parent community works together to ensure student success and achievement and to promote life skills as well as promoting lifelong learning.

### Vision

**"Your K-8 Neighborhood School of Choice"**

### Mission

Provide our diverse student population with knowledge and skills required to achieve academic excellence and the skills necessary to become productive, responsible citizens.

### Six Gator Attributes:

#### **Universal Success for Students**

*All students will achieve academic excellence*

- High expectations for all students
- College bound culture
- Independent learners
- Celebration of achievements
- Student engagement in class and in learning
- Parent education that supports student learning

#### **Extending Enrichment and Excellence**

*Engaging students in enrichment opportunities before during and after school.*

- Performing Arts: Music, Choir, Dance and Drama
- Sports: Tennis, basketball, swimming, soccer, baseball
- Individual interests and clubs: Science, Homework Center, Lunchtime GATE Program
- Cultural activities
- Service learning extends to the community
- Volunteering time and ideas

#### **Instructional Excellence**

*Teachers and staff work collaboratively to deliver innovative strategies and expand learning.*

- Team planning (Capitalizing on individual strengths)
- Systematic and strategic staff development
- Setting school, staff and individual development goals
- Flexibility-Accepting and adapting to change

#### **Leading with Technology**

*Teachers and students are proficient users of technology in instruction and learning.*

- Seamlessly integrating technology into lessons
- Articulation with secondary schools to build the technological competence and interests of students

## Nurturing Our Second Family

### *Building community*

- Always respectful
- Always responsible
- Always safe
- Celebrating personal and professional milestones
- Valuing your time and the ideas you bring to the team

## Conserving our Resources

### *Ensuring the future of our school and community environment*

- Increasing awareness of global issues
  - Energy efficiency
  - Reduce, reuse and recycle
  - Paper free environments
- Constructivist Teaching

## Values:

We are:

- Enhancing student opportunities to think critically, creatively, to learn to solve problems individually and collectively.
- Stressing academic excellence for all students in ELA, Math, Science, ELD, and Social Science.
- Promoting the Visual, Performing, and Fine Arts.
- Integrating active learning across the grade levels.
- Closing the achievement gap and accommodating individual differences by the use of standard based curriculum.
- Utilizing ongoing assessments to identify gaps through the use of best instructional practices by all teachers.
- Teaching and promoting a positive behavior system through our Gator Goals in order to obtain a positive school culture and climate.

## Goals:

During the academic year we will:

- Promote an academic program with high expectations using data to drive our instructional program.
- Promote, expand, and enhance a positive school climate and culture.
- Build an effective teaching community based on trust, credibility, confidence, and mutual support.
- Promote and expand our school, parent, and community partnerships.
- Provide professional development training for all staff members.

(1) Curriculum and instructional best practices.

**GOAL: Promote an instructional program that will train students to think critically and creatively, and solve problems both individually and collectively.**

(2) Use of data to drive the instructional program.

**GOAL: Analyze the district benchmark assessment three times per year and realign the instructional program accordingly.**

(3) Development of School-Parent-Community partnerships.

**GOAL: Provide and expand school/parent/community partnerships.**

(4) Development of professional teaching staff that is willing and able to ensure that all students will be successful in all content areas.

**GOAL: Promote, expand, and enhance a positive school climate and school culture. Build an effective “team” based on trust, credibility, confidence, and mutual support.**

## Principal's Experience

Melinda Waller is a graduate of Santa Clara University and has a Masters in Educational Administration. She has worked for San Jose Unified School District for seven years and has worked at Allen at Steinbeck K-8 School since the fall of 2007.

## Major Achievements

- Forty-three point growth in our Academic Performance Index (API) with a current API of 803.
- Met all growth targets for our Adequate Yearly Progress (AYP).
- Met our AMAO III for our EL population in 2008-2009.
- Met AMAO III goals for five consecutive years.

## Parental Involvement

Our School Site council consists of parent members, staff, and the administration. We have a parent advisory committee that oversees the English Learner program (SELAC) at our school. We also have a School Advisory Committee (SAC). In addition, we have added a parent liaison this year, who acts as a communication liaison within the school community.

Our PTA consists of parents, teachers, and administration. They have raised funds to provide additional instructional materials for the classrooms and funded other student activities.

