

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Rachel Carson Elementary

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San José, CA 95136

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Grades K-5



Principal

Betsy Doss
Betsy_Doss@sjusd.org



Received
award in
2001-2002

San José Unified School District

855 Lenzen Avenue
San José, CA 95126
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Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

Board of Education

Jorge González	Trustee Area 1
Richard García	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

Carson School is committed to improving student achievement. Nothing is as urgent as seeing to it that every student becomes a competent reader, writer, and mathematician.

Our mission is that all students will have equal access to a meaningful curriculum and rich experiences that ensures success, positive self worth, responsibility, and a lifelong desire to learn in a nurturing and accepting environment.

In 2002, we were honored to become a California Distinguished School receiving scores for our application that were among the highest in the state. Based on state test scores alone Carson is designated a high performing school.

Routines that promote academic literacy, including daily reading and math computation drills, and regular assessment of student work, are the norm at Carson School.

Our state and district have set standards of learning that are used as indispensable tools for guiding age-appropriate instruction and setting targets for student learning. Curriculum is rigorous, yet reasonable, and students are expected to be high performers.

Carson parents are encouraged to be involved. Volunteer opportunities are provided for parents to work at school or at home. PTA, school committees, room parents, student tutoring, and specific program help are activities considered essential to student success. Carson School is an excellent place to learn, an attractive place to attend, and boasts a strong heritage of community pride.

We at Rachel Carson believe that students who have positive self-esteem and have opportunities to receive recognition generally perform better academically and socially. Students receive recognition and leadership skills through a variety of programs including weekly and monthly classroom awards, Cross Age Tutoring, Media Helpers, Principals Play Day, and activities that promote student achievement.

Principal's Experience

Betsy Doss is the current Principal at Carson. Mrs. Doss has had over 15 years experience as a principal and administrator in various school district in Northern California. Mrs. Doss joined SJUSD in 2001.

Major Achievements

- Met AYP criteria
- Current State records show Carson achieved an API score of
- Implemented and monitored regular benchmark tests in ELA and Math
- 69% of Carson students are advanced or proficient in Math
- 56% of Carson students are advanced or proficient in English Language Arts

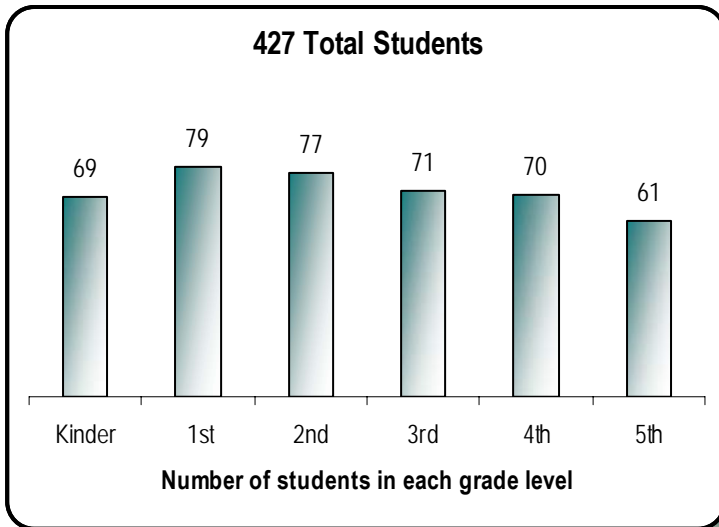
Parental Involvement

Parent involvement is encouraged in many ways: School Site Council, School English Learners Advisory Committee, Gifted and Talented Education Advisory, Parent Teacher Association, festivals, fundraising, classroom support, and in many cases helping with work at home. Parents are expected to be involved with their child's homework and to sign Reading Logs and assignment books on a daily basis.

For further information on our parent volunteer program, please contact your child's teacher or the PTA via the school office at 408-535-6287.

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	4.92 %
American Indian or Alaska Native	0.94 %
Asian	18.74 %
Filipino	1.17 %
Hispanic or Latino	40.28 %
Pacific Islander	0.23 %
White (Not Hispanic)	28.34 %
Multiple or No Response	5.39 %
Socioeconomically disadvantaged	38.00 %
English Learners	31.00 %
Students with disabilities	21.00 %



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+		1-20	21-32	33+
K	19.7	3			19.0	4			20.0	3		
1	20.0	2			19.5	4			20.0	3		
2	20.0	2			18.7	3			19.3	4		
3	31.0		1		30.0		1		30.5		2	
4	30.0		1		30.0		1		31.0		2	
5	30.5		2		32.0		1		26.5		2	
6												
K-3	19.3	3							20.0	1		
3-4	31.0		1		30.0		1					
4-8					32.0		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: Safety Plan is updated annually in August

Date safety plan last reviewed with staff: August, 2008

Safety of students is kept in mind daily. During school hours, visitors are expected to sign in. Well-planned supervision is provided when student are out of classrooms. Regular fire and disaster drills are conducted. The safety plan is reviewed annually and updated in August of each year with the school safety committee.

