

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

River Glen

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Grades K-8



Principal

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1999-2000

San José Unified School District

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Superintendent

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Board of Education

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

This school is in Trustee Area 3.



Principal's Comments

Our program offers students the unique and exciting opportunity of learning to communicate naturally in two languages, Spanish and English, and of becoming academically successful in two languages. Our goal is to educate students who are bilingual and biliterate and enable them to meet the challenges of a global society. Students from throughout our district are eligible to attend our school, since we are a magnet school. However, they must be bilingual if they enter after kindergarten. Our school enrollment is 540 students.

A highly qualified staff provides students with a challenging academic program and a positive school environment with an emphasis on learning to understand and appreciate cultural diversity. The vast majority of our staff members are bilingual and biliterate.

Our curricular emphasis for this year includes raising student achievement for ALL students, as well as continuing our focus on language arts and math.

In 2000 our school received the great honor of being designated a California Distinguished School. River Glen has also received the 1988-89 Glenn Hoffman Award for Exemplary Programs in the County of Santa Clara, the 1990-91 Exemplary Bilingual Practices Award from the California Association of Bilingual Education, the 1991-95 Exemplary Bilingual Program from the California State Department of Education, and the CAFE Seal of Academic Excellence Award in 1996. The program also received a National Title VII Academic Excellence Award to serve as a dissemination model for districts throughout the United States for 1995-97. In 2007, we also received the Title 1 Academic Achievement School Award from the California State Department of Education.

We have a number of safety net strategies in place, to provide additional assistance to students. Funded partially by the City of San Jose, we have a Homework Center and the All Stars program. We also offer an extended day and school year, for targeted students, in the areas of math, language arts, and English language development.

Principal's Experience

Mildred Arellano is starting her fifth year as the principal at River Glen. She has been in administration for the past 18 years and in education for 22 years.

Major Achievements

River Glen is nationally recognized as an outstanding Two-Way Bilingual Immersion Program. Every month we host a tour of educators from California, the United States, and from other countries, who wish to replicate our model. Teachers from other districts regularly shadow our teachers to learn from them. In 2008 River Glen was one of 6 schools chosen from schools in 198 districts to be selected for their accomplishments and are featured in a U.S Department of Education guide, *Creating and Sustaining Successful K-8 Magnet Schools*, which shares "lessons learned" for district and school decision-makers in magnet school settings. The guide provides information regarding specialized programs that can spark enthusiasm for learning and catalyze academic growth.

Other honors:

In 2009 River Glen Two-Way Bilingual Immersion Magnet was selected for a Magnet Schools of America Merit Award as a Magnet School of Excellence. This is the top category of awards given by Magnet Schools of America, and is based on a commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, and the consistent delivery of high quality education to students.

Met and surpassed the API (Academic Performance Index) goals set by the state

Met and surpassed the AYP (Adequate Yearly Process) goals set by "No Child Left Behind"

Met and surpassed the AMAO I and AMAO II goals set by "No Child Left Behind"

Parental Involvement

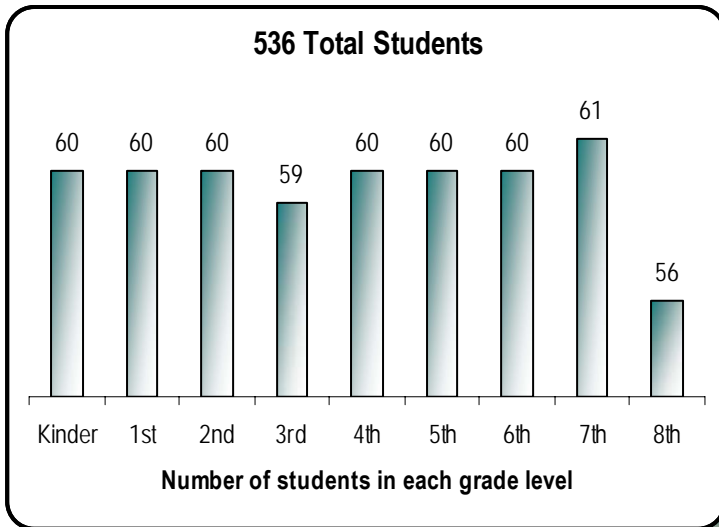
Parent Involvement, Governance: Our school's annual plan and some budget decisions are made by our School Site Council, which is made up of parents, teachers, and school staff. In addition, we have an English Language Advisory Committee (SELAC) for advice regarding issues for English Language Learners.