There are always opportunities for parents to volunteer in the classrooms or for Art Vistas, ABC Reading, and Los Dichos. To find out about our volunteer program you can call Carlos E. Acosta at (408) 535-6205.

## Climate for Learning

### Safety

**Date safety plan updated: August 2009**

**Date safety plan last reviewed with staff: September 2009**

Allen at Steinbeck K-8 School's Safety Plan is updated yearly. We participate in District emergency drills several times during the school year as well as monthly fire drills. During the school year, we have safety assemblies presented by the police, fire department, and other social/city agencies. Students receive directions on how to deal with strangers and safety tips on walking to and from school.

### Homework

Our homework policy is reflective of our District handbook policy booklet. Kinder homework is optional and can be up to 30 minutes per week. First and Second graders have 10 - 20 minutes a day of homework. Third grade has homework assignments of 15 - 30 minutes a day. Fourth and Fifth grades have 30-60 minutes per day. Sixth and Seventh grades have 20-30 minutes per day per academic subject. Homework assignments are given Monday through Thursday. We have a daily read of at least 20 minutes every day during the week.

### Discipline

The discipline plan is developed by teachers, parents and students, and is provided to each parent at the beginning of the school year along with the District's Behavior Handbook. We believe that students who have positive self-esteem generally perform better academically and socially. Therefore, each classroom implements programs to enhance the self-esteem of its students. Students receive school-wide recognition through weekly classroom reviews, monthly student assemblies, and fun days, and lunch with the principal. Classroom teachers also include a description of their award system in the classroom discipline plans.

### Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Rate of Suspensions</b>	14.1%	10.9%	3.9%	12.6%	13.6%	11.8%
<b>Rate of Expulsions</b>	0.0%	0.0%	0.0	0.2%	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.

This year, we have also implemented the Gator Goals: Always Responsible, Always Respectful, Always Safe. These rules are the basis of our positive behavior climate at school, and they have been adopted and are actively used by all students, staff, and involved community members. The Gator Goal logos are visible throughout our school.

## Facilities

Allen at Steinbeck K-8 School is in its fifth year on the site of Steinbeck Middle School, which closed in June of 2005. The Allen at Steinbeck K-8 School enrollment is 845 students. The facilities include 44 classrooms, a Media Center, a Computer Lab, two mobile computer labs, Speech & Language Rooms, and ELD/Reading Room, RSP Resource rooms, and a Science center with an Art Vista Room.

The school incorporates into its yearly schedule periodic fire and disaster drills in addition to campus-wide emergency plans and a close working relationship with local law enforcement agencies and neighboring schools.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

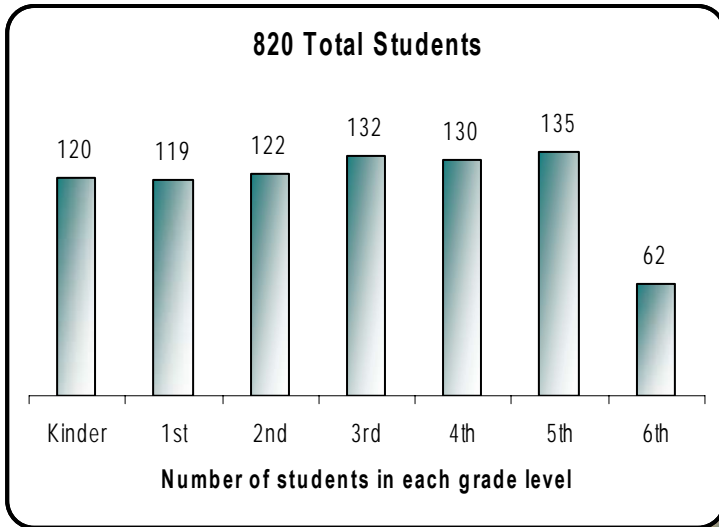
System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
<b>Systems</b> Gas leaks, Mechanical/HVAC, Sewer		✓			There were 8 deficiencies noted in this area. They included the need to replace missing light or outlet covers and to clean or replace dirty or broken heat a/c vents.
<b>Interior</b> Interior surfaces		✓			
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation		✓			
<b>Electrical</b>			✓		There were 12 deficiencies noted in this area. They included the need to replace burned out light bulbs in classrooms and offices.
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains		✓			There was 1 deficiency in this area. The drinking fountain in Room F-7 was not working.
<b>Safety</b> Fire safety, Hazardous Materials		✓			
<b>Structural</b> Structural Damage, Roofs		✓			
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences		✓			

