

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Schallenberg Elementary

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San José, CA 95125

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Grades K-5



Principal

Angelic Ruiz
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2001-2002

Plus Special Emphasis
Technology Award



San José Unified School District

855 Lenzen Avenue
San José, CA 95126
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Superintendent

Don Iglesias

Assistant Superintendents

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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.

School Profile

Schallenberger is a California Distinguished School. There is a strong emphasis on meeting and exceeding State standards, utilizing technology for teaching and learning and modeling Life Long Learning standards. Twenty-two classroom teachers work for the success of approximately 575 students. Accelerated Reader and Accelerated Math programs are integral components of the school curriculum providing leveled practice of essential skills. Teachers provide interventions for struggling students both during the school day as well as after school. Opportunities to extend learning are provided through differentiated instruction in the classroom. Students have many opportunities to receive recognition for goals accomplished. Magnificent Monday and monthly award assemblies are held to promote a positive self-esteem. Parents work seamlessly as volunteers and school leaders to enrich the learning environment.

Our vision is:

“Schallenberger is a nurturing environment where teachers and staff use effective instructional strategies to teach students the skills necessary to communicate effectively, problem solve, explore, and create while becoming self-assured, productive, responsible, lifelong learners who will succeed in an ever-changing world.”

Principal’s Experience

This is Angelic Ruiz’s third year at Schallenberger Elementary. She brings administrative experience from Galarza/Hammer, Anne Darling, and Terrell Elementary. Her experience as a district resource teacher prepared her for leadership. Angelic uses her classroom and administrative experience to promote student achievement and a positive school culture.

Major Achievements

- API of 844 (20 point gain in 2009)
- California Distinguished School designation in May, 2002
- Accelerated Reader K-5 and Accelerated Math in grades 2-5
- Four Accelerated Reader Model / Master Classrooms in 2009
- Expanded Homework Club provided by teachers
- School wide music program
- Incentive rewards for academic progress and service to the school
- Staff working in collaborative grade level teams to use student work and student data to plan their instruction
- Implementation of best classroom practices across the curriculum
- Additional Instructional support for all classrooms
- Student technology standards integrated into curriculum K-5

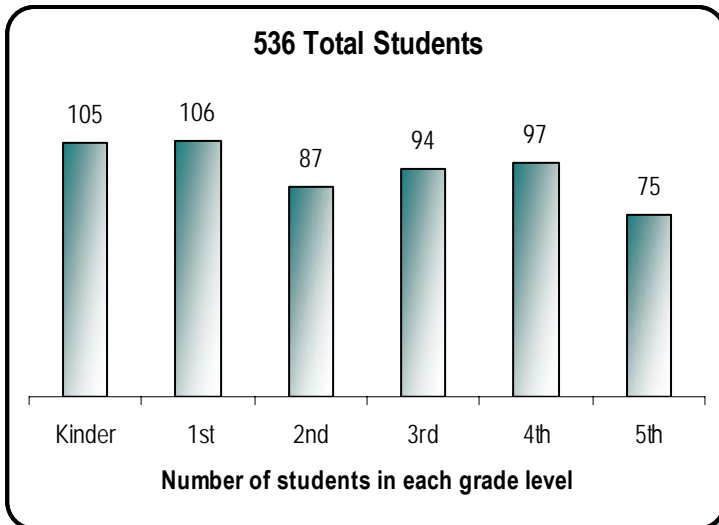
Parental Involvement

Parents are encouraged to participate in all school functions such as Kinder Orientation, Back-to-School Night, Open House, Home & School Association meetings, School Site Council meetings, Principal’s Coffee, Site English Learner and GATE Committees. Translation into Spanish is provided during meetings. We keep parents informed through a bimonthly school newsletter called *The Parent Update*. Phone messages and school website provides updated information and news about curriculum and instruction, as well as classroom and school activities. The Schallenberger Home and School Association (SHSA) maintains a database of parents’ email addresses and notifies parents of upcoming events. SHSA helps coordinate parent volunteers in classrooms, Media Center, Art Vista docents, Project Cornerstone ABC Parents, provide Junior Achievement lessons, Mix n’ Match Monday, lunchtime activities and support Home and School Association fundraisers/activities.

For further information on parent volunteer program, please contact the school office or Home and School Association.

