

# School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Castillero Middle

6384 Leyland Park Drive  
San José, CA 95120

Phone: (408) 535-6385  
Fax: (408) 268-4489

## Grades 6-8



*Principal*

Katrina Johnson  
Katrina\_Johnson@sjusd.org



1998-1999



2000

Plus Special  
Emphasis Award for  
Family Involvement

## San José Unified School District

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

### Superintendent

Don Iglesias

### Assistant Superintendents

Dr. William J. Erlendson  
Chris D. Funk

### Board of Education

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

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



## Principal's Comments



### **Vision:**

Castillero...

Developing the lifelong love of learning and responsibility to self and community in the pursuit of excellence.

### **Mission:**

In the pursuit of this vision, Castillero Middle School will:

- provide quality academic and social experiences.
- provide an excellent learning environment with high academic expectations for all students.
- prepare strong readers, critical thinkers, proficient writers, and analytical problem solvers who will be contributing members of a democratic society.
- incorporate the principles of Cornerstone and the Developmental Assets to provide an environment of positive social and emotional growth for all students at the school. In this safe environment, students can develop academic excellence.
- pursue curriculum that is driven by the California State Standards and use state adopted materials.
- collaboratively analyze student achievement data in language arts, math, science, and social studies.
- set standards based goals.
- create strategic lessons to meet the diverse needs of students in the classroom.

Castillero Middle School is a highly acclaimed Academic, Visual, and Performing Arts Magnet school. The school has a record of consistently high academic performance as demonstrated by test scores and the large number of students who receive academic recognition. The school curriculum is standards based, with an emphasis on improving academic achievement for all students and preparing students for a rigorous high school program.

We are especially proud of our Academic Exhibition, an annual event held every May on Open House Day to honor student work. This community event involves students from every program. Students present their projects to members of the community throughout the day. At the completion of the presentation, community experts give positive feedback to the students regarding their presentations and projects.

Significant accomplishments include recognition as a California Distinguished School, 1999-2000 and a National Blue Ribbon School of Excellence, 2000-2001, placing Castillero in the top 10 percent of secondary schools in the nation. The school received national special recognition for outstanding parent involvement, 2000-2001. Castillero received the Caring School Climate Award from Project Cornerstone for the Santa Clara County schools in 2003-2004.

All students are provided with a student "organizer." Homework Live, the school's website and the Parent Survival Guide are all part of an extensive parent communication program. Students and parents review the school discipline plan and the school safety plan along with the teachers and administrators. Uniforms help to ensure a safe campus and enrich the school atmosphere, while at the same time placing a stronger student focus on academics.

At Castillero, students have numerous opportunities to become connected and engaged in programs and generally perform better socially and academically. Current research and data, as well as first-hand observation, indicate that students involved in strong academic and arts curricula have a greater rate of success than those who do not have a similar experience. Student recognition is a high priority at Castillero, and all students have the opportunity to receive recognition through a variety of programs.

### **Principal's Experience**

Castillero's principal during the 07-08 year was Sue Walker. Ms. Walker taught for 11 years and has been in administration for 12 years. At the end of the school year the position was transitioned to Katrina Johnson. Ms. Johnson has worked as a teacher and administrator in San Jose Unified for a total of 13 years.

## Major Achievements

- Scored 810 on the API
- Notable improvement in staff and student satisfaction on school Climate Survey.
- Recognized for significant academic achievement for special education students in the area of language arts.
- Received numerous awards of "Superior" and "Excellent" at the West Coast Heritage Music Festival in Anaheim and the Bay Area CMEA Festival
- Thousands of hours of parent volunteer time in all areas of the school
- Nominated to Project Cornerstone's Caring School Climate Award

## Parental Involvement

Parent involvement is extensive at Castillero whether in the classrooms, serving on committees, or carrying out special projects. We have parents involved in Music Boosters, PTA, Project Cornerstone, Castillero's Educational Foundation, GATE, SELAC, fundraising, landscaping, the Academic Exhibition, the library and offices, and the classrooms. Annually, parents log in more than 20,000 volunteer hours. For further information on our parent volunteer program, please contact 535-6385.