### Overall Summary of School Facility Good Repair Status as of August 25, 2009

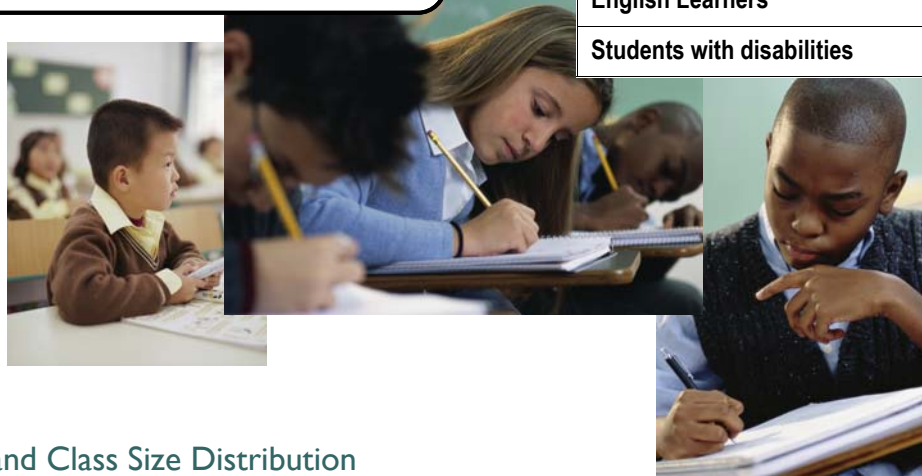
Facility Condition	Exemplary	Good	Fair	Poor
		✓		

## 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 2008-2009 school year.



Student Enrollment by group	
African American	7.80 %
American Indian or Alaska Native	0.73 %
Asian	10.37 %
Filipino	3.29 %
Hispanic or Latino	44.88 %
Pacific Islander	0.61 %
White (Not Hispanic)	28.17 %
Multiple or No Response	4.15 %
Socioeconomically disadvantaged	46.00 %
English Learners	22.00 %
Students with disabilities	13.00 %



## Class Size

### Average Class Size and Class Size Distribution

Grade	2006-2007			2007-2008			2008-2009		
	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	6		19.0	6		19.7	6	
1	19.8	6		20.0	6		20.0	6	
2	19.7	6		19.0	5		19.8	6	
3	29.5		4	30.3		4	28.0		4
4	25.4		5	30.5		4	30.0		3
5	29.3		4	31.0		4	28.8		4
6									
K-3									
3-4							27.0		1
4-8				23.0		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).

# Teacher and Staff Information

## Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-2009	2008-09
With Full Credential	38	37	39	1503
Without Full Credential	0	0	1	77
Teaching Outside Subject Area of Competence	0	0	0	0

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.



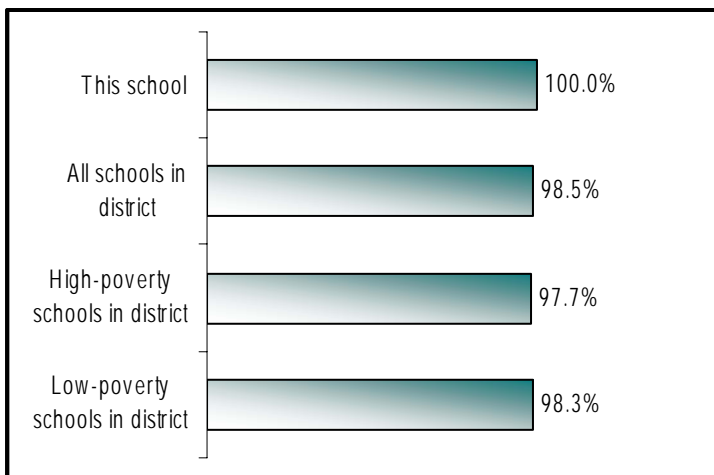
## Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
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 classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

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

Per the SJTA contract, site administrators will receive a list from human resources office, which will identify which teachers are to be evaluated for the current school year. All permanent teachers are evaluated one time per year. All temporary or probationary teachers are evaluated a minimum of two times per year. Each teacher who is evaluated will have a pre/post conference. The evaluations are sent to human resources.

