

# School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Los Alamitos Elementary

6130 Silberman Drive  
San José, CA 95120

Phone: (408) 535-6297  
Fax: (408) 268-8929

## Grades K-5



*Principal*

Shyril McGuiness  
Shyril.McGuiness@sjusd.org



1999-2000



2001

Plus Special Emphasis  
Award for Technology

## 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

A National Blue Ribbon School and California Distinguished School, Los Alamitos serves as an educational leader in the Silicon Valley. The Los Alamitos Lions take pride in their high academic standards and have been recognized locally and internationally for their innovative and trend-setting pilot programs in Early Literacy, Visual and Performing Arts, Science, Technology, and Robotics.

Our experienced faculty and administration are a highly skilled and cohesive team with extensive professional expertise in accommodating diverse student learning styles and needs. We are committed to both a standards-based curriculum and the school visions of "Every Child a Reader" and "Developing the Whole Child." Curricular focal points include our Accelerated Reader program a successfully implemented program in grades 1-5, addition of the Accelerated Math program to grade 5, Math Facts in all grades, and the continual expansion of our use of technology school wide. Our 2008 CST test results are well above county and state norms. We strive for greater student achievement by monitoring and evaluating all facets of the school's program.

Los Alamitos functions as a model pilot site for the development of curriculum aligned with California's newly revised Arts Frameworks and Standards for visual and performing arts. The Art Vista program and our music program continue to provide all students with arts experiences. Our parent docent-led Art Vista program is recognized as an exemplary program that has inspired and assisted many schools. The enthusiastic commitment of our many parent volunteers and school partners contributes directly to our students' success. Parents tutor children in reading, organize noon science lab activities, function as Art Vista docents, are key organizers for social studies' Colonial and Gold Rush Days, and staff our Reading Lab intervention programs. Los Alamitos maintains a dynamic and informative website full of resources for students, parents, and the public. Check us out at <http://www.losalamitos.org>

## Principal's Experience

Mrs. Shyrl McGuiness is currently the principal at Los Alamitos and she has been at the site for the past five years. She has been in the San Jose Unified School District for a total of thirty one years. She was a teacher for fifteen years, an assistant principal for five years, and principal at another SJUSD school for five years.

## Major Achievements

- Recognized as a National Blue Ribbon School of Excellence with special recognition for an exemplary program in Technology. This Special Emphasis award was conferred upon only 10 schools nationwide among the 266 named Blue Ribbon Recipients for 2001
- Accomplished an high API score of 927
- API growth of 35 points
- Experienced NCLB highly qualified teachers
- Involved PTA raised over \$100,000 last year
- 100% PTA Membership

## Parental Involvement

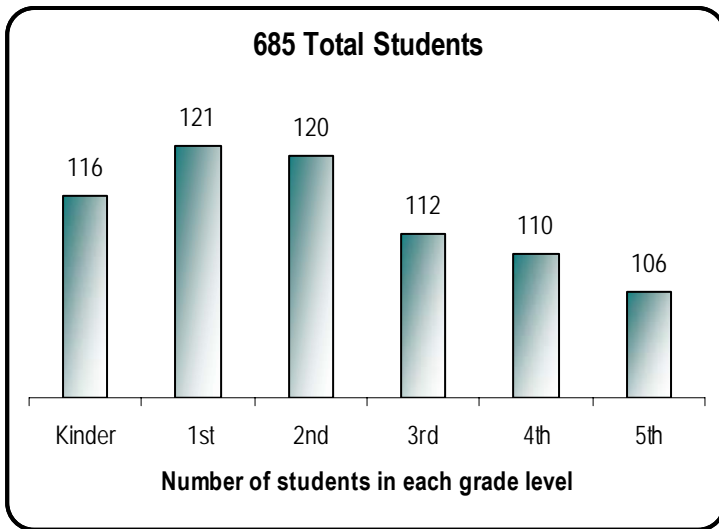
Parents receive a weekly school newsletter, "Lion's Roar", and a monthly PTA newsletter, "Cottonwood Tales." Many teachers send home newsletters on a regular basis informing parents of class or school activities. Some teachers are creating email lists and are sending weekly newsletters in email form. Parent/teacher support organizations, such as the PTA, the School Site Council, and the Site English Learner Advisory Committee, hold monthly meetings regarding school programs and services for all students. Parent involvement at Los Alamitos is high, and resources for parents are important. Last year, PTA donated over 20,000 hours of service to the learning community and helped raise more than \$100,000 to support field trips, working in the classroom, Parent Patrol, hands-on science labs, music, technology, and more.

Los Alamitos PTA – President Simone Nelson (408) 535-6297

Countless volunteer and support opportunities, monthly meetings.

