

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Canoas Elementary

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Grades K-5



Principal

An Nguyen
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Received
award in
2003-2004

San José Unified School District

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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 4.



Principal's Comments



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

Welcome to Canoas, a 2004 California Distinguished School. The Canoas staff is committed to implementing an intensive, well-balanced, standards-based curriculum to ensure each child's academic success. Teachers dedicate a 90-minute block of uninterrupted instructional time to teach reading and 60-minutes for language arts. 21st Century skills and technology literacy are developed through the use of our computer lab and laptop carts for programs such as Stanford EPGY Math and Accelerated Reader. Our program also includes Character Education, Student Volunteer Program, Student Conflict Managers, Parent Tutors, Arts Vista, Music for Minors, After School Homework Center, After School Child Care, and optional after school enrichment classes such as Tech Girls, Mad Science and Young Rembrandts. This year we are also implementing Positive Based Interventions and Support (PBIS). We invite you to join the Canoas Eagles where students are encouraged to SOAR to great heights both academically and socially.

Principal's Experience

An Nguyen, the current principal, has been in education for 20 years and an administrator for the past six years. Prior to being Principal of Canoas, he served as Coordinator of Professional Development in Educational Technology at the Santa Clara County Office of Education. Mr. Nguyen was also a classroom teacher for 10 years.

Major Achievements

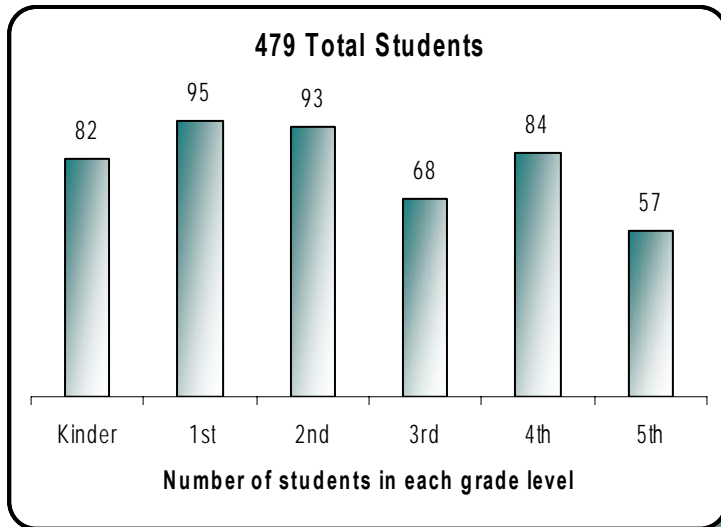
- We are pleased to announce that there was an increase in the API score by 7 points. We are now at 749.
- There was an increase in overall AYP level in ELA to 47% and an increase for English Learner, and Low SES students' subgroups.
- Our English Learners surpassed the AMAO 2 targets by 14.3% and are now at 44.3%.
- Our 2nd graders had a gain of 23% in AYP level in ELA and are now at 62% Proficient and Advanced.
- Our students recorded an increase of 4% in giving the school an A or B grade on the School Climate Survey.

Parental Involvement

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

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2007-2008 school year.



African American	7.72 %
American Indian or Alaska Native	1.46 %
Asian	12.94 %
Filipino	3.13 %
Hispanic or Latino	58.46 %
Pacific Islander	1.04 %
White (Not Hispanic)	11.90 %
Multiple or No Response	3.34 %
Socioeconomically disadvantaged	73.00 %
English Learners	48.00 %
Students with disabilities	19.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2006-2007				2007-2008				2008-2009			
	Avg. Class Size	Number of Class-rooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	4			19.5	4			19.5	4		
1	14.3	4			16.5	4			19.8	4		
2	15.5	4			19.7	2			19.0	4		
3	31.0		1		29.5		2		30.0		1	
4	2.0	1			29.0		1		31.0		1	
5	17.0	1	1		30.0		1		30.0		1	
6												
K-3	18.0	1			20.0	1			17.0	1		
3-4	24.5	1	1		22.0		1		25.5		2	
4-8	25.5		2		29.5		2		29.0		2	
Other												