Parent Involvement, Volunteering: HABLA, our Parent and School Organization has bimonthly meetings that include parent education sessions. HABLA has helped us raise funds for our art and music program, as well as technology. All parents are encouraged to come to HABLA events.

All teachers welcome volunteers to help in the classroom, for field trips and special projects. Many parents participate as volunteer reading tutors, to listen to students read. Parents also lead school clubs that take place after-school. To find out how you can volunteer, contact our school.

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	1.12 %
American Indian or Alaska Native	%
Asian	2.05 %
Filipino	0.19 %
Hispanic or Latino	68.28 %
Pacific Islander	%
White (Not Hispanic)	26.31 %
Multiple or No Response	2.05 %
Socioeconomically disadvantaged	48.00 %
English Learners	23.00 %
Students with disabilities	10.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2006-2007			2007-2008			2008-2009		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	20.0	3		20.0	3		20.0	3	
1	20.0	3		20.0	3		20.0	3	
2	20.0	3		20.0	3		20.0	3	
3	30.0		2	30.0		2	30.0		2
4	30.0		2	30.0		2	30.0		1
5	30.0		2	30.0		2	30.0		2
6									
K-3									
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).

Class Size

Average Class Size and Class Size Distribution

Subject	2006-2007			2007-2008			2008-2009					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	27.0		6		29.0		8		28.9		8	
Mathematics	27.3	1	5		29.5		6		29.0		6	
Science	27.3		6		27.8		6		29.3		6	
Social Science	28.3		6		29.7		6		29.3		6	

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

Climate for Learning

Safety

Date safety plan updated: September 2008

Date safety plan last reviewed with staff: October 2008

Students, parents, and staff participate in the School Climate Survey yearly. 96% of our community gives our school an "A" or a "B", with the vast majority giving it an "A".

At River Glen, we are a community, and every staff member is responsible for ensuring the safety of all children while at school. The staff monitors school grounds before the start of school, and after dismissal. Staff provides "valet" service to help children get out of the cars when they are driven to school. We have a crossing guard who helps children cross the street across from our school every morning and afternoon. We hold monthly fire drills and have an earthquake drill and disaster drill four times a year. Staff is in different teams, such as the search and rescue team, in case of disaster.

The School Safety Plan and Emergency Plan are revised annually and presented to the staff and School Site Council.

Homework

First through 8th grade teachers assign homework Monday through Thursday. In addition, all students are required to read for 20-30 minutes a day. We have two Homework Clubs, one for students in grades 2-5 and one for students in grades 1-8 to assist students with their homework.

Discipline

Teachers, parents, and students developed the school discipline plan, which closely mirrors the District's plan as delineated in "SJUSD Student and Parent Handbook". Mutual respect and support among staff and students is evident, and respect is the culture of the school. The staff has shown enthusiasm and commitment to student learning in working together to develop and carry out school policies.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	0.2%	1.5%	1.6%	12.6%	13.6%	11.8%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%

This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

We teach "Lifeskills" which are the skills students need to be good citizens, and the "Peacebuilders" program. This year the staff received training in the Positive Behavior Intervention and Support program. We reward students for displaying positive behaviors at monthly assemblies and with "Bravo" coupons.

Facilities

River Glen School is located at 1088 Broadway Avenue, in the heart of Willow Glen. The cafeteria/multipurpose room, administration building, and three wings were renovated in the summer of 2008. Bathrooms were renovated in the summer of 2005 and the kitchen in the summer of 2006. River Glen now consists of 24 self-contained classrooms plus a resource room for the RSP and magnet resource teachers; an administration building, a media center/library, and several offices for support staff. The parents' groups have helped with campus

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems Gas leaks, Mechanical/HVAC, Sewer			✓		There were 25 deficiencies in this area. Most deficiencies were for the need to clean AC/heating vents. The HC in Room E is not working, the AC units in Rooms 7, 8, 9, media center and the faculty room are dirty.
Interior Interior surfaces			✓		There were 7 deficiencies in this area. Ceiling paint peeling in Room 4, light fixtures dirty in boys and girls restroom, carpet needs cleaning in Room 10, toilet tissue holders missing or broken in boys restroom.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 3 deficiencies in this area. Corridor lights and beams need to be cleaned, upper walls need to be cleaned in Room 12.
Electrical			✓		There were 10 deficiencies in this area. Most were for the need to replace burned out light bulbs and 1 was to replace a missing switchplate.
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/Gates/Fences		✓			There were 4 deficiencies in this area. All were for the need to wash interior and exterior windows.