To determine the classroom goals, our teachers set grade level goals, as well as individual goals based on student work and state test data. This is done one to one with site administrators in mid October. The teachers will meet with the site administrators three more times throughout the school year (January, April, and late may) to review their goals and make changes as necessary. We take our preparation as professionals very seriously by setting aside time after school to attend trainings in math and writing. All new teachers are given a mentor by our District.

## Professional Development

The District offers a number of staff development opportunities. Teachers that go to workshops or trainings, then present trainings and presentations to other staff members. The district has three staff development days per year. Currently most of our trainings are centered on the district reading Initiative. We also have a staff development day once per month on Tuesday afternoons to work on reading, math, ELD, and other content areas.

## Teacher Assignment

In the 2009-2010 school year, Allen at Steinbeck K-8 School has 32 teachers, which includes three SDC teachers, and a full time RSP teacher. We have a full time Speech teacher and a .5 speech teacher. We have a full time resource/intervention teacher, and a full time EL instructional coach.

## Substitute Teachers

We are fortunate to have retired teachers from our school district and other teachers that substitute only at our school. If we cannot find a substitute, the principal and/or our resource teachers step in and teach.

## Counselors

Allen at Steinbeck K-8 School has a District counselor that is available two days per week for students who qualify for services.

## Curriculum

### Reading and Writing

The Kindergarten through seventh grades are using the District approved language arts text. Teachers supplement the text with classroom sets of books and Accelerated Reader. Assessment is provided by end of theme tests, along with District benchmark assessments.

### Math

We use the Envision Math program by Scott Foresman that teaches the State standards for kindergarten through fifth grade students, and Holt in sixth and seventh grades. Every student receives a consumable or non-consumable pupil textbook. Lessons use visuals, manipulatives (blocks, fraction pieces, counting beads, etc.), as well as technological components, for reinforcement of math concepts. Each unit ends with a unit review and unit test that teachers use to mark progress. Accelerated Math is also used in certain grade levels.

### Science

We have a science lab program with all classes, K-7, attending. In Science class, students participate in hands-on activities, demonstrations, and experiments. These lessons will help them to better understand the world around them, while putting the scientific method into practice and learning to utilize other scientific inquiry and process skills. Our K-5 teachers are working with Scott Foresman Science, and sixth and seventh grades use Glencoe/McGraw-Hill.

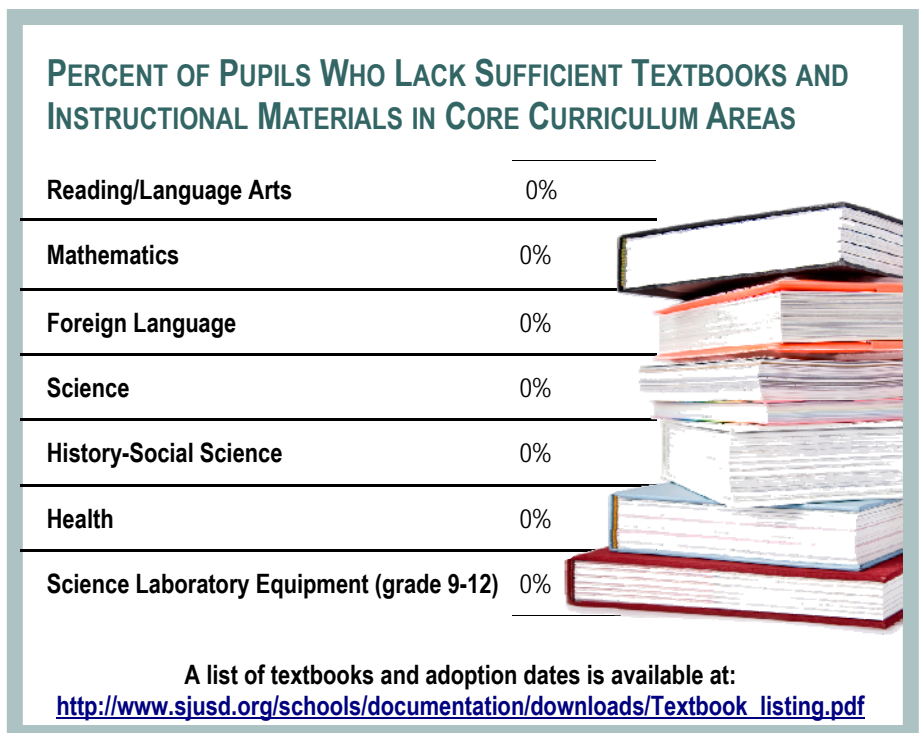
One focus of our science program will be our school garden, which we are aiming to expand into a fully functioning outdoor classroom. The goal of the garden is to create a space where students can make the connections between their academic content and the natural world. Students will have additional opportunities to participate in the garden beyond their scheduled science lessons. For example, they can help out in the garden during their Friday lunch recess.