## Climate for Learning

### Safety

Date safety plan updated: August 2009

Date safety plan last reviewed with staff: Sept 2009

The staff monitors school grounds 45 minutes before 0 period starts in the morning and monitors until 5 pm in the afternoon. We have a closed campus where all visitors must register with the office. We hold monthly fire drills and have earthquake and disaster drills at least twice a year. The PTA has provided each classroom with an updated safety kit for emergencies. Our school safety plan is reviewed in September each year by the administration and staff. Students wear a school uniform to encourage safe behavior and academic success at school. The school disaster plan is updated annually, and the American Red Cross houses supplies on site for emergency purposes. The Castillero Community Education Foundation has developed a school beautification plan for the grounds and is implementing the plan in stages.

### Homework

Students are assigned homework at least four days a week. Homework can include a variety of assignments such as reading, book reports, research written reports and projects. To assist students, teachers record assignments on the Homework Live and students are required to write their assignments in their binder reminder. Homework Center is Monday through Thursday afternoons in the media center and staffed by credentialed teachers. In addition, there is a math club in the morning staffed by volunteer parents.

### Discipline

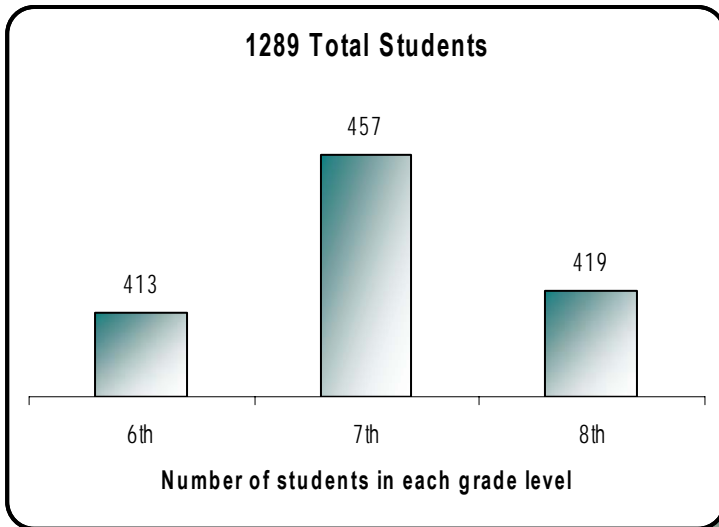
Our discipline and uniform policies are strict and in line with the district policies. Students suspended from class attend On Campus Supervision (OCS). At OCS, they are expected to complete their daily assignments and parents are contacted. Counselors hold group meetings in anger management, conflict resolution and peer coaching. The Cornerstone project aligns leadership students with students needing extra help in management. In the 2008-2009 school year, Castillero began its implementation of PBIS (positive behavior intervention and support.) Partnerships with San Jose Police and the city of San Jose assist students in need of more intensive intervention.

### Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Rate of Suspensions</b>	13.5 %	10.8%	16.8%	12.6%	13.6%	11.8%
<b>Rate of Expulsions</b>	0.2%	0.1%	0.2%	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.						

## 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 2008-09 school year.



Group	Percentage
African American	3.18 %
American Indian or Alaska Native	0.78 %
Asian	10.09 %
Filipino	1.47 %
Hispanic or Latino	39.41 %
Pacific Islander	0.78 %
White (Not Hispanic)	43.29 %
Multiple or No Response	1.01 %
Socioeconomically disadvantaged	34.00 %
English Learners	14.00 %
Students with disabilities	11.00 %



## Class Size

### Average Class Size and Class Size Distribution

Subject	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+
English	23.5	31	51	7	23.9	21	28	10	25.0	18	34	6
Mathematics	22.1	18	27	4	29.8	1	27	12	29.7	3	24	14
Science	17.0	16	15	1	30.4		19	1	30.5		16	4
Social Science	24.1	22	59	5	29.2	3	25	15	28.2	3	33	9