## 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	1.61 %
American Indian or Alaska Native	0.29 %
Asian	18.39 %
Filipino	2.48 %
Hispanic or Latino	14.31 %
Pacific Islander	0.58 %
White (Not Hispanic)	58.98 %
Multiple or No Response	3.36 %
Socioeconomically disadvantaged	10.00 %
English Learners	7.00 %
Students with disabilities	6.00 %



## 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	19.0	6		19.7	6		19.6	5	
1	18.9	7		20.0	7		20.0	7	
2	19.4	5		19.6	5		19.8	6	
3	30.0		3	30.0		3	28.5		4
4	30.8		4	29.7		3	31.0		3
5	30.7		3	31.3		3	30.3		3
6									
K-3	20.0	1		20.0	1		18.0	1	
3-4				31.0		1			
4-8	31.0		1	32.0		1	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: November 16, 2009

Date safety plan last reviewed with staff: November 17, 2009

Our Safety Plan is updated by staff and parents each November and is submitted to our District Office in late November, after approval by our Safety Committee. Key elements of the plan include programs to help students feel safe, procedures to be followed by staff to maintain safety, and the types of support provided to students and families in need.

During the school day, our school is secured in the morning and evening by our school custodian. Yard duties, Parent Patrol, and teacher supervisors are present to supervise students before school, during recess and lunches, and after school, in conjunction with hundreds of parents who come to the school site to walk their children back and forth and ensure safe delivery. Because of our open campus setting, we have procedures put in place whereby all visitors and parents stop in the office in order to sign-in that they have arrived.

Providing a safe, clean, and secure learning environment is important to the Los Alamitos faculty and community. San José Unified's Zero Tolerance Policy sets the tone for our school climate, free of drugs, alcohol, gang influence, conflict, and violence. A schoolwide discipline plan is in place with school and classroom behavioral expectations that are posted and reinforced throughout the year. Students earn "Paws" for following school rules and for being good citizens.

## Homework

Homework is assigned, based on the protocol at each grade level. Homework is assigned to provide additional practice of new lessons, reinforcement of previous lessons, and may include both long and short-term assignments.

Our Homework Policy is that of our school district, with an average of 10 minutes assigned per grade level, four nights per week. For example, a 1<sup>st</sup> grader would expect to have 10 minutes of homework, compared to a 5<sup>th</sup> grader with 50 minutes per night.

## Discipline

Los Alamitos has a schoolwide discipline plan to promote a positive learning environment. Individual class standards reinforce positive behavior as well as consequences for inappropriate behavior. We believe that students who have a positive self-esteem and have opportunities to receive recognition perform better academically and socially.

Inappropriate behavior is dealt with accordingly. If there is a small violation of a school rule, a pink slip is sent home that reminds parents of a rule broken. The pink slip also provides specific information. All violations that are suspendable do result in suspension, including fights, weapons, illicit drugs, etc.

The student body receives recognition through a variety of programs including monthly awards opportunities, Student Council, the Lion's Paw Program, "Lifeskills" character education program, Principal's Pride, Conflict Managers, Cross-Age Tutors, Lifeskill Leaders, Safety Patrol, and Cafeteria Service Workers.

### 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>	0.8%	2.3%	2.0%	12.6%	13.6%	11.8%
<b>Rate of Expulsions</b>	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

Los Alamitos Elementary School is a 33-year-old facility with fifteen portable classrooms. During the summer of 2009 the field was torn out, and new grass was planted. During the summer of 2008, walls were installed in the Main Building, and two kindergarten classrooms to close the open pod classrooms into single self-contained rooms. Other construction improvements during the summer of 2008 were made in the Health Office, the Staff Room, resurfacing the driveway and the blacktop. During the summer of 2002, our school underwent a \$2 million renovation, including updated T-1 lines, new carpets, new paint, and improved heating/air conditioning systems. A Disaster Preparedness Plan is updated yearly, and practice drills are scheduled regularly. Our full-time custodian has been on our staff and in the district for more than 33 years. Our school is rated by parents and staff each year in our Annual Climate Survey, and continues to receive high marks for cleanliness. Our custodian cleans all restrooms daily, including all kindergarten restrooms. Our grounds are also checked daily for debris that is promptly removed. Classroom trashcans are emptied daily, and a custodial crew rotates through classrooms each evening to clean chalkboards, sinks, and vacuum floors.

In 2009, our PTA and the school district installed two shade structures. One shade structure was placed over the outside 4<sup>th</sup> and 5<sup>th</sup> grade eating area, the other was placed near the new field. In the spring of 2006, the PTA purchased a double –sided lighted outside sign to inform the community, and advertise upcoming school events.

