

## School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Selma Olinder Elementary

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## Grades K-5



*Principal*

Terry Russell  
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## San José Unified School District

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**This school is in Trustee Area 1.**

## Principal's Comments

Olinder Elementary School is an inclusive, school community committed to the realization of every student's potential. Students, parents and staff are dedicated to academic excellence and collaboration that fosters students' intellectual, social and emotional competency.

This 2009-2010 school year, Olinder's first priority is the alignment of school-wide best practices in language arts, mathematics and English language development that result in academic success for every student. Parents are essential partners in leadership, as volunteers, and support students' development as lifelong learners.

Olinder School offers students before and after school programs that provide academic support and mentoring as well as a variety of enrichment opportunities.

## Principal's Experience

Terry Russell, Principal, is committed to results based leadership that includes students, parents, and staff in assuring that every student is a successful lifelong learner well prepared for college and adulthood. Ms. Russell comes to Olinder with 28 years experience working in diverse school communities with 8 years as an administrator and 20 years as a teacher. Principal Russell follows Al Rosell, Principal during the 2008-2009 school year.

## Major Achievements

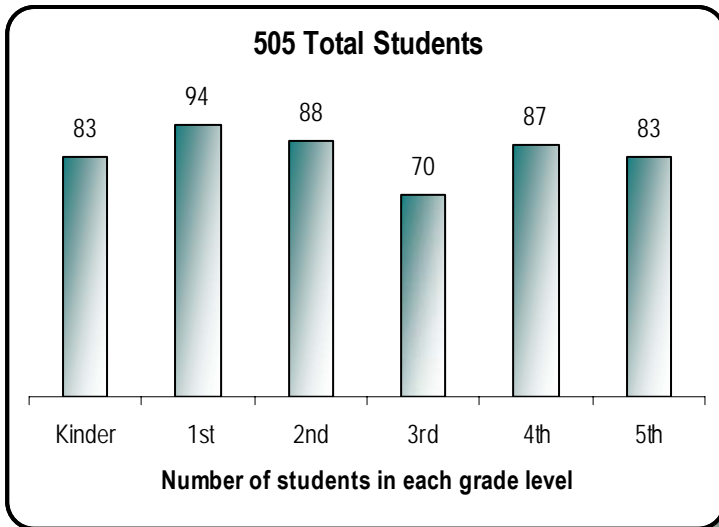
- Olinder is 2008-2009 recipient of the California Shining Star School Award
- Olinder met 2008-2009 School wide API growth targets
- Olinder met School wide AYP growth target
- Olinder met Title III AMAO I and AMAO II achievement objectives for English Learners
- Olinder is a QEIA-identified school, which supports class size reduction through grades 5 and increases levels of professional development for staff.

## Parental Involvement

Bimonthly parent newsletters and bulletins/flyers keep parents informed of school events and efforts. Teachers send home newsletters on a regular/bimonthly basis informing parents of class activities. All communications go home in English and Spanish. Parent/teacher support organizations, such as the Parent-Teacher Association (PTA), the School Site Council (SSC), and the School English Language Acquisition Committee (SELAC), hold monthly meetings that focus on school programs and services for all students. The principal holds bi-monthly Parent Coffee Meetings at 8:30 am in the Olinder parent room. The parent coffee is an opportunity for parents to share ideas and questions with the principal. It's a time for the principal to keep parents apprised of opportunities and programs at the school. Olinder's Classroom Community Outreach Coordinator assures that parents are welcomed and engaged as critical stakeholders in their student's academic progress.

## 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	1.19 %
American Indian or Alaska Native	1.19 %
Asian	2.77 %
Filipino	1.78 %
Hispanic or Latino	86.93 %
Pacific Islander	%
White (Not Hispanic)	2.77 %
Multiple or No Response	3.37 %
Socioeconomically disadvantaged	89.00 %
English Learners	68.00 %
Students with disabilities	11.00 %



## Class Size

### Average Class Size and Class Size Distribution

Grade	2006-2007				2007-2008				2008-2009			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	4			19.8	4			19.3	4		
1	19.8	5			19.0	4			19.5	4		
2	19.8	4			17.5	4			19.8	4		
3	27.0	1	2		30.5		1	1	19.0	3		
4	26.0		3		27.3		3		21.0		4	
5	22.0	1	3		27.3		3		27.3		3	
6												
K-3					24.0		1		20.0	2		
3-4												
4-8												
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

Olinder Elementary School's Safety Plan was reviewed by staff and updated in October 2009. Olinder school follows safety and disciplinary plans in accordance with District policy. All students are expected to be respectful of each other and to follow directions from adults. Students are encouraged to use Peacebuilder strategies learned in the classroom to solve problems. Student "conflict managers" model effective problem solving strategies on campus and are another resource for students in addition to adults with Peacebuilder skills and Positive Discipline.

The plan includes protocol and regularly scheduled practice in emergency procedures. Staff and students are trained in emergency procedures coordinated by the SJUSD and the San Jose Police Department.