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

## Facilities

Castillero is a thirty-three-year-old enclosed building with seven additional portables, and the entire site encompasses 19,000 square feet. The school is well maintained. Recent renovations include modernization of the science wing, installation of permanent walls, sanding and refinishing the gym floor, replacement of exterior doors and windows and replacement of carpets throughout the building. During the 2005-06 school year, the F wing was remodeled and a new theater created for our drama department. Our athletic fields were renovated and the hardscape repoured during the summer of 2006. Preventative maintenance is completed on an annual cycle with the district. Classrooms are cleaned twice a week thoroughly and checked nightly. Restrooms are cleaned and maintained several times a day. Our groundskeeper is on site two and one half days 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
<b>Systems</b> Gas leaks, Mechanical/HVAC, Sewer		✓			There were 4 deficiencies in this area. Heating/AC vents in the mat room, G2, G5, G6 and G7 need cleaning.
<b>Interior</b> Interior surfaces	✓				
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation	✓				
<b>Electrical</b>		✓			There were 2 deficiencies in this area. Banks of lights out in rooms A4 and B32.
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains		✓			There were 3 deficiencies in this area. Tile broken in entry way to girls rest-room in the indoor commons, sinks by the pool deck need cleaning, sink clogged in F7.
<b>Safety</b> Fire safety, Hazardous Materials	✓				
<b>Structural</b> Structural Damage, Roofs	✓				
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

## Overall Summary of School Facility Good Repair Status as of August 29, 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	55	55	57	1503
Without Full Credential	3	2	1	77
Teaching Outside Subject Area of Competence	2	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.



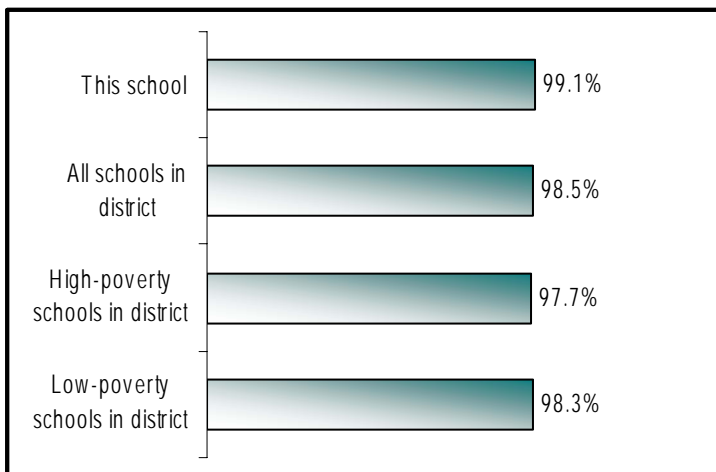
## Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	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 evaluated by an administrator each year. Permanent teachers are evaluated every other year. Evaluation consists of class visits and review of materials presented by the teacher. The document used is defined by the bargaining unit contract. The teacher, administration, and human resources receive copies of the evaluation. There are four levels of coaches to help them with all aspects of education. There are Professional Development coaches, mentors, BTSA and peer coaches.

### Professional Development

Staff Development days are held three days each year. The focus is teacher training in standards based instruction and assessment, data analysis, equity and diversity, differentiation in the classroom and positive behavior for school climate.

### Substitute Teachers.

We are fortunate to have a solid group of retired and neighborhood teachers dedicated to substituting at our school. Students and teachers know many of the substitutes so quality education is provided at all times.

## Curriculum

### Reading and Writing

Castillero prides itself in reading and writing across curricular areas. Language! instruction is provided as and intervention class to those students who are significantly below grade level in reading. Each student is involved in the Accelerated Reader (AR) program and a Sustained Silent Reading (SSR) period is held each day after lunch.

### Math

The mathematics department works closely together to provide a strong program that ranges from grade level math through geometry. In addition, Zero Period Math Club, Family Math, Math Olympics, and math assistance is available in the homework center before and after school. In the 07-08 school year every 8<sup>th</sup> grade was enrolled in at least Algebra I.

### Science

Laboratory science is taught at each grade level for one-half the school year. In the 8th grade, there is one full year class available by choice to students. Four full time teachers make up the science department. A new adoption for science that was piloted in the 07-08 year was implemented in the 08-09 school year. Optional trips to the Grand Canyon and Costa Rica were organized through the science department.

### Social Studies

Social studies provide a standards based instruction program. Enhanced activities include a Famous Figures Feast and a reenactment of the Civil War. An optional trip to the Washington D.C. is available to students.

