

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Grant Elementary

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Grades K-5



Principal

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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 2.



Principal's Comments

Grant Academy is committed to providing an environment where all children can learn and succeed. The school is a learning center with high expectations. We ensure equal access to a rigorous and challenging curriculum, enabling all children to be lifelong learners who are empowered to take on the challenges of the future.

Grant met and exceeded the No Child Left Behind goals, making Adequate Yearly Progress (AYP) schoolwide, and for all significant subgroups.

Grant Academy Mission

- To provide a quality education, meeting state and federal standards, narrowing the achievement gap.
- To set high expectations for student success, enabling students to achieve grade level proficiency.
- To prepare students to go to college and contribute to their community.
- To provide purposeful professional development to the teaching staff to improve their teaching practice and foster collaboration.

Specially funded programs include the Title 1 Program for children who need extra help in reading and math, School Improvement Program, Bilingual Education, Drop Out Prevention counselor, GATE (Gifted and Talented Education), Homework Center, and After School All Stars. Students receive a challenging and integrated program that develops basic skills in reading with the *Success for All* program. A full-time counselor and Outreach consultant works with attendance issues and supports student success in school by assisting with student social development and parent education. Grant also works with Partners in School Innovation to close the achievement gap between different groups, and to provide professional development for teachers.

At Grant School, the entire student body receives class and/or school recognition through a variety of programs including monthly award assemblies, Student Council, Eagle Ticket Program, and other activities promoting student talents.

Principal's Experience

Cecilia Barrie is the principal at Grant and this is her 4th year at Grant. Prior to coming to Grant, Ms. Barrie had 10 years' experience as a principal and 20 years of teaching experience. Mrs. Barrie was chosen as the California Association for Bilingual Education's Administrator of the Year for 2005-06.

Major Achievements

- Met the No Child Left Behind goals and made Adequate Yearly Progress (AYP) schoolwide and for all subgroups in Math and Language Arts.
- Grant was named a "Beacon School" by State Superintendent of Education, Jack O'Connell. He visited our school to congratulate us and hold us up as an example of student achievement.
- Grant was named an "Honor School" by Just for the Kids, an organization sponsored by business that compares schools within similar demographics.
- Grant received the Glenn Hoffman award, an award given by the Santa Clara County School Board Association.
- Provided extensive support programs and interventions for students including a homework center, tutoring, Saturday Academy, and individual and group counseling services
- The redesignation rate of English Learners to English Proficient exceeded the State's target.

Parental Involvement

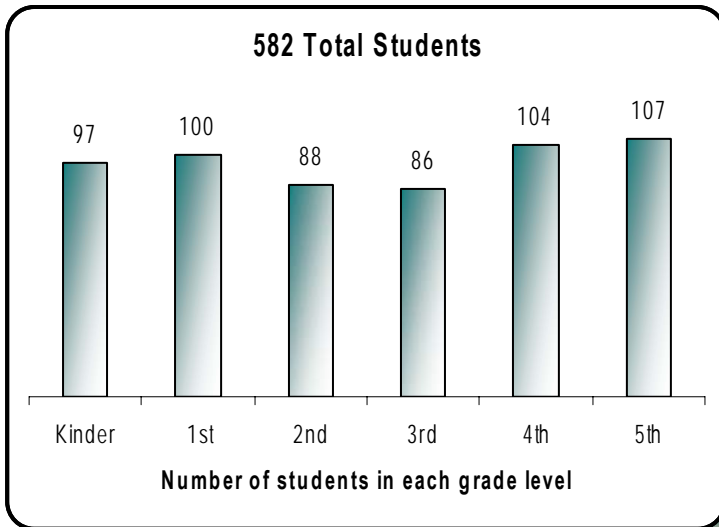
Parents are always welcome at Grant Academy. Parent involvement has increased greatly during the past year. The Parent Leadership Committee, under the facilitation of the Outreach Consultant, provides opportunities for parents to participate in fundraisers, help in the classrooms and homework center, and organize fundraising and community activities such as the Harvest Festival, Thanksgiving dinner, spaghetti dinner, schoolwide clean up days and the International Festival.

Parenting classes and ESL classes are held on Grant's campus. The School Site Council and Site English Learner Committees are held monthly to create a collaborative effort of school staff and parents to make instructional decisions about Grant School.