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	4.26 %
American Indian or Alaska Native	0.71 %
Asian	7.45 %
Filipino	1.95 %
Hispanic or Latino	42.55 %
Pacific Islander	0.18 %
White (Not Hispanic)	39.01 %
Multiple or No Response	3.90 %
Socioeconomically disadvantaged	34.00 %
English Learners	20.00 %
Students with disabilities	14.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2006-2007			2007-2008			2008-2009		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	19.8	5		19.6	5		20.0	5	
1	17.6	5		20.0	4		19.8	5	
2	20.0	4		20.3	3		19.0	3	
3	25.0		3	30.0		3	29.5		2
4	30.0		2	30.5		2	31.0		2
5	31.0		2	30.5		2	31.0		2
6									
K-3				20.0	1		19.5	2	
3-4							30.0		1
4-8	30.0		1	31.0		1	31.0		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 Plan is reviewed every year. Key elements are: the Cornerstone Project, SST Process, Counseling, use of MegaSkills, student awards and certificates, staff training, following the Student and Parent Handbook, noon activities, use of the communication systems in each room, monitoring of the site for strangers, review of and practicing of the, volunteers and visitors signing in with the office, zero tolerance, communication with parents via the Parent Update and e-mail messages, notifying teachers when a student is suspended, etc.

Staff monitors school grounds 30 minutes before school starts and immediately after dismissal. Students leaving classes go in twos. Adult and student safety patrol members cross children coming to and leaving school and greet them at the drop-off area in the parking lot. A shed contains emergency supplies that are continuously updated.

Besides the Site Safety Plan, the site Emergency Plan is reviewed and updated every year. Practice drills are held monthly for fire and quarterly for disasters.

Homework

Homework is assigned according to the District's policy Monday – Thursday. It is also expected that in addition to regular homework, all students read at least 15-30 minutes each night according to their grade level.

Discipline

Each fall, parents receive the Schallenberger School Information Booklet and Calendar. It also includes the school rules. Staff uses LIFESKILLS characteristics of successful students, in praising students and improving behavior. Students receive rewards for good behavior in the form of Owl Super Star Tickets. Selection for Magnificent Monday and as Student of the Month validates outstanding use of the LIFESKILLS by students. The counselors work with small groups to build resiliency. Varieties of activities are offered during lunchtime to give students positive options. The principal meets with the student body three times a year to set and reinforce expectations.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	3.5%	5.7%	5.1%	12.6%	13.6%	11.8%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Facilities

Schallenberger was built in 1955 and modernized from 1998-2000 with Measure C bond money. New playground equipment for the main playground was installed in 1995 and in 2004 was relocated with a rubber mat under the equipment and brought up to code. The kindergarten play equipment was installed in 1999 and in 2005, a rubber mat was also installed under the equipment. In 2002-2003, parents, staff, and community renovated the memorial/reflective area at the corner of Koch Lane and Gerald Way that is named *Meredith's Corner* in memory of a former student. A new building that houses the library, computer lab, bathrooms, and eight classrooms was built during the 2004-2005 school year with Measure F bond money. In addition to the building of a new building, the following were accomplished during the 2004-2005 school year:

- The traditional classrooms (#1-16) were modernized with new sinks, cabinets, and windows.
- New portables were relocated and upgraded.
- Bathrooms (student and staff) were modernized and brought up to code
- The office (main office, workroom, and health office) was modernized and brought up to code.
- The field was renovated and a decomposed granite walkway was installed around its perimeter.
- The playground was resealed and games were repainted.
- The kitchen was modernized and a new speed line was installed.
- The stage was resurfaced.

Grounds are kept clean and safe by our excellent custodian and with the support of students, staff, and parent volunteers. The school community continues to improve the physical environment with a beautification program supported by the Home and School Association. In 2006, this parent organization purchased 15 new picnic tables for outdoor eating.

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 was 1 deficiency in this area. HVAC in Room 19 not working correctly.
Interior Interior surfaces	✓				
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical			✓		There were 12 deficiencies in this area. They all were for the need to replace burned out light bulbs or repair entire banks of lights.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 3 deficiencies in this area. Faucet not working correctly in Room 4, drinking fountain needs adjustment in Room 14, drinking fountain not working in K-1.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 1 deficiency in this area. Weather stripping coming off windows in Room 16.

Overall Summary of School Facility Good Repair Status as of August 26, 2009.