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

Climate for Learning

Safety

Date safety plan updated: December 2008

Date safety plan last reviewed with staff: December 2008

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

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

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

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

Homework

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

Discipline

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

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

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	2.2%	6.5%	8.8%	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

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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. 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 6 deficiencies in this area. All deficiencies were for dirty A/ C and/or heating vents.
Interior Interior surfaces		✓			There was 1 deficiency in this area. A baseboard is missing in Room K-3.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 4 deficiencies in this area. Three deficiencies were for stained toilet bowls and one was for leaves on the playground.
Electrical				✓	There were 18 deficiencies in this area. All were for light bulbs that need to be replaced.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 3 deficiencies in this area. The faucet is leaking in the kitchen, water control does not work properly in Room K-2 and the faucet leaks in YMCA 1.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External 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
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	26	25	24	1503
Without Full Credential	2	1	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.



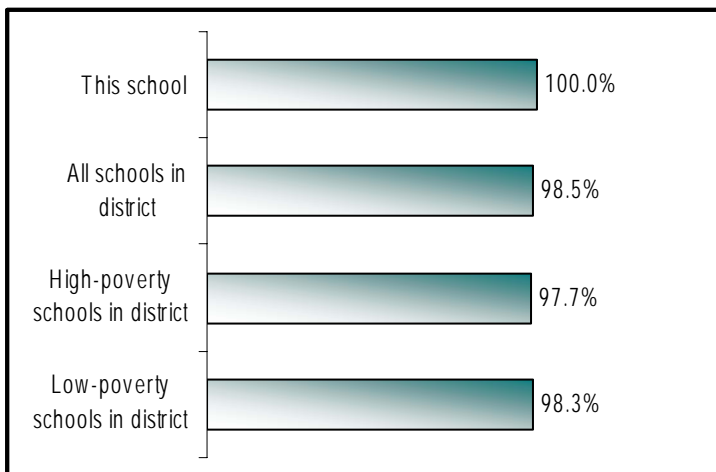
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009q	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

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

Professional Development

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

Substitute Teachers

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

Curriculum

Reading and Writing

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

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

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

Math

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

Science

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

Social Studies

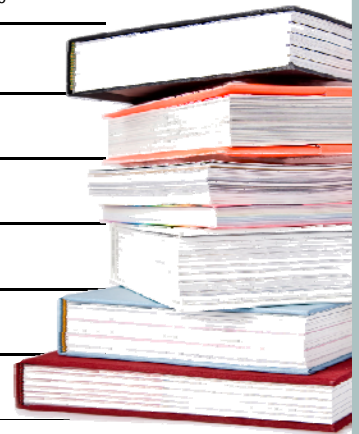
We use the Harcourt Social Studies Series, K-5. Each teacher incorporates historical, geographic, economic, cultural, and ethical literacy and civic values, rights and responsibilities appropriate for their grade level. The series is supplemented and enhanced with teacher designed materials, technology,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

Textbooks

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

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

Reading/Language Arts	0%
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

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

Special Ed

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

At-risk students

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

English language learners

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

After-school programs

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

Tutoring

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

Peer tutoring

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

School Finances (Fiscal Year 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	\$11,132	\$5,222	\$5,910	\$72,449
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	17.14%	29.10%	8.28%	3.88%
State			\$5,512	\$65,905
Percent Different - School Site and State			7.22%	9.93%
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).

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	43	43	48	48	51	54	43	46	50
Mathematics	52	55	50	46	48	50	40	43	46
Science	28	31	26	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	58	42	*
American Indian or Alaska Native	*	*	
Asian	69	79	*
Filipino	92	69	*
Hispanic or Latino	37	43	12
White (not Hispanic)	59	53	*
Male	43	47	25
Female	52	52	28
Economically Disadvantaged	41	46	17
English Learners	34	44	0
Students with Disabilities	25	20	18
Students Receiving Migrant Education Services	17	17	*

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	6	5	4
Similar Schools	9	6	4

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	-19	-12	7	748
Hispanic or Latino	-3	-7	13	705
White (Not Hispanic)				
Socioeconomically disadvantaged	-12	-9	9	717
English Learners	-21	2	28	706
Students with Disabilities				548

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	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 2009-10)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2009-2010	2009-2010
Year in Program Improvement	Year 1	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	37.0	25.9	25.9

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.