For further information on parent involvement, please contact the Outreach Consultant, James Landa, at 535-6227.

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	2.92 %
American Indian or Alaska Native	0.86 %
Asian	5.50 %
Filipino	0.34 %
Hispanic or Latino	84.71 %
Pacific Islander	0.34 %
White (Not Hispanic)	2.92 %
Multiple or No Response	2.41 %
Socioeconomically disadvantaged	86.00 %
English Learners	55.00 %
Students with disabilities	9.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2006-2007			2007-2008			2008-2009		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	20.0	4		19.4	5		19.8	5	
1	17.8	4		19.3	3	1	20.2	3	2
2	19.4	5		17.5	2		18.8	4	
3	30.0		2	26.0		3	27.5		2
4	30.5		2	29.3		3	25.0		3
5	29.7		3	28.7		3	29.7		3
6									
K-3	19.0	1					20.0	1	
3-4	27.5		2	24.0		1	29.0		1
4-8							30.0		1
Other									

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

Climate for Learning

Safety

Date safety plan updated: October 2008

Date safety plan last reviewed with staff: October 2008

A Grant schoolwide discipline plan was written by the staff and is reviewed by the staff and updated yearly. We schedule fire and disaster drills regularly. A three-way pledge between parents, students, and teachers is created to insure full participation in the students' academic success.

A full-time yard duty supervisor patrols the campus at all times to ensure the safety of students.

Eagle Tickets are given by staff to reward good behavior and to promote fairness and compliance with the school rules. Students exchange these tickets for prizes. Monthly awards assemblies recognize students for behavior, attendance, and life skills.

Homework

Students in grades 1-5 are expected to do homework nightly. In addition to written homework, all students are expected to read for a minimum of 20-30 minutes each night.

Grant has an expanded homework center with collaboration with the City of San Jose Homework Center, and After School All-Stars. Students are assigned daily homework, 20 minutes of reading for *Success For All* and additional math homework aligned with the Harcourt Math program.

Discipline

The Grant staff is committed to maintaining a positive learning environment where all students are treated with respect and everyone expects respect. Teachers and parents developed our school discipline plan. A copy is provided to each parent at the beginning of every school year along with the District's Behavior Handbook. A three-way pledge is signed by students, parents, and teachers to ensure the policies of the discipline plan and District Handbook are followed. Eagle Tickets are given to students who follow rules and who play and act fairly. Students participate in Cornerstone activities to eliminate bullying and develop assets. Visitors to our school always comment on the excellent behavior on the part of the students. The suspension rate at Grant is very small compared to other schools.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	3.1%	3.4%	2.7%	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

Grant provides a safe and clean environment for learning. Grant met all the Williams Act inspections for a safe, clean, and adequate learning environment.

Grant School is 27 years old. The school's maintenance is done on a regular basis by our excellent custodian and a night crew. The bathrooms are checked regularly during the school day. The blacktop was renovated in 2008. The office was remodeled in 2005 and ADA bathrooms were installed.

In 2005, the renovation of a two-story classroom building took place. Renovation and remodeling of the older buildings on campus took place in the summer of 2003. A beautiful new cafeteria/multi-purpose building was built and inaugurated in August 2007. A new playground was installed in 2005. The grass area was replaced with a soft artificial turf in 2007. The main building underwent renovation during summer of 2007. All classrooms are air conditioned and all classrooms have a document camera and LCD projector.

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. They included banks of lights that needed to be repaired and lightbulbs that need to be replaced. The AC in 2 rooms was not working.
Interior Interior surfaces		✓			There were 3 deficiencies in this area. Ceiling tile are missing in Room F20, sinks in restrooms in G Wing need to be cleaned.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There was 1 deficiency in this area. Turf needs to be cleaned.
Electrical				✓	There were 29 deficiencies in this area. They were for banks that need repair and/or lightbulbs that need to be replaced.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 3 deficiencies in this area. The sinks are not working in Room G32, sink and drinking fountain in Room F22.
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 21, 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	30	30	32	1503
Without Full Credential	2	1	0	77
Teaching Outside Subject Area of Competence	0	0	0	0

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.