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

26 Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	27	26	26	1503
Without Full Credential	0	1	1	77
Teaching Outside Subject Area of Competence	0	0	0	0

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



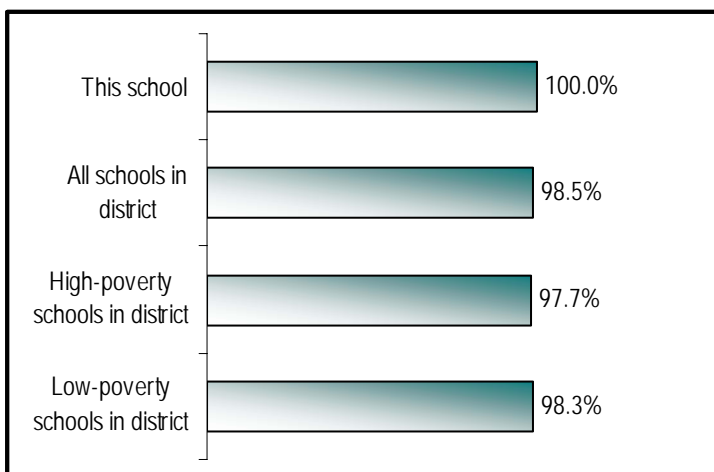
Teacher Misassignments and Vacant Teacher Positions

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

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

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

Core Academic Classes Taught by NCLB Compliant Teachers



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

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

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

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

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

Evaluating/Improving Teachers

Teacher evaluation is based on the implementation of standards-based instruction according to the District's pacing calendars for English Language Arts, Mathematics, and English Language Development. Schallenberger's staff is rich with master teachers who volunteer to mentor new teachers both on staff and in student teaching. Staff has targeted specific focus areas for improvement during the school year both collectively, as grade levels, and individually. In addition to formal evaluation, each teacher meets with the principal twice a year to review individual teaching goals and progress toward meeting these goals. Formal evaluation occurs every year for temporary teachers and every two years for probationary and permanent teachers. After 10 years of successful teaching, teachers may request a five-year evaluation cycle according to their contract with the district, and at the discretion of the principal.

Professional Development

San Jose Unified has three staff development buy back days each year. After reviewing student data and staff surveys, Staff development topics are prioritized by staff and by the School Site Council. Areas prioritized in '2009 were: Reading Comprehension, writing, differentiated instruction, and making powerful use of the Renaissance Place Programs. Biweekly grade level meetings are used to review student work, analyze student data, learn new instructional strategies, and determine future staff development needs. In addition to staff development days, professional development is delivered during staff meetings, site training sessions, BTSA mentoring, workshops, and during classroom demonstrations by the writing consultants. Teachers also receive instructional support through in-class coaching sessions, one-on-one sessions with the principal, grade level meetings, and visits to the classrooms of colleagues.

Substitute Teachers

Schallenberger is fortunate to have current/former parents and retired teachers who choose to substitute at Schallenberger.

Support Staff

Schallenberger has 1.0 FTE speech/language/hearing specialist..

Curriculum

Reading and Writing

Houghton-Mifflin Reading/Language Arts curriculum is aligned to State Standards. Specific trade books are designated as Core Literature. Teachers supplement the core program with additional fiction and nonfiction books (all approved by the Board of Education). Power Reading lessons for Accelerated Reading are used to supplement reading comprehension lessons. Individual student spelling surveys administered several times each year identify spelling skills mastered and still needed. Step Up to Writing is used as a foundation for organizing writing across the grades and in various genres. STAR Early Literacy and STAR Reading tests, administered at least 4 times a year, measure skills mastered and determine appropriate independent and classroom instruction levels. Benchmark tests are also administered in English Language Arts three times/year. Results are used to monitor progress and identify skill areas where additional instruction is needed.

Math

Scott Foresman Envision Math is aligned to State Standards and is the base program. It is a balanced program with opportunities for concept development, problem solving, practice, and extension and test practice. Skills are cycled through the year's lessons. Mathematics instruction is supplemented with Accelerated Math in grades 2-5. AM objective libraries span first grade through Algebra to meet the needs of all students. The STAR math assessment, given 4 times a year, helps the staff place students at the appropriate learning level. All primary classrooms have ample sets of manipulatives to assist with concept development. Benchmark tests are also administered in Mathematics three times/year. Results are used to monitor progress and identify skill areas where additional instruction is needed.

Science

Scott-Foresman is aligned to meet State Standards. FOSS hands-on kits are used to supplement science units by providing hands on learning. Field trips and assemblies extend the science curriculum. The library contains a rich assortment of books and videos, aligned to the District grade level standards, and selected to supplement the grade level curriculum.

Social Studies

Macmillan/McGraw Hill Studies is aligned to State Standards and was used as our base program. Supplementary materials, use of Internet resources, assembly presentations, and aligned literature amplify the curriculum. Fifth graders participate in the Law Related Education course as part of the social studies curriculum.

English Language Development

Avenues from Hampton Brown in grades K-3 as the base program for ELD. Houghton Mifflin's support materials are used for ELD instruction in grades 4-5.