Overall Summary of School Facility Good Repair Status as of August 2, 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	25	28	26	1503
Without Full Credential	0	0	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.



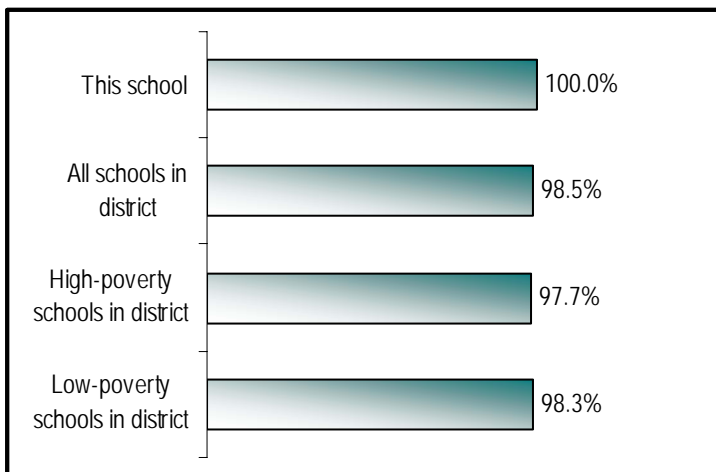
Teacher Misassignments and Vacant Teacher Positions

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/>.

beautification efforts and have generated funds.

Evaluating/Improving Teachers

Teachers are evaluated annually, following the district's and the teacher's union guidelines. The evaluation process centers on standards and meeting individual goals. Evaluations are based on these goals and on in-class teaching strategies. Teachers new to River Glen receive immersion training, and new teachers are assigned a mentor teacher and receive assistance from our resource teachers. All teachers are provided opportunities to take additional training courses.

Professional Development

Teachers participate in River Glen's own staff development before the beginning of the school year, and at the end of the year in June. Teachers also attend District workshops and other conferences. Throughout the year, trainings are held in immersion strategies, curriculum design, assessment, evaluation, and standards planning. The three staff development days are dedicated to further training. The vast majority of the teachers attended Step Up to Writing training, GLAD training, Universal Access, and Differentiation Training.

Teachers work collaboratively to further their expertise in the teaching of biliteracy, and in teaching of reading, math, ELD, and writing. In addition, new teachers have a mentor or a BTSA coach. Our teachers always plan together, and this is tremendous support for new teachers. Three of our teachers are BTSA mentors.

Grade level teachers meet weekly to plan the curriculum and instruction. New teachers are very supported during these meetings. Furthermore, the resource teachers and the principal assist teachers through visitations, demonstrations, and in-class coaching.

The principal supports the teachers with observations and suggestions. Our resource teachers also assist in this manner. The team planning is an essential part of our program and of great mutual support. Teachers also participate in peer observations and peer coaching.

Professional development is provided during non-student days, the regular workday, after school, on weekends, and in the summer. Teachers are given the opportunity to attend workshops and conferences that support all aspects of the instructional program.

Teachers are supported during implementation by the principal, resource staff, peer collaboration and consultants through in-class coaching, lesson planning, student assessment, and evaluation, staff meetings and grade level team meetings.

Substitute Teachers

We are fortunate to have a group of qualified parents from our school who have their credentials to serve as substitutes. At other times, we rely on a list of preferred, qualified substitutes. In the rare cases when we cannot find a substitute for a class, the principal or a resource teacher will teach the class.

Support Staff

River Glen has .2 FTE Academic Counselor.

Curriculum

Reading and Writing

At River Glen, all students initially learn to read in Spanish. Formal English reading is added in third grade, and students continue learning to read and write in both languages throughout their school career. All students are expected to write in both English and Spanish, and we use the *Step Up to Writing* strategies to achieve writing competency in both languages. We use the district and state adopted textbooks in the appropriate language.

Math

The district-adopted materials are used for math. All instruction is standards-based. We also use Accelerated Math and 50 in a Minute math to practice computational skills. Math is taught in Spanish in grades K-5.

Science

The district-adopted materials are used for Science. Our teachers use GLAD strategies to teach Science. Instruction is standards-based.

Social Studies

The district-adopted textbooks are used for Social Studies. Our teachers use GLAD strategies to teach Social Studies. Instruction is standards-based.