### Social Studies

Our school uses Macmillan / McGraw-Hill Social Studies program in Kindergarten through Seventh Grades. Teachers supplement the curriculum with real life experiences including field trips, speakers, and collaborative team projects.

### Textbooks

We have primary kits and textbooks for all students in every content area, including language arts, science, math, and social studies.



## Specialized Programs

### GATE

GATE students are individually assessed and assigned stimulating activities in reading and writing, as well as higher level instruction. Such activities are accelerated reader, field trips, and science projects. Our GATE students participate in a published collection of writings generated by the students.

### Special Ed

We have two teams, the Student Study Team (SST) and the Coordination of Services Team (COST), that consist of our Resource teachers, nurse, attendance clerk, health clerk, classroom teachers and the principal. These teams meet with staff and the families who may suspect a learning disability or whose behavior issues interrupt learning.

### At-risk students

At-risk students receive intensive in-class support.

### English language learners

Based on our API (Academic Performance Index) our English learners continue to make sufficient progress. This year our goal is to reach/exceed the AYP target goal of 56.8% in ELA and 58% in Math.

### Students with disabilities

Three full time Special Day Class (SDC) classroom teachers, one (RSP) teacher, two Speech teachers, an Occupational Therapist (OT) one day a week, and one adaptive PE teacher are available to students who qualify under Special Education Guidelines.

### After-school programs

Allen at Steinbeck K-8 School has built a relationship with the YMCA, which offers a variety of fee-based, reduced-cost, or free programs. They offer homework support and Kinder readiness classes for K-5, and Fit for Fun for the middle grades. For more information, please contact Joan at the YMCA at 408-226-9622.

### Tutoring

Volunteer and paid tutors are available to assist the students with the greatest need in ELA or Math.

### Peer tutoring

Allen at Steinbeck K-8 has a Cross-Age Buddy Program.

## School Finances (Fiscal Year 2007-2008)

### 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	\$9,228	\$3,647	\$5,581	\$70,902
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-2.89%	-9.84%	2.25%	1.66%
State			\$5,512	\$65,905
Percent Different - School Site and State			1.25%	7.58%

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 \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José 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 2007-08)

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	\$45,165	\$42,065
Mid-Range Teacher Salary	\$74,634	\$67,109
Highest Teacher Salary	\$90,708	\$86,293
Average Principal Salary (Elementary)	\$110,863	\$107,115
Average Principal Salary (Middle)	\$114,513	\$112,279
Average Principal Salary (High)	\$123,169	\$122,532
Superintendent Salary	\$251,999	\$216,356
Percent of Budget for Teacher Salaries	37.80 %	39.40 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards

Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

**Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.**

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

**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

**The CAPA and CMA** are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [ <http://star.cde.ca.gov> ] <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [ <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf> ] <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

*NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	47	49	57	48	51	54	43	46	50
Mathematics	58	56	61	46	48	50	40	43	46
Science	41	42	59	42	50	52	38	46	50

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

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science
African American	55	55	44
Asian	80	83	69
Filipino	59	65	*
Hispanic or Latino	47	55	45
White (not Hispanic)	66	68	75
Male	53	60	67
Female	62	63	51
Economically Disadvantaged	45	53	43
English Learners	35	47	23
Students with Disabilities	43	44	45
Students Receiving Migrant Education Services	55	73	

## 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	2006	2007	2008
Statewide	7	6	5
Similar Schools	6	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			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	-9	-13	43	803
Hispanic or Latino	0	-26	63	773
White (Not Hispanic)	-27	-8	51	842
Socioeconomically disadvantaged	-21	-6	55	750
English Learners	15	-21	38	747
Students with Disabilities	-53			

### 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>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 2009-2010)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
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 Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.8	31.2	40.0

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that*

## 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.