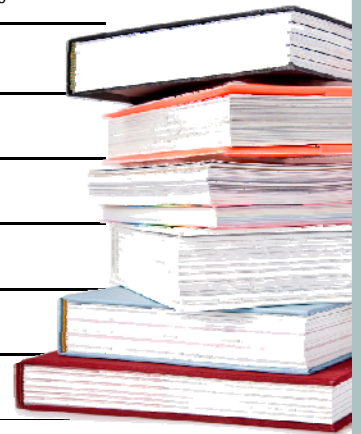
Textbooks

All District-adopted texts are aligned to State Standards. All texts meet state standards, and all tests and supplementary materials have been adopted by our Board of Education. Language Arts/Reading textbooks were adopted in 2003. Mathematics textbooks were adopted in 2009. Science textbooks were adopted in 2008. Social Studies textbooks were adopted in 2007.

Each student has access to one text per subject. All adopted texts are current. Textbooks that are no longer usable are replaced annually. Teachers identify needed support resource materials each fall and these are purchased using site funds.

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

Schallenberger's GATE plan is updated each year. Two classroom teachers coordinate the GATE program. All teachers are trained in and implement differentiated teaching strategies in the classroom. Accelerated Reading and Accelerated Math are open-ended programs identified as extending the curriculum. Student achievement is monitored using District reports for the GATE subgroup.

Special Ed

The Resource Specialist coordinates the Special Education services at Schallenberger and instructs up to 28 students according to their Individualized Learning Plans. The Speech and Language Pathologist provides therapy for up to 55 students. Schallenberger also has two Special Day Classes. The progress of students receiving Special Education services is monitored through the IEP process.

At-risk students

At-risk students are identified according to state and school test results. Students receive services, such as: small group instruction by a teacher or instructional associate, Homework Club after school, additional instruction from the first grade reading teacher or the second grade academic support teacher, Fluent Reader, and through team teaching. Their progress is monitored monthly by teachers meeting in grade level teams and using data reports, theme tests and work samples.

English language learners

Each grade level team develops its SEI Plan for the instruction of ELD and instructional support for EL students. Progress is monitored during grade level meetings and through CELDT test results and data reports. A half time Bilingual Resource Teacher works with English Learners to support their acquisition of English and to provide primary language support. Most EL students are reclassified to fully proficient (FEP) by the end of fifth grade.

Students with disabilities

The Student Study Team process is used to develop an action plan to help students who are having difficulties with academics, behavior, or attendance. When students continue to have academic difficulties, they are referred for review. Subsequent testing is used to identify special education eligibility and services. Schallenberger provides Speech and Language therapy, the Resource Specialist Program, and two Special Day Classes for students eligible for special education services.

Students with disabilities or conditions that affect a major life activity who do not qualify for services from Special Education are considered for accommodations under a 504 Plan. The 504 team makes this determination and if appropriate designates the most important accommodations necessary for student success. These are written into the student's 504 Plan.

After-school programs

The YMCA (fee basis) and the City of San José's After School Recreation Program (free) provide after school programs that include homework assistance/support, recreation, games, and crafts. The City of San José also provides funding to the school for a Homework Center that is available daily during lunchtime and after school three days a week.

Tutoring

Tutoring is provided by Instructional Associates during the school day. Teachers provide extended instruction before or after school.

Peer tutoring

Kinder buddies are upper grade students who are assigned to work with kindergarten students. They meet with them and read to them/discuss books several times a year. The Wise Owls are students with 700 or more Accelerated Reader points. These students are available to help students when teachers request their assistance. They also assist with the monthly academic recognition assemblies.

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	\$9,576	\$3,952	\$5,624	\$75,172
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	0.77%	-2.30%	3.04%	7.79%
State			\$5,512	\$65,905
Percent Different - School Site and State			2.03%	14.06%
<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	57	64	48	51	54	43	46	50
Mathematics	65	68	72	46	48	50	40	43	46
Science	47	56	51	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	62	69	*
American Indian or Alaska Native	*	*	
Asian	67	88	*
Filipino	*	*	*
Hispanic or Latino	51	66	36
White (not Hispanic)	74	75	71
Male	58	70	59
Female	71	74	42
Economically Disadvantaged	46	59	31
English Learners	25	52	13
Students with Disabilities	17	31	17
Students Receiving Migrant Education Services	*	*	*

Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	8	8
Similar Schools	7	6	5

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	6	16	20	844
Hispanic or Latino	28	3	17	791
White (Not Hispanic)	-27	33	10	880
Socioeconomically disadvantaged	7	11	7	762
English Learners	-5	-3	-11	724
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 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	29.2	22.2	8.3

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.

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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.