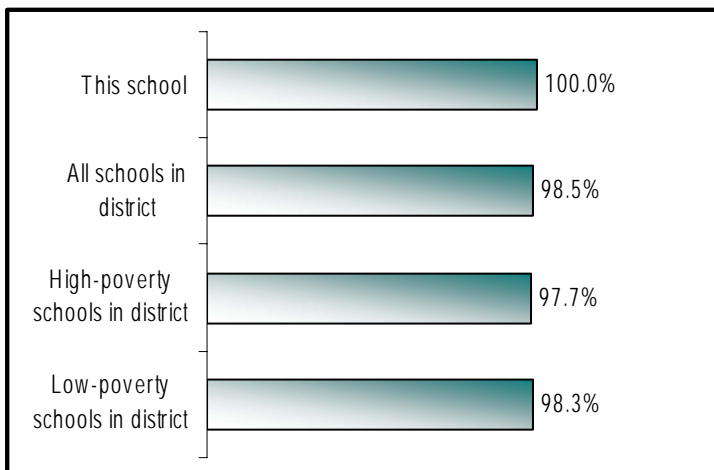
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- Teacher misassignments (teachers assigned without proper legal authorization)
- Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The *No Child Left Behind Act (NCLB)* requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

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

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

Teachers are evaluated according to the bargaining unit contract and district-wide procedures. New teachers at Grant are formally evaluated two times each year until they reach permanent status. Tenured teachers are evaluated every other year. In addition to the formal evaluation process, the principal conducts numerous classroom visits and walkthroughs. Support for teachers is provided by a Professional Development Coach (PDC) and resource teachers as well as by District BTSA mentors and Partners in School Innovation.

The principal conducts the observations and evaluations and meets with the teachers on a regular basis.

Professional Development

Two days a year are dedicated to professional development. In addition, every Tuesday is an early release day, and teachers meet every Tuesday to analyze data, share lessons, and plan how to teach the standards. Professional development is conducted on an on-going basis at weekly staff meetings and after school. Teachers participate in SFA reading meetings at least once a month, from professional SFA trainers. Staff development in the areas of math and English Language Development are also offered by Partners in School Innovation, and other resource teachers. Teachers meet in grade level meetings weekly to collaborate on scoring District assessments (benchmarks), to analyze data, and to plan accordingly for student success. Professional Development Coaches model lessons and assist with planning. ELD staff development is provided by consultants and by the ELD resource teacher.

Staff development is delivered at Grant in a variety of ways: workshops, individual mentoring, conferences, and coaching.

Teachers are supported during implementation through in-class coaching, SFA component meetings, analysis of student assessments, demonstration lessons, release time for planning with grade level teams, teacher-principal observations and meetings, and the Lab classrooms.

Substitute Teachers

We are fortunate to have substitute teachers who regularly substitute at Grant. In addition, five resource teachers are available to substitute occasionally. The principal acts as a substitute as needed.

Support Staff

Grant has 1.0 FTE Academic Counselor.

Curriculum

Reading and Writing

Grant Academy uses *Success For All* and Houghton Mifflin for reading. The kindergarten Kinder Corner model includes letter/sound recognition, excellent literature, and writing about social studies/science themes. Kinder Roots reading is introduced. First grade Roots reading includes sound/letter recognition with grade one level books, listening to excellent literature, speaking, and writing complete sentences. Students at the 2nd-5th grade reading levels participate in the SFA Wings curriculum, which utilizes HM textbooks. Students read district adopted Houghton Mifflin fiction and nonfiction, learn good reading strategies, and write often. Progress is monitored every eight weeks and interventions are provided to help students improve. Students read nightly for homework. Every class learns to write in all subjects, and teachers have been trained in Step Up to Writing. Students take the district's Benchmark Assessment every 8 weeks to mark progress toward learning the Language arts standards. All students at Grant are expected to read on their own every day, and to earn Accelerated Reader points (1 point a week for students in grades 2-5).

In the bilingual classes (ALA), students learn to read in Spanish first while learning English. English learners (ELs) receive daily English Language development lessons daily. Formal transition to English reading occurs in 3rd grade. Students have access to all the same materials and curriculum as the English only classes.

Math

Grant Academy teachers use the District adopted Harcourt Math Series. The Title I resource teacher is helping the Grant teachers to prepare students for the District Math Performance Based Assessments and the six math benchmarks. The basic math facts are reviewed daily using the 50-in-a-Minute Math program. Students take the district's Benchmark Assessment every 8 weeks to mark progress toward learning the math standards. In addition, Grant's Title I Resource Teacher works with small groups of students who are in need of math tutorials.