Our highest priority is providing a safe, clean, and secure learning environment for our students. A team of trained yard supervision staff, along with credentialed teachers, provide supervision of students before, during, and after school in an effort to ensure their safety at all times. A school-wide emphasis on teamwork and cooperation is emphasized through the communication-building program called PeaceBuilders.

### Homework

Homework is assigned based on research-based guidelines for each grade level. Homework is assigned to provide additional practice of skills already taught, and may include both long and short-term projects and assignments. Supplemental Service Providers (SES) takes groups of students either before school and/or after school to provide for additional academic assistance

### Discipline

The Olinder School community implemented a school-wide discipline plan that focuses on the development of students' positive life long behavioral skills. School and classroom behavioral expectations are posted and reinforced. Exemplary school behavior is rewarded with a "Super Citizen Award" each quarter. The PeaceBuilders program models and coaches students in effective conflict resolution strategies. The school counselor offers workshops and group counseling sessions to help students make good choices and to learn strategies for meeting daily challenges

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>	3.7%	3.0%	7.5%	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 Olinder campus is located in a beautiful park-like setting across the creek from beautiful Williams Street Park. The San Francisco Organization "Junior Giants" worked together with Applied Materials and the San Jose Unified School District to build a beautiful baseball and soccer field for our students to enjoy. Murals and a special landscaped area called "The Owl's Nest" provides a student environment conducive to learning. Students and parents develop technological proficiency in the computer lab. The school has a full-time custodian who maintains the school during the day and a district crew who clean classrooms and bathrooms nightly.

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	✓				
<b>Electrical</b>	✓				
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains	✓				
<b>Safety</b> Fire safety, Hazardous Materials	✓				
<b>Structural</b> Structural Damage, Roofs	✓				
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

### Overall Summary of School Facility Good Repair Status as of August 31, 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	28	25	28	1503
Without Full Credential	1	1	1	77
Teaching Outside Subject Area of Competence	0	0	0	0
<p>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.</p>				

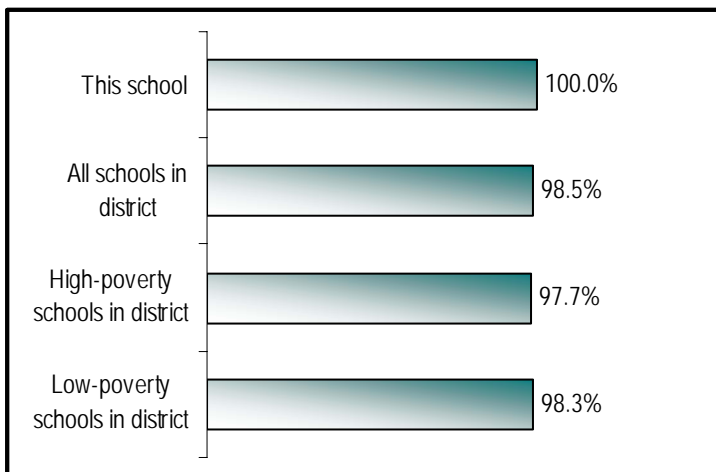


### Teacher Misassignments and Vacant Teacher Positions

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
<ul style="list-style-type: none"> <li>Teacher misassignments (teachers assigned without proper legal authorization)</li> <li><b>Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.</b></li> <li>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).</li> </ul>			

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

### Core Academic Classes Taught by NCLB Compliant Teachers



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

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

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

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

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

## Teacher and Staff Information

Olinder School is staffed by 36 teachers pre-Kindergarten through grades 5, including SDC and RSP teachers, a Title I Resource Teacher, an English Language Instructional Coach, and a Literacy Coach. A full time counselor, part time school psychologist and speech pathologist also serve Olinder students. Teachers set yearly goals in 1:1 conferences with the principal at the beginning of the year. Temporary and probationary teachers are assessed twice each year, while permanent teachers are assessed every other year. Evaluations procedures and criteria are defined in the bargaining unit contract and aligned to California State Teacher Credentialing requirements and the California Standards for the Teaching Profession. New teachers are required to participate in the Beginning Teacher Support and Assessment program that provides training and support through mentoring.

## Professional Development

Professional development priorities for the 2009 school year include Direct Instruction in Language Arts, implementation of the newly adopted standards-based mathematics curriculum, EnVision, and a schoolwide emphasis on writing. Teachers receive a total of six staff development days with 3 days at the beginning of the year and 3 additional days throughout the year. Tuesday early dismissals provide teachers with the opportunity for instructional planning in language arts, mathematics, and English language development. Teachers attend one school-wide staff meeting each month and weekly grade level planning meetings. Teachers are supported through in-class coaching, teacher-principal meetings, and benchmark assessment reporting.

San Jose Unified School District offers many professional development opportunities to teachers. Trainings may be held evenings, Saturdays, or during the summer months. When professional development occurs during schools hours a qualified substitute teacher provides the instructional continuity in the classroom while the teacher is away. In addition, teachers receive professional development and coaching by the Title I Resource Teacher, the English Learner Instructional Coach and the Literacy Coach.

