

## School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Lowell Elementary

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Grades K-5



*Principal*

Jodi Lax  
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## San José Unified School District

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### Superintendent

Don Iglesias

### Assistant Superintendents

Dr. William J. Erlendson  
Chris D. Funk

### Board of Education

Jorge González	Trustee Area 1
Richard 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 1.



## Principal's Comments

Lowell's mission is to support, recognize, and celebrate cultural diversity while working together to prepare students with the academic skills, attitudes, knowledge, and confidence to make positive contributions to our global community.

Lowell is dedicated to the development of the whole child as a life long learner. The goal is to prepare students from a diverse community with the attitudes, knowledge, and skills required to learn and become productive and responsible citizens.

The staff is committed to: 1) creating a caring and safe environment, 2) having positive high expectations and 3) cultivating opportunities for meaningful participation to all members of the school community. Lowell has worked diligently to build school wide comprehensive Language Arts, Math and English Language Development programs that foster English language proficiency and academic success. The school has been very successful in their efforts.

Lowell will continue to provide rigorous, supportive, and equitable instruction to foster academically advanced and socially responsible students.

Lowell's special features include:

- A computer lab, technology consultant, and computers in every room.
- The web-based mathematics Educational Program for Gifted Youth (EPGY)
- A full-time library media aide.
- A teaching staff that is trained in the Guided Language Acquisition (GLAD) model, Thinking Maps, and The Write Tools.
- An English Learner Instructional Coach, Title I resource teacher, Literacy and Math Coach, *and an Intervention* resource teacher.
- A full-time counselor.
- The All-Stars after school program

## Principal's Experience

This is Jodi Lax's third year as principal at Lowell. She has taught for more than 20 years prior to becoming a principal with 8 of those years at Lowell. Jodi has had teaching experience in grades 1-8 and believes that a strong educational program must have clear articulation of goals in order to ensure that children are successful in middle school. Jodi has a strong background in Curriculum and Guidance and realizes that it is important to have a good working relationship between the school and home.

## Major Achievements

- Lowell students achieved Federal targets for all significant subgroups in both Language Arts and Mathematics.
- Lowell had a 39 point gain in API.
- Sixty-eight percent of Lowell's students are Proficient or Advanced in Mathematics.
- Lowell met or exceeded English Language Development targets (AMAO1 and AMAO2).

## Parental Involvement

Efforts to strengthen communication between the school and families are ongoing. Lowell is committed to creating an atmosphere where parents feel they are a vital part of the school and learning community. One example of this is the monthly parent meetings held on the first Friday of each month. Childcare and Spanish translation are always provided. Parent meetings are structured into two parts. The first is used to share policies, information, and engage parents in different projects at the school. The second part is dedicated to parent education. This includes workshops on being prepared for parent-teacher conferences, standardized assessment information, family enrichment, study skills in math, reading and writing, home and school communication, and summer enrichment activities.

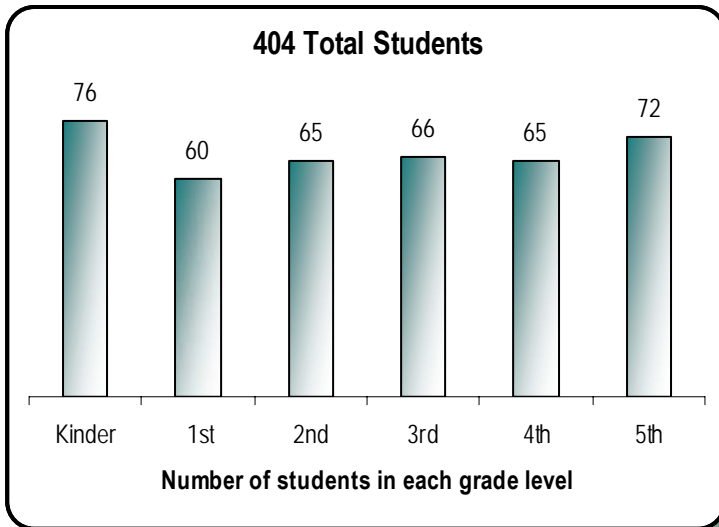
Other opportunities available for parents are: Math classes, parent institutes, and workshops that focus on supporting their students.

