

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Booksin Elementary

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Grades K-5



Principal

Cyndi Maijala
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Received award in 1999-2000

San José Unified School District

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Board of Education

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Leslie Reynolds Trustee Area 5

This school is in Trustee Area 3.



Principal's Comments

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

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

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

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

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

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

Principal's Experience

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

Major Achievements

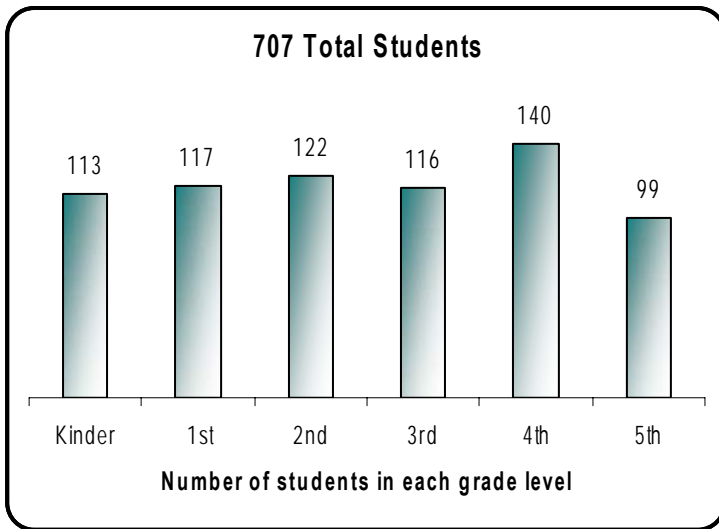
- We continue to have committed high-level parent and teacher involvement.
- Woven throughout the year there are numerous community service opportunities and character education for all students.
- High levels of stakeholder satisfaction regarding all aspects of programs in place. Our community takes pride in being a 'Booksin Bulldog'.
- Our Walkathon raised over \$140,000 to support school programs. Donations are made by parents, relatives, community members, and local businesses to allow for funding of many enhancements for all students and all programs.
- Arts continue to be a focus with parents leading Art Vista lessons, providing funding for a music consultant; teachers are provided with materials to implement a variety of performing arts lessons in the classroom. This year students in grades 3-5 had the opportunity to participate in a free after school chorale. The Chorale was funded by BESCA.
- School beautification projects the purchase of 'Booksin Bulldogs' benches installed outside the office. Additional seating was purchased by BESCA to allow for informal gatherings.
- The emphasis continues to be on the whole child with a balance between academics and social emotional success. Academic interventions included Voyager, Mastery Reading, Junior Great Books, and an expanded homework center for first and second graders. Our API jumped 27 points as a result of the interventions and staff development on Universal Access. Hispanic student test scores rose 42 points; Socioeconomically Disadvantaged rose 35 points. All subgroups met AYP targets.

Parental Involvement

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

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



African American	2.40 %
American Indian or Alaska Native	1.13 %
Asian	10.18 %
Filipino	2.12 %
Hispanic or Latino	20.37 %
Pacific Islander	0.42 %
White (Not Hispanic)	59.83 %
Multiple or No Response	3.54 %
Socioeconomically disadvantaged	16.00 %
English Learners	6.00 %
Students with disabilities	12.00 %



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	5		20.0	5		20.0	4	
1	19.5	4		20.0	6		20.2	5	1
2	19.8	6		19.8	5		20.0	5	
3	26.5		4	29.8		4	30.0		3
4	31.0		3	30.7		3	31.0		4
5	30.3		3	30.3		3	31.3		3
6									
K-3	20.0	3		20.0	2		20.0	2	
3-4							30.0		1
4-8	31.0		1	31.0		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: August 2008

Date safety plan last reviewed with staff: September 2008

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

Homework

Homework is assigned according to the district's homework policy to provide additional practice of new and previous lessons, and may include both long and short-term projects and assignments. New this year are internet based sites available for at home practice.

Discipline

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

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

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	2.5%	6.7%	5.1%	12.6%	13.6%	11.8%
Rate of Expulsions	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.						

Facilities

Booksin sits on a 10-acre property in the Willow Glen neighborhood of San Jose. The 38 classrooms accommodate 29 regular education classes, 3 Special Education classes, a technology lab, Library/Media Center, Science Lab, and Staff Room. There is also a Day Care facility, and a Life Lab with garden plots for classrooms. Site improvements began in the summer of 2004 and include a new building that houses eight classrooms, Library Media Center, Technology Lab, and student restrooms. A complete renovation of the large turf area was started in April 2006. Improvements of drainage design, grading, a new irrigation system, and installation of sod were completed winter 2006. The school was painted during the summer of 2008. The new colors blend the original buildings with the new construction. A dedicated group of parents began the process of designing a refreshment of our school Life Lab. New this year were the popular "Farmstand" activities. During these quarterly events fresh produce, organic food items and crafts were sold to help fund garden projects.

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
Systems Gas leaks, Mechanical/HVAC, Sewer		✓			There were 13 deficiencies in this area. All deficiencies required the need to clean heating and A/C vents.
Interior Interior surfaces		✓			There were 2 deficiencies in this area. The carpet needs to be cleaned in 2 rooms
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 7 deficiencies in this area. They included the need to clean the floors in the boys and girls restrooms and to clean the outside clothes racks.
Electrical			✓		There were 5 deficiencies in this area. They included the need to replace burned out light bulbs in classrooms and offices and to unblock two electrical panels.
Restrooms/Fountains Restrooms, Sinks/Fountains			x		There were 12 deficiencies in this area. They included the need to better clean all restrooms, sinks and drinking fountains and to modify the height of soap dispensers so they are more easily accessible to students.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 1 deficiency in this area. A screen is torn on one exterior window.