## Substitute Teachers

Quality substitute teachers are important to the continuation of student learning. Olinder has developed an extensive list of qualified substitutes to continue the work of our teachers when necessary. The school maintains a list of regular substitutes who enjoy working at his school are called regularly if a teacher must be away from the classroom. When necessary, the principal and resource teachers will also serve as substitutes.

## Support Staff

Olinder has 1.0 FTE Academic Counselor and 1.0 FTE Speech/Language/Hearing Specialist.

## Curriculum

### Reading and Writing

Kindergarten through Grade 5 students are taught language arts through the Houghton Mifflin curriculum, a comprehensive instructional program that develops students reading fluency and comprehension. Universal Access lessons provide individualized instruction in language arts to meet the needs of each student. Teachers also use the Step-up to Writing and Write Tools programs to assure that students meet and exceed state writing standards.

### Math

Students at Olinder learn math through the recently adopted standards-based, mathematics curriculum EnVision. The interactive, rigorous mathematics program, engages students in the development of foundational concepts through interactive and visual problem solving. Lessons are differentiated to meet individual needs of students and include weekly assessments to monitor student progress.

### Science

Olinder's science program is the state adopted Pearson Scott Foresman: California Science, K-5 California Ciencias, K-5. Olinder students to showcase skills in the scientific method each spring. All fifth graders attend Camp Campbell Outdoor Science for a week long experience that includes field studies in adaptation, interdependence, life cycles, ecological responsibility and conservation.

### Social Studies

MacMillan/McGraw Hill: California Vistas 2006 Vistas de California 2006 in the state adopted social studies program through which Olinder students are taught Social Studies. Supplementary texts, audio/visual aides, periodicals, and first person accounts bring historical concepts to life for Olinder students.

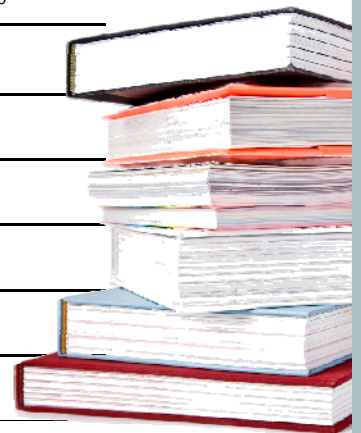
### Textbooks

New textbooks are selected from state approved lists that have been piloted by all grade levels throughout the district. All students have access to state adopted texts in all subject areas. Additional reading materials are purchased to support programs such as Accelerated Reading for grades 1st-5<sup>th</sup>.

All students have access to textbooks in all the core subject area and have their own copies of the books to use during the school year. Textbooks that are no longer in good condition are replaced each year.

#### 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)

## Specialized Programs

### GATE

All 2nd grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Curriculum is differentiated at all grades within the core program to provide GATE students opportunities for more challenging work.

### Special Ed

Student Study Teams include Teachers, the Counselor, Special Education Staff, the Principal and other support staff. Teams meet with parents of students who have academic or behavior concerns to determine interventions that support students' progress. The school psychologist, counselor, speech therapist, half-time resource specialist and teacher of the special day class collaborate with school staff to support students identified with special needs.

### At-risk students

The school counselor, teachers, special education staff and principal work closely to identify students at risk. Strategies for supporting identified students are discussed at bi-monthly COST meetings. The goal is to pull together resources and strategies to help all students that need assistance.

### English language learners

English language learners have the option of bilingual classes (ALA) or Structured English Immersion (SEI) instructional classes. English language learners participate in instruction that accelerates English acquisition and the development of academic concepts.

### Students with disabilities

Appropriate accommodations are provided to children identified with disabilities to support full inclusion and success.

### After-school programs

Olinder School collaborates with the City of San Jose to offer families after school programs for students. LEARNS is an after school program that provides support to working families through a Homework Club and student-centered enrichment activities until 6:00 p.m. each day. Students eligible through Title I guidelines receive additional academic assistance before and after school from Supplemental Service Providers (SES)

## 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	\$10,391	\$4,737	\$5,653	\$69,469
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	9.34%	17.11%	3.57%	-0.39%
State			\$5,512	\$65,905
Percent Different - School Site and State			2.56%	5.41%

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	25	38	39	48	51	54	43	46	50
Mathematics	49	50	54	46	48	50	40	43	46
Science	23	18	16	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	*	*	
Filipino	*	*	*
Hispanic or Latino	37	53	17
White (not Hispanic)	*	*	*
Male	37	59	24
Female	41	50	12
Economically Disadvantaged	37	54	16
English Learners	30	54	5
Students with Disabilities	19	33	7
Students Receiving Migrant Education Services	22	39	*

## 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	4
Similar Schools	3	5	8

### 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	46	32	6	745
Hispanic or Latino	56	36	-2	737
White (Not Hispanic)				
Socioeconomically disadvantaged	53	37	7	740
English Learners	48	37	1	735
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	In PI	In PI
First Year of Program Improvement Implementation	2003-2004	2009-2010
Year in Program Improvement	Year 5	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	23.5	21.2	27.1

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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

## San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

**(408) 535-6650** ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

### Data and Access

#### DataQuest

*DataQuest* is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.