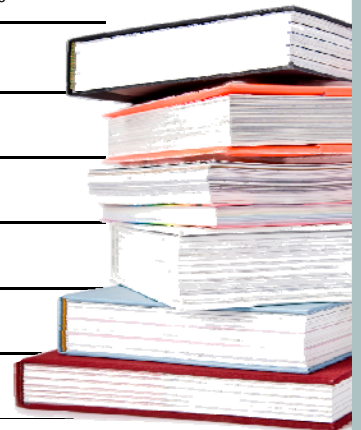
Textbooks

Our district adopted new language arts textbooks in 2001-2002 to align with the state education standards. Math textbooks were adopted in 2002 and are based on the state's standards and requirements. We have enough books for all students in every area. Since many subject areas are taught in Spanish at River Glen, many of our district-adopted textbooks are in Spanish.

All students have their own textbooks in good condition. All students have access to all needed instructional materials.

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

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



A list of textbooks and adoption dates is available at:

http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Specialized Programs

GATE

The district provides psychological evaluation to identify GATE students in our school. Parents are offered training sessions on parenting the GATE child about 5 times yearly. We also have regular meetings at the school site. A teacher representative attends GATE meetings to learn about the academic needs of the gifted child and then provides information for the staff during regular staff meetings. GATE resources are used to purchase materials for in-class extensions of the curriculum, after-school clubs, and parent and staff development.

Special Ed

A Student Study/Success Team meets with the families of children who may need speech therapy, who have a suspected learning disability, or whose behavior and attendance issues interrupt learning. A part-time nurse assists students with health needs.

A full-time resource specialist teaches students identified with a learning disability. This teacher provides pullout instructional services in accordance with the students' individualized educational plan. We also have a half-time speech and language teacher. Both these teachers are bilingual.

At-risk students

Parents of at-risk students are informed at the November conferences, and a plan is developed among teacher, parent, and child. At risk students receive services that include; help from adult tutors and instructional associates, additional instruction from resource teachers, extended day and/or extended year language arts and/or math interventions and Homework Club.

English language learners

The Two-Way Bilingual Immersion Program at River Glen fosters a very positive learning environment for all students. High standards for student achievement and success are in place. English Learners have full access to the curriculum since many subjects are taught in Spanish, and they serve as language models for other students. They develop their Spanish skills while learning English. English language development (ELD) is taught daily. The staff provides a strong support system for each student, with recognition for good behavior, achievement, and use of the target language. Almost all our staff members are bilingual and biliterate.

Students with disabilities

Our school meets the ADA requirements for the buildings and structures. Students with disabilities are supported according to their needs and their individualized learning plan.

After-school programs

We have several extended day programs. We have a Homework Club for students in grades 2-8. We have language arts, ELD, and math classes for students who need the extra support in order to succeed. We also have the After-School All Stars program for students in grades 1st through 8th that provides homework assistance, clubs, and after-school activities. Daycare, provided by "Estrella" is available on campus.

Tutoring

Title I adult tutors provide student support in the classroom. Students in grades K-5 also receive support and assistance from the Instructional Associates. Furthermore, we have volunteer parent tutors who read with children.

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	\$9,571	\$4,011	\$5,560	\$72,830
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	0.72%	-0.84%	1.87%	4.43%
State			\$5,512	\$65,905
Percent Different - School Site and State			0.87%	10.51%
<p>This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at http://www.cde.ca.gov/ds/fd/cs/.</p>				

Types of Services Funded

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

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

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

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

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

National Assessment of Educational Progress

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

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

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

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

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

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

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

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

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

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

Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

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

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

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	49	55	62	48	51	54	43	46	50
Mathematics	54	58	60	46	48	50	40	43	46
Science	39	64	53	42	50	52	38	46	50
History Social Science	21	41	54	39	43	49	33	36	41

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

Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	51	50	39	44
Pacific Islander				
White (not Hispanic)	88	83	83	87
Male	55	57	51	65
Female	68	62	54	45
Economically Disadvantaged	45	44	39	50
English Learners	24	42	6	*
Students with Disabilities	30	30	42	*
Students Receiving Migrant Education Services	29	35	*	*

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	7	6	7
Similar Schools	8	3	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	-19	38	17	828
Hispanic or Latino	-26	46	10	779
White (Not Hispanic)	17	-6	32	946
Socioeconomically disadvantaged	-20	45	1	761
English Learners	-34	53	-30	709
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	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p>		

Federal Intervention Program (School Year 2009-10)

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

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

California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.0	37.9	22.4
7	16.4	26.2	47.5

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/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

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

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

(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.