**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 17 deficiencies in this area. They were all for the need to clean AC/Heating vents.
<b>Interior</b> Interior surfaces	✓				
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation		✓			There were 4 deficiencies in this area. Walls in boys and girls restrooms have footprints on them that need to be cleaned, outdoor upper grade lunch area needs to be cleaned.
<b>Electrical</b>				✓	There were 20 deficiencies in this area. They all were the need to re-place burned out light bulbs.
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains		✓			There were 3 deficiencies in this area. Drinking fountains need cleaning,
<b>Safety</b> Fire safety, Hazardous Materials	✓				
<b>Structural</b> Structural Damage, Roofs	✓				
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 1 deficiency in this area. Gate lock broken outside Room P-02.

## Overall Summary of School Facility Good Repair Status as of August 27, 2009

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2006-07	2007-08	208-09	2008-09
With Full Credential	31	30	30	1503
Without Full Credential	1	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.



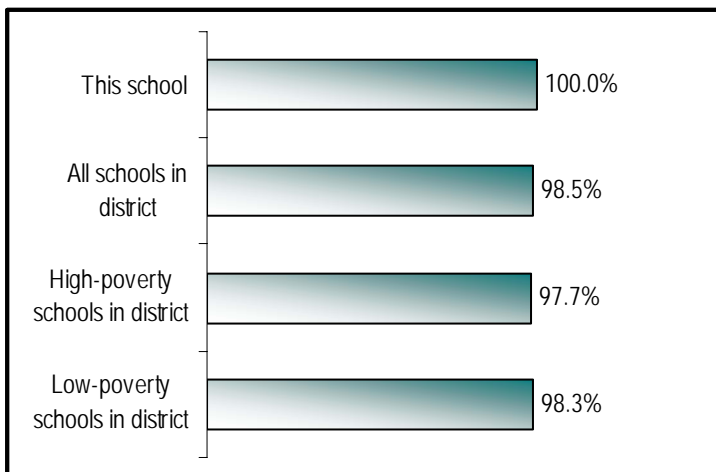
### Teacher Misassignments and Vacant Teacher Positions

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 in the San Jose Unified School District are evaluated every other year, if tenured. For new teachers, evaluations are completed twice each school year. Teacher evaluation procedures are outlined in and are part of our bargaining unit contract.

## Professional Development

Our staff regularly initiates ongoing professional development. The focus of staff development, over the past few years, has been in strategies of how to raise test scores, technology, and diversity. The staff development is offered before, during the school day, and after school. Teachers support one another in the implementation of new practices and procedures.

Professional Development is delivered after school, Staff Development Days, Reading and Math Conferences and workshops.

## Substitute Teachers

Los Alamitos is able to send teachers to conferences and meetings without the concern of adequate substitute coverage. We have a cadre of retired Los Alamitos teachers and current parents who provide extensive expertise as our "guest teachers."

## Support Staff

Los Alamitos has .4 FTE Academic Counselor 2 days a week and an Almaden Valley Counselor one day a week. There is a full time Speech/Language/Hearing Specialist.

## Curriculum

### Reading and Writing

Teachers are trained in early literacy strategies with an emphasis on intervention techniques, such as running records, shared/guided reading, anecdotal records, rubrics, and alternate rankings. The Houghton Mifflin district adoption, adopted in spring 2003, is used as our basal text. We also use many supplementary materials that include two core literature books for each grade level, grammar resources, and leveled books. Writing across the curriculum is introduced in kindergarten and is further developed in a spiraling sequence at each grade level. Teachers engage students in the strategies of the "Step Up To Writing" program that includes pre-writing, drafting, revising, editing, and post-writing activities.

### Math

The Los Alamitos mathematics curriculum closely follows the state framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Preparation for real-world math is priority when selecting curriculum. Our 2009 adoption is e-Vison from Harcourt Brace, a state-approved curriculum. Basic skills are taught through concrete hands-on experiences and use of manipulatives. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. Students regularly write about their thinking in math journals while working towards clarity and coherence. Math is integrated throughout the curriculum at all grade levels.

### Science

Science instruction follows the state framework and benchmarked district standards. Our focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. All grade levels receive 10 different hands-on, interactive labs, which are taught by three science specialists. Additional activities include: Science Mystery Nights, Bubble Fest, science assemblies, a lunchtime Science Sleuths program provided by parent volunteers, a primary Science Expo, and an upper grade Science Fair judged by district personnel and community experts. Fifth graders attend Camp Campbell for an outdoor science week.