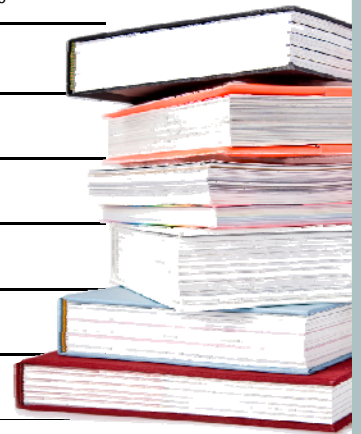
### Textbooks

All textbook adoptions are current with the state adoption cycle, and the language arts, social studies and math classrooms house a set of student texts in addition to the textbooks that are assigned to each student in these subjects.

All students have access to a physical and/or electronic copy of the textbook in the core academic subjects.

#### 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](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

## Specialized Programs

### GATE

Curriculum is in place, responsive to the needs, interests, and abilities of the students. Curriculum is selected using the following criteria: depth of study, complexity, acceleration, differentiated instruction, and Gardner's Seven Intelligences. Interest centers, independent research, open-ended questioning, extended time for in-depth study, advanced performing arts/mathematics classes are in place to meet the needs and learning styles of GATE students. A Speech and Debate team was formed during the 2007-08 school year and many students participated in Knowledge Masters.

### Special Ed

Students are monitored based on their IEP goals by their teachers and case manager. The SAP and SST process are used to address issues as appropriate. Students are directed to specific programs to help achieve success in school. The school began to transition into a full inclusion model for RSP students during the 2007-2008 school year.

### At-risk students

Students are monitored by grade level advisors and teachers. Specific support such as intervention classes in language arts and math are assigned as appropriate, SSTs, SAP, counseling, tutoring and homework center assistance is offered.

### English language learners

145 students comprise the ELL program. Depending on their needs they are enrolled in Highpoint taught by the EL coordinator, in the Language! program or mainstreamed with an EL authorized teacher. The redesignation rate is very high for our students. The Site English Language Advisory Committee (SELAC) organizes and oversees the program.

### Students with disabilities

Castillero has six special education teachers that work with students. There are nine one on one aides that assist special students. There are approximately 20 students with 504 plans in place.

### After-school programs

In addition to the Homework Center, there are All Star sports programs that continue throughout the school year. Soccer, basketball, flag football, volleyball, and tennis are some of the sports that are offered for boys and girls.

### Tutoring

Tutoring is available Monday through Thursday in the Homework center. A special math tutoring class staffed by volunteers is available through teacher recommendation.

### Peer tutoring

Peer tutoring is available on a special needs basis.

## 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	\$8,856	\$3,672	\$5,184	\$69,832
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-6.81%	-9.22%	-5.02%	0.13%
State			\$5,512	\$65,905
Percent Different - School Site and State			-5.95%	5.96%
<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 <a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a>.</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](http://www.ed-data.k12.ca.us)).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## National Assessment of Educational Progress

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

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

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

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

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

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

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

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

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

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

## Student Performance

### Standardized Testing and Reporting Program

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

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

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

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

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

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

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

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	63	63	61	48	51	54	43	46	50
Mathematics	56	54	47	46	48	50	40	43	46
Science	43	52	54	42	50	52	38	46	50
History Social Science	49	52	61	39	43	49	33	36	41

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

Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	48	42	33	42
Asian	84	75	70	81
Filipino	65	55	*	*
Hispanic or Latino	40	24	35	46
Pacific Islander	73	45	*	*
White (not Hispanic)	77	61	68	72
Male	54	44	55	62
Female	68	49	53	59
Economically Disadvantaged	36	23	24	35
English Learners	8	12	6	9
Students with Disabilities	19	13	13	16
Students Receiving Migrant Education Services	37	23	*	*

## 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	8
Similar Schools	8	7	3

### 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	3	-1	0	810
Asian	-20	29	6	937
Hispanic or Latino	19	7	-20	703
White (Not Hispanic)	-1	-15	21	875
Socioeconomically disadvantaged	9	9	-3	685
English Learners	39	17	-8	660
Students with Disabilities	10	-7	-39	535

### 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	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	26.8	30.9	15.7

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.