Science

Grant teachers use the District adopted Science series. Fifth grade classes go to Outdoor Science camp. In addition, expository writing about science is implemented with *Step Up to Writing* in which all Grant teachers are trained. New Science materials were adopted this year.

Social Studies

At Grant, teachers use the District adopted Social Studies textbooks and series. Upper grade students are required to do a project or report during the year to show they have mastered the subject matter. The use of the library and the internet is encouraged to find needed information.

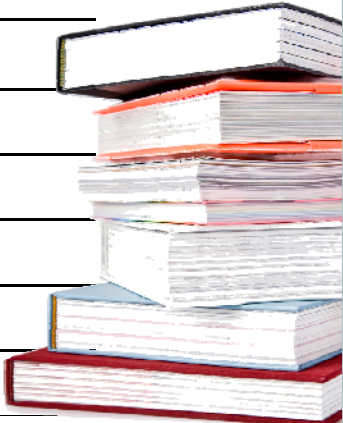
Textbooks

Grant's curriculum includes all recent adoptions of curricular material from the District. The books purchased for the Accelerated Reader program also provide information in all subject matters. Additional books are purchased for the extended homework studies in the after school programs.

All students have access to textbooks and other instructional materials in each core subject area that are current and in good condition, as determined by the Williams Act audit, which Grant has passed.

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' needs are provided by differentiating the classroom curriculum for challenging work.

Special Ed

A Family Support Team and Student Study Teams include an administrator, a counselor and special needs staff meet with families of children who have difficulties ranging from attendance and behavior to suspected learning disabilities. Special education students receive direct services from a Speech Therapist, Resource Specialist, and a Special Day Class.

At-risk students

The following services are provided for at risk students: After school tutoring, homework center, small group work with Title I teacher, ALA teacher, SFA tutoring, after-school classes, Saturday School and Extended School Year. In addition, the counselor works hard to make sure students attend school, and the Student Success Team meets regularly to discuss students about whom there are concerns.

English language learners

A full-time English Learner Program Coordinator coordinates the program and services to meet the needs of the English learners at Grant. She assists the parents in signing waivers for the Bilingual classes. She coordinates the CELDT testing for the English Learners. She models lessons for bilingual classroom teachers, oversees the ELD program and redesignation process, and teaches small ELD groups. In addition, two Program Assistants help with testing and work with small groups of students.

Grant has a full-fledged ALA (bilingual) program in grades K-5. Parents choose to have their children in this program and sign a waiver.

Students with disabilities

Special Day Class and Adaptive PE as needed. Speech Services and RSP services.

After-school programs

After School All Stars Homework Center, All Stars enrichment program, BAWSI girls.

Tutoring

SFA tutoring for targeted students in grades 1, 2; Teachers provide after school tutoring. Resource teachers have intensive after school classes.

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	\$10,428	\$4,943	\$5,484	\$68,688
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	9.73%	22.20%	0.48%	-1.51%
State			\$5,512	\$65,905
Percent Different - School Site and State			-0.51%	4.22%
<p>This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at http://www.cde.ca.gov/ds/fd/cs/.</p>				

Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

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

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

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

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

National Assessment of Educational Progress

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

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

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

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

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

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

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results 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	38	46	48	48	51	54	43	46	50
Mathematics	53	59	55	46	48	50	40	43	46
Science	18	24	18	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	*	*	*
American Indian or Alaska Native	*	*	*
Asian	88	88	*
Filipino	*	*	
Hispanic or Latino	44	54	17
White (not Hispanic)	92	75	*
Male	42	57	24
Female	54	54	13
Economically Disadvantaged	45	53	17
English Learners	30	46	5
Students with Disabilities	9	18	8
Students Receiving Migrant Education Services	43	57	*

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	5	5	6
Similar Schools	10	9	10

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	-7	29	-13	765
Hispanic or Latino	-5	24	-17	753
White (Not Hispanic)				
Socioeconomically disadvantaged	-7	30	-14	752
English Learners	7	30	-20	730
Students with Disabilities				

Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	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
<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 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		
	17.5	31.1	32.0
5	17.5	31.1	32.0

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/tq/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

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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.