### Social Studies

Our social studies program follows the California State Framework to prepare for each succeeding grade and middle school. The curriculum's rich program integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacies, and include civil rights, values, and responsibilities. Children have the chance to learn through a wide variety of different modalities, including coordinated compute programs that use challenging problem-solving games or writing programs. Cooperative learning encourages interaction and collaboration, such as Living History Days, Colonial Days, and Gold Rush Days that help reinforce historical curriculum studied during the year.

### Textbooks

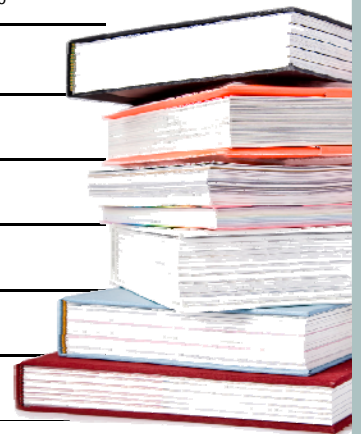
All students have access to current, state-adopted, standards-aligned textbooks in each core subject area. All books are in good condition and, when needed, are replaced. Consumable workbooks are purchased each year for most grade levels. Each child has his/her own textbook in each subject.

Our language arts books are a result of a 2003 adoption, Math was adopted in 2009, Science was adopted in 2001 and Social Studies was adopted in 2000. All four series meet State standards and have been adopted by the State Board of Education.

Additional reading materials are purchased to support programs such as leveled reading in primary grades and Accelerated Reading in grades 2 – 5.

#### 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

Ravens 3 Matrix test is given to all second graders and new students to the district to determine eligibility. Curriculum is differentiated at all grades within the core program to provide GATE students opportunities for more challenging work. Hands-on projects also allow students to explore topics at greater depth and complexity. All teachers have received specialized training in differentiated instruction to meet the needs of GATE students and all students.

GATE students are individually monitored by classroom teachers. Collectively, all GATE students are monitored by the GATE Coordinator and the School Site Council during the data analysis section of the School Plan.

### Special Ed

A counselor, registered nurse, and school psychologist are on campus one or more days per week to provide needed support for students. Our school has a half-time Resource Specialist who teaches students with the aid of a full time instructional assistant. Special Education students are monitored by their classroom teachers, principal, school Resource Teacher, Program Specialist, and School Psychologist.

### At-risk students

At-risk students are the responsibility of the entire school staff. Student Study Teams focus on at-risk children who need additional assistance. As a team, we gather to discuss what interventions might be appropriate for the child. Some interventions include the Voyager Program, Reading Lab, Cross-Age Tutors, parent volunteers, and the SOAR reading program. At-risk students are monitored by their teacher and the principal.

### English language learners

We address the special needs of English learners by providing a full and balanced core curriculum in English. Sheltered language techniques are imbedded in classroom instruction. English learners are monitored by the English Learner Coordinator. She is a classroom teacher who wears two hats who assists colleagues with English strategies.

### Students with disabilities

Students with disabilities are monitored and supported by our Resource teacher and other support staff. We have a pre-K SDC (Special Day Class) or handicapped class on our campus. This program supports identified pre-school students. There is a credentialed Special Education teacher and two instructional aides.

### After-school programs

Besides the SOAR reading program the Voyager Program, and other intervention programs which children attend by invitation only, we offer a wide variety of fee-based after-school programs. Some of those include Mad Science, Art, Drama, Fun Math, and Academic Chess. We are always willing to explore other programs.

### Tutoring

At this time, we offer no tutoring programs, but do have a list of community resources available upon parent request.

### Peer tutoring

Due to the age of our students, we currently do not offer a true peer-tutoring program. Although we provide noontime Cross Age Tutors where 5th graders tutor 1st graders in reading under the direction of a 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	\$8,440	\$2,804	\$5,635	\$74,483
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-11.19%	-30.68%	3.24%	6.80%
State			\$5,512	\$65,905
Percent Different - School Site and State			2.23%	13.02%
<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	79	78	83	48	51	54	43	46	50
Mathematics	80	82	84	46	48	50	40	43	46
Science	76	77	85	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	87	93	95
Filipino	93	86	*
Hispanic or Latino	75	69	67
White (not Hispanic)	83	86	90
Male	79	82	87
Female	87	86	83
Economically Disadvantaged	60	62	64
English Learners	44	50	*
Students with Disabilities	52	59	82
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	10	10	10
Similar Schools	1	2	1

### 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	5	-4	35	927
Asian	-2	3	31	959
Hispanic or Latino			46	884
White (Not Hispanic)	4	-7	29	930
Socioeconomically disadvantaged				
English Learners				
Students with Disabilities				

### Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

## Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	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
5	18.0	27.0	22.0

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*

## 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.