Overall Summary of School Facility Good Repair Status as of August 26, 2009.

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	32	33	32	1503
Without Full Credential	0	0	0	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.



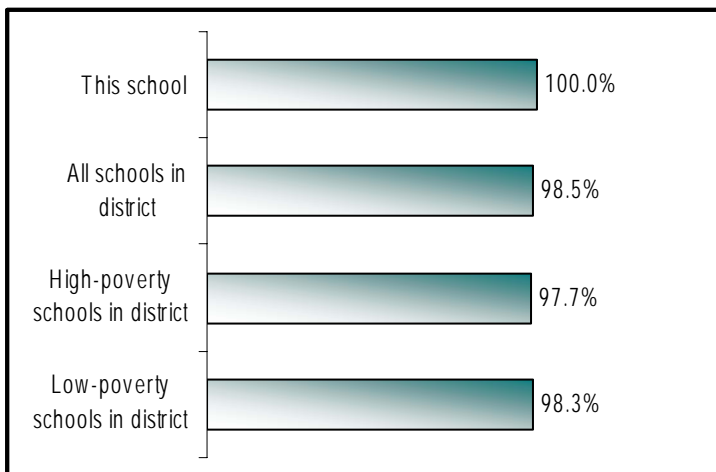
Teacher Misassignments and Vacant Teacher Positions

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/>.

Teacher and Staff Information

Evaluating/Improving Teachers

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

Professional Development

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

Staff development is delivered primarily during designated staff development days, or during staff meeting time after school. Teachers are released from regular duties for specific trainings, like GATE differentiation collaboration, or to attend district offered workshops. Some teachers choose to attend local weekend conferences with registration costs covered by site funds. A group of teachers attended The Write Tools training to update their writing skills and teacher strategies.

After-school tutorials were offered to staff members wanting assistance with technology. Mini-lessons sharing strategies for incorporating technology into lessons are presented by teachers at staff meetings. Teachers worked after school to update their class websites.

Substitute Teachers

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

Curriculum

Reading and Writing

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

Math

Books in mathematics follows the State framework and utilizes the State-approved and District adopted Harcourt-Brace program. Basic skills are taught through concrete hands-on experiences and use of manipulatives. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. Students regularly write about their thinking in math while working towards clarity and coherence. Math is integrated throughout the curriculum at all grade levels. New this year is upper grade implementation of Accelerated Math. Students are assessed using STAR math; this information is used to group students according to skill level.

Science

Science instruction follows the State framework and benchmarked District standards. Our focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. A consultant for grades 1-5 leads science lab experiences. Fifth graders attend Camp Campbell Outdoor Science School for one week. Upper graders host a Science Fair to demonstrate their findings resulting from an inquiry process using the scientific method. Lower grade students tour the fair with the upper graders acting as tour guides to answer and pose questions for the younger students.

Social Studies


Our social studies program follows the California State Framework to prepare for each succeeding grade and middle school. The curriculum's rich program integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacies, and include civil rights, values, and responsibilities. Fourth graders presented a musical enactment of western movement with their ‘Westward HO!’ production. Fifth grade students participate in Law Related Education, culminating in a court room visit.

Textbooks

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

PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

Reading/Language Arts	0%
Mathematics	0%
Foreign Language	0%
Science	0%
History-Social Science	0%
Health	0%
Science Laboratory Equipment (grade 9-12)	0%



A list of textbooks and adoption dates is available at:

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

Specialized Programs

GATE

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

Special Ed

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

At-risk students

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

English language learners

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

Students with disabilities

Students with disabilities are accommodated as needed.

After-school programs

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

Tutoring

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

Peer tutoring

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

School Finances (Fiscal Year 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	\$8,898	\$3,220	\$5,678	\$74,798
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-6.37%	-20.40%	4.03%	7.25%
State			\$5,512	\$65,905
Percent Different - School Site and State			3.01%	13.49%
<p>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/.</p>				

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).

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

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	75	75	79	48	51	54	43	46	50
Mathematics	79	81	83	46	48	50	40	43	46
Science	64	77	74	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	History-Social Science
African American	50	69	*	
American Indian or Alaska Native	*	*		
Asian	86	91	85	
Filipino	*	*	*	
Hispanic or Latino	61	70	61	
White (not Hispanic)	86	87	79	
Male	76	80	62	
Female	83	86	85	
Economically Disadvantaged	49	64	61	
English Learners	42	57	*	
Students with Disabilities	27	31	29	
Students Receiving Migrant Education Services				

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	9	9	9
Similar Schools	4	3	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			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	-6	14	27	906
Hispanic or Latino	-16	0	42	818
White (Not Hispanic)	3	11	19	934
Socioeconomically disadvantaged	-18	29	35	759
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 2009-10)

Indicator	School	District
Program Improvement Status		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 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 Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.1	20.2	56.6

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.

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<http://www.sjUSD.org>

Data and Access

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.