Homework

Carson's homework policy is reflective of the policy outlined in the District Handbook. K-2 students are expected to spend 20-30 minutes daily on homework; 3-5 students 30-50 minutes. Homework assignments are given Monday - Thursday. Additionally students are expected to read 30 minutes per day and keep a reading log summarizing this effort. Underachieving students may have additional homework. Homework assistance is provided three days per week in an after school program staffed by teachers and tutors.

Discipline

Teachers, parents, and students discuss our school discipline plan and homework policy. They are provided to each parent at the beginning of every school year as a part District Behavior Handbook. The principal recognizes students for positive behaviors on a weekly and monthly basis.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	4.9%	8.8%	4.9%	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

Carson was built in 1974 and has been exceptionally well maintained. In 2002, the facilities and grounds underwent extensive modernization including new heating and air conditioning units, a new kitchen, a new roof, new furniture, new carpets, and a complete paint job inside and out. Measure F funds were used for summer 2007 renovation of the main building. Walls were constructed in the open pod classrooms. The grass play field was renovated in 2008. The custodial staff includes one daytime custodian. Students and neighbors have developed a pride in their school, thus the site looks good and vandalism seldom occurs.

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 was 1 deficiency in this area. The AC/Heating vents in Rm G27 need to be cleaned.
Interior Interior surfaces		✓			There was 1 deficiency in this area. Ceiling tile in the principal's office have water stains.
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical				✓	There were 24 deficiencies in this area. All deficiencies were for banks of lights that were not working or light-bulbs that need to be replaced.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 2 deficiencies in this area. The faucet in Room C10 needs to be adjusted and the sinks in the small playground need to be cleaned.
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 28, 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	22	22	23	1503
Without Full Credential	1	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.



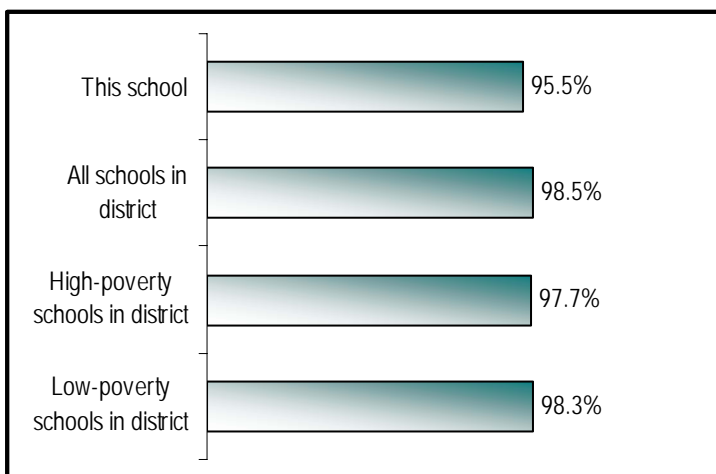
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	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

All temporary and probationary teachers are evaluated yearly; permanent teachers every other year. The evaluation instrument describes in detail what good learning looks like. Teachers meet with the principal one-on-one annually to examine all areas of their classroom program. Informal observations also contribute to the evaluation process. Evaluation is aligned with the bargaining unit contracts for SJTA and CSEA. Staff members and the District receive copies of the report.

Professional Development

Professional Development is focused on developing a well-prepared teacher work force that serves the students' assessed needs. The professional development activities include continuous improvement in strategies, methodologies, and curricular expertise necessary to serve a diverse student population. During the year, there were three inservice days, three Staff Development days, monthly grade level meeting, and faculty meetings. Guest speakers, workshops, and in house training are the primary means of delivery. The Resource Teachers and Computer Coordinator provide additional support for data collection, analysis, and reporting. Additionally, new teachers have mentors for guidance.

Substitute Teachers

Substitutes are not often needed at Carson, but when they come, they love to work here! They regularly comment on student's focus and good behavior, as well as the consistency of school wide routines and expectations. Carson has not had a problem securing qualified substitute teachers.