The parent community has also raised money each year for various projects, including a garden, school beautification, and Science Camp for 5<sup>th</sup> grade students.

For further information regarding our parent involvement program, please contact Brenda Almazan at 535-6243.

## 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.



African American	3.22 %
American Indian or Alaska Native	0.25 %
Asian	8.42 %
Filipino	1.24 %
Hispanic or Latino	83.91 %
Pacific Islander	0.50 %
White (Not Hispanic)	1.24 %
Multiple or No Response	1.24 %
Socioeconomically disadvantaged	91.00 %
English Learners	68.00 %
Students with disabilities	11.00 %



## Class Size

### Average Class Size and Class Size Distribution

Grade	226-2007			2007-2008			2008-2009					
	Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	4			19.0	3			20.0	3	1	
1	17.5	4			16.0	3			19.7	3		
2	18.8	4			16.8	4			18.0	2	1	
3	28.5		2		29.5		2		28.5		2	
4	28.0		1		26.5		2		28.0		2	
5	23.0	1	1		28.5		2		26.5		2	
6												
K-3									19.0	1		
3-4												
4-8	31.0		1		29.0		1		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

The Site Safety and Emergency Plan was reviewed, updated, and presented to the staff on October 8, 2009. Key elements of the Safe Schools Plan include:

- Celebrating student success through the Monthly Super Leopard (student of the month) reception.
- Using PAWS to reward students for responsible and respectful behavior.
- The Playworks program that teaches students and staff activities that will keep students positively engaged during recess. Students will be positively engaged during recess and will learn about good sportsmanship.

Lowell has a well-developed Safety Plan providing for the safety of all students. The Playworks program has helped us create an atmosphere of positive student interaction in the classroom and on the playground. All members of our community have high expectations for behavior as well as academics. Yard duty supervisors, teachers, and the administration provide supervision before and after school as well as during recesses. We hold drills in the case of emergencies such as fire, earthquake, and other disasters.

## Homework

Lowell students have homework Monday through Friday. The amount of homework is within the range dictated by the District handbook -- twenty-thirty minutes for kinder through second grade and thirty-fifty minutes for third-fifth grades. In addition to this homework, students are also required to read to another person for twenty minutes every night and complete and return a Read and Respond form.

## Discipline

Our discipline policies reflect the high expectations that permeate the climate of our school. They also are based upon the District Student/Parent handbook. Students are recognized in Super Leopards assemblies as outstanding citizens. We have a full-time Drop Out Prevention Counselor to work with students to develop conflict resolution strategies. Each child knows to look for an adult to help resolve conflict.

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>	8.1%	7.1%	5.9%	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

The present Lowell Elementary School building is 25 years old. There is a new two-story building with 15 classrooms that was completed in August of 2006. The main building was remodeled during the summer of 2007. The school facility is safe, clean and in adequate condition.

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	✓				
<b>Interior</b> Interior surfaces	✓				
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation		✓			There were 2 deficiencies in this area. Some trash in parking areas, need fences, landscaping and turf area. Items are stored in electrical room.
<b>Electrical</b>		✓			There was 1 deficiency in this area. A light cover is missing in Media Center.
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains		✓			There was 1 deficiency in this area. In room K2, the faucet is loose on sink, the storage is too high and the drinking fountain needs to be adjusted.
<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. The playground surfacing has holes and is worn.

### Overall Summary of School Facility Good Repair Status as of October 1, 2009.

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

# Teacher and Staff Information

## Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	22	20	24	1503
Without Full Credential	2	2	0	77
Teaching Outside Subject Area of Competence	0	1	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.