Support Staff

Carson has 0.4 FTE Academic Counselor and 2.0 FTE Speech and Language Specialists. All students have access to textbooks and other instructional materials in each core subject.

Curriculum

Reading and Writing

In addition to using state adopted Houghton-Mifflin reading series and standards based instruction, Carson relies on a computer based Accelerated Reader program, Diagnostic Reading Assessments, and a school wide Step-Up-To-Writing system. Student assessment scores are used to place them in appropriately leveled books. All students in grades 2-5 keep reading logs that are monitored daily.

Math

In addition to State adopted Harcourt Math texts, all students practice basic math facts daily. A computer based Accelerated Math program is used in grades 2-5. Regular performance based use of math concepts is practiced and assessed three times per year. All math teaching is based on district and state standards.

Science

Carson's Science lessons are taught with the idea that reading, writing, and math skills are enhanced through the development of science concepts. Standards based instruction is delivered through the use of the Harcourt-Brace science materials. State and district standards are the focus of the coordinated development of science concepts through the grades. Topic appropriate field trips and assemblies help excite interest in science.

Social Studies

Carson uses the state adopted Harcourt-Brace Social Studies program to address state and district standards. Supplementary texts, audiovisual aides, periodicals, and first person accounts develop social studies concepts. Field trips and assemblies enhance grade level topics.

Textbooks

SJUSD is committed to regular adoption of major subject area textbooks that are aligned with state standards. All students have individual copies of adopted textbooks. All teachers have complete sets of teaching guides and receive training in new adoptions.

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 students are identified via a district test. Identified students are monitored monthly using Accelerated Reader and Accelerated Math programs and through annual CST testing. Classroom teachers differentiate lessons and provide activities to challenge GATE students.

Special Ed

Carson is particularly proud of its special education classes. In addition to five teachers on staff, Carson hosts one County Office of Education classroom. Programs are offered to assist general ed students with exceptional needs, and Special Day Classes are available K/1/2 and 3/4/5. Additionally, students with autism have their own classrooms and specialized staff. Progress is monitored by CST, CMA and CAPA testing and through the IEP process as deemed appropriate.

At-risk students

Teachers conference with parents in the fall and discuss the CST scores with them and explain why their child may be at risk. The Student Study Team process may be initiated, through which an action plan will be developed detailing how the parents and teachers may help the child to reach proficiency in the area of need.

English language learners

The school principal meets regularly with classroom teachers to maintain a focus and to monitor English language learners academic achievement. All staff have CLAD credentials. Annual diversity training focuses on curriculum development and sensitivity to other cultures. When available and appropriate, students may be placed with a tutor. Student progress is monitored through teacher observations and annual CELDT and CST exams.

Students with disabilities

Students with disabilities receive support through special education programs and their Individualized Educational Program (IEP).

After-school programs

Carson has a San Jose City grant that funds the after school Homework Center. Students that are not at the proficiency level in Language Arts and Math qualify to attend. Credentialed teachers and adult tutors assist the at-risk students. We have computers in the center so students can take their accelerated reading test or math test during this time.

Tutoring

Students identified at the Basic and Below Basic level on the CST (California Standards Test) in Language Arts and/or Math qualify for tutoring. One to one and small group tutoring takes place in Language Arts and Math.

Peer tutoring

Cross Age Tutors are encouraged to work with students identified as at-risk in Language Arts and math for 20 minutes twice a week. All the work is planned by the classroom teacher.

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	\$10,152	\$4,735	\$5,417	\$67,977
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	6.83%	17.06%	-0.75%	-2.53%
State			\$5,512	\$65,905
Percent Different - School Site and State			-1.72%	3.14%

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	55	54	56	48	51	54	43	46	50
Mathematics	67	69	69	46	48	50	40	43	46
Science	69	84	69	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	32	53	*
American Indian or Alaska Native	*	*	
Asian	77	92	*
Filipino	*	*	*
Hispanic or Latino	46	58	68
White (not Hispanic)	59	72	74
Male	53	72	66
Female	61	66	74
Economically Disadvantaged	43	59	56
English Learners	41	61	33
Students with Disabilities	40	53	57
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	8	8	7
Similar Schools	7	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	9	-4	3	816
Hispanic or Latino	9	-2	9	766
White (Not Hispanic)	24	1	1	826
Socioeconomically disadvantaged	40	-44	28	774
English Learners			22	800
Students with Disabilities	48		29	665

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	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	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 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	18.5	23.1	20.0

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.