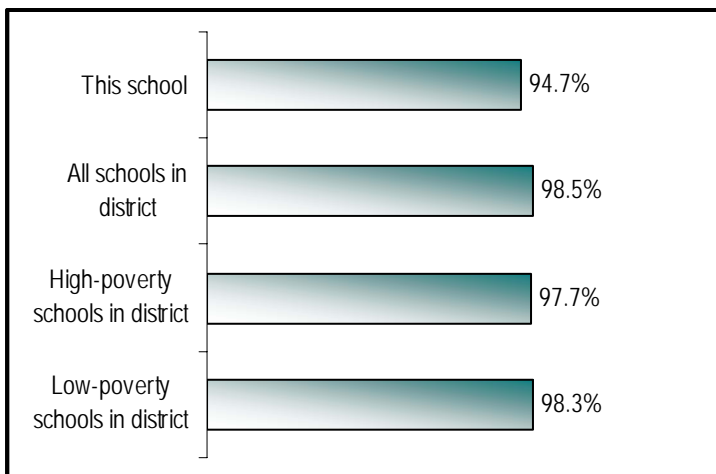
## Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	1	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

Teacher professionalism and expertise is a critical element in the success of our school. The principal visits classrooms informally and formally to observe teacher instruction. All teachers are evaluated according to the agreement with the San Jose Teachers Association. The formal evaluation document used throughout the district is based on the California Standards for the Teaching Profession. The final evaluations are provided to the teacher and Human Resources Department.

Each teacher also meets with the principal in a one-on-one meeting to develop success plans for students based upon data.

## Professional Development

Aligning professional development to the most urgent needs of students is of high priority at Lowell. The focus for 2008-2009 has been in Language Arts and ELD, primarily through the use of Thinking Maps and The Write Tools. The staff is professional, highly trained and dedicated to improving their craft. Schoolwide professional development has provided for a common language of practice in discussing student achievement. Much of the professional development that takes place is on site via teacher collaboration and support from the resource staff that support teachers formally and informally on a regular basis.

One Tuesday per month, teachers receive professional development in language arts or ELD for one hour. Two Tuesdays per month are dedicated to grade level meetings where teachers meet to discuss curriculum, assessments, and best teaching practices.

New teachers are provided with a mentor teacher. Resource Teachers, grade level representatives, and the principal work together to plan professional development sessions.

Teachers receive on site training after school, attend district workshops, and also have the opportunity to attend conferences. Three days per year are dedicated to Professional Development based on data and the School Plan for School Improvement.

Resource Teachers and the administration work collaboratively with teachers to provide feedback and support in their professional growth.

## Substitute Teachers

Good substitute teachers are important to the continuation of student learning. Lowell has developed an extensive list of qualified substitutes to continue the work of our teachers when necessary. So far, we have been able to find subs, however, the principal and resource teachers will teach the classes should the lack of subs arise.

## Support Staff

Lowell has one full time Outreach Consultant and four resource teachers. The resource staff provide coaching, model lessons, and instructional planning support to classroom teachers. Coaches also support parents in more effectively helping their children at home. The

Outreach Consultant (formerly known as the Drop Out Prevention Counselor) works with staff, students, and parents to support good attendance, positive attitudes, and a strong family.

## Curriculum

### Reading and Writing

All grade levels have implemented the board adopted Language Arts curriculum, Houghton Mifflin. This program is organized around themes, comprehension, vocabulary, and reading skills. Accelerated Reader is also being implemented at all grade levels beyond kindergarten. The *Write Tools* program is used school wide to assist students in becoming proficient writers.

### Math

Lowell uses the District adopted math texts by Scott Foresman and teachers use the standards as their guide for creating lessons. Every student receives a text. Students are provided with opportunities to use manipulatives and relia to enhance learning and reinforce concepts. Each unit of study includes a pre and post assessment to assist teachers in tailoring the instruction to meet the needs of each student. Students in grades K-5 use the web-based mathematics Educational Program for Gifted Youth (EPGY) as a supplement to their mathematics instruction.

### Science

Teachers use the Science standards, The Scott Foresman State adopted text, Foss kits, and our garden to create a science curriculum rich in hands-on learning.

### Social Studies

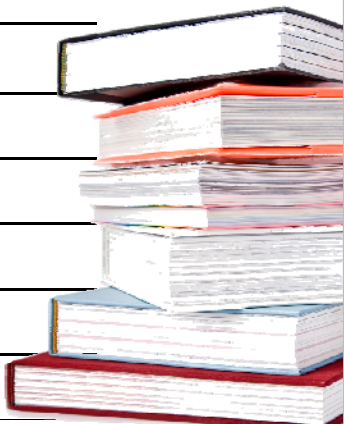
Lowell uses the State adopted social studies program by McGraw-Hill to address the State and District standards. Our students receive instruction rich in the history of the multicultural peoples of our world. Fifth graders participate in a Law Related course as a part of their social studies curriculum. Supplementary texts, audio/visual aides, first person accounts, and other materials contribute to the richness of our curriculum.

### Textbooks

Textbooks are current with the State of California and the District mandates. We use books in Spanish and English. Additional books have been purchased with District, State and grant funds to provide our students with a wide selection of genres and topics. There is a textbook available for every student. Students receiving instruction in their primary language

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

<b>Reading/Language Arts</b>	0%
<b>Mathematics</b>	0%
<b>Foreign Language</b>	0%
<b>Science</b>	0%
<b>History-Social Science</b>	0%
<b>Health</b>	0%
<b>Science Laboratory Equipment (grade 9-12)</b>	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)

have textbooks in Spanish. District adopted textbooks and instructional materials are in good condition and available to all students.

## Specialized Programs

### GATE

Lowell students may participate in the following PlayWorks after-school program and all GATE students participate in EPGY, Stanford's web-based mathematics program for Gifted Youth.

Teachers use differentiation strategies in the classroom to address the needs of gifted students'. Activities may also include field trips, projects, and additional work.

### Special Ed

We have Student Success teams that are coordinated by our full-time counselor. The teams strategize with the parents to improve student success. Referral for special education testing must be through this process. There is also a comprehensive database in Ease-e and Edusoft that helps monitor student progress in reading over time.

### At-risk students

Students at risk received targeted instruction during the Universal Access time. Teachers used benchmark assessments to determine standards of weakness and plan intervention activities to help students improve in those areas. We have the Language! Program for students in fourth and fifth grade that are two or more years below grade level in language arts and the Voyager program for students in grades K-3. EPGY is a web-based mathematics program that provides support at the students' ability level and spirals to fill in gaps in student learning while continuing to challenge them with new learning.

### English language learners

Lowell offers two programs for English learners, the Academic Language Acquisition (ALA) Spanish bilingual program, and the Structured English Immersion (SEI) process.

In the ALA program, English Learners in kindergarten through second grade receive Language Arts, Social Studies, Science, and Math in Spanish and continue receiving primary language support in academic areas when they add English literacy in third grade to their academic program. The program offers an articulated English component as well that reinforces the content delivered in the primary language while developing academic English skills throughout the grades. Bilingual students in fourth and fifth grades receive more instruction in English using Specially Designed Academic Instruction in English (SDAIE) strategies and maintain their primary language skills through one period of Spanish Language Arts taught through a content area.

English learners in the SEI program receive instruction in English using sheltering strategies. Each SEI classroom dedicates a minimum of 45 minutes to English language development.

### After-school programs

The After-School All-Stars program provides services for 80 Lowell students. Activities include homework support and enrichment opportunities. Sports 4 Kids provides homework support, sports, and community building activities for 20 fourth and fifth grade students.

Lowell staff provides a variety of after school interventions to support students in Language Arts, English Language Development, and Math.

We have a mariachi program for students in grades 3-5. Students are taught the history and culture of mariachi as well as how to play instruments and sing traditional songs.

### Tutoring

Students from area colleges provide tutoring.

## 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	\$10,996	\$5,247	\$5,750	\$69,070
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	15.71%	29.72%	5.35%	-0.96%
State			\$5,512	\$65,905
Percent Different - School Site and State			4.32%	4.80%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](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	29	39	45	48	51	54	43	46	50
Mathematics	48	56	68	46	48	50	40	43	46
Science	16	28	44	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	68	91	*
Filipino	*	*	*
Hispanic or Latino	40	64	43
White (not Hispanic)	*	*	*
Male	42	67	49
Female	49	68	41
Economically Disadvantaged	43	67	42
English Learners	34	64	22
Students with Disabilities	14	26	*
Students Receiving Migrant Education Services	33	60	*

## 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	2	3	5
Similar Schools	4	6	9

### 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	2008-09
All students at this school	42	59	39	798
Hispanic or Latino	41	65	41	779
White (Not Hispanic)				
Socioeconomically disadvantaged	477	54	37	791
English Learners	59	42	54	788
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
<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
5	32.4	35.2	15.5

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.

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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.