

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Simonds Elementary

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San José, CA 95120

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Grades K-5



Principal

Janice Samuels
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1999-2000
2007-2008



2000-2001

San José Unified School District

855 Lenzen Avenue
San José, CA 95126
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Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

Board of Education

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

This school is in Trustee Area 5.



Principal's Comments

"*Educate a child---change the world,*" describes the mission and purpose of George W. Simonds Elementary School. The school community is a mini United Nations where students, staff, and parents teach and learn from one another. Students representing more than 40 countries---virtually every corner of the world---attend Simonds School. Along with this rich tapestry of cultures, Simonds Elementary School boasts extremely high test scores, powerful learning opportunities, experienced teachers, energetic students and active parent volunteers.

"Fostering high expectations, inspiring social responsibility, and embracing community connections," is the vision of the Simonds school community.

Simonds School provides learning experiences that are essential for all students. The school stresses high academic standards and expectations, yet offers a well-rounded educational program. Simonds School is especially proud of its comprehensive music and technology programs, and the opportunities students have to serve their school and larger community. Students are expected to be self-disciplined and productive at school, at home, and in the community.

Principal's Experience

Janice Samuels has held the principalship for the past three years. Previously, she was principal at Olinder Elementary School for three years and was assistant principal at Anderson Elementary in Moreland School District for three years.

Major Achievements

- API score of 949.
- 2006, 2007, 2008 Honor Roll School – California Business Excellence in Education Foundation
- National Blue Ribbon School 2001
- California Distinguished School 2000 & 2008
- Recognized in "50 Best Schools in Santa Clara County," *San Jose Magazine*
- Four teachers earned National Board Certification
- Simonds Music & Technology Foundation raised funds for a full-time music teacher and a full-time computer specialist
- Parent community gave 17,000+ hours of volunteer service
- Two teachers participated in the New York Metropolitan Opera Guild Teacher Training Program and mentored a group of 5th grade and Special Education students who wrote, produced, and performed an original opera
- Anti-Defamation League Award for promoting multicultural understanding

Parental Involvement

Parental involvement is extremely high. Parents help as aides/tutors and room parents, and plan and work at schoolwide events such as the Multicultural Faire, Walk-a-thon, Auction, and Carnival. More than 17,000 parent volunteer hours were logged in the 2007-08 school year.

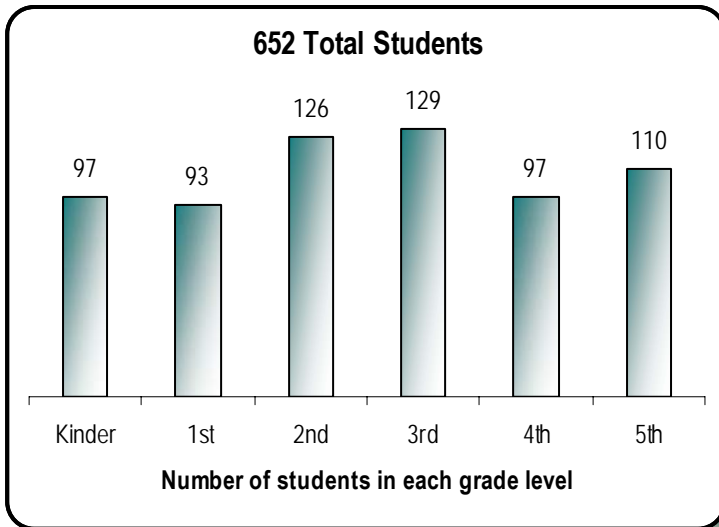
The Simonds Music & Technology Foundation provides funding for our full-time music teacher and our full-time technology coordinator.

A school spending plan that combines monies from the PTA, School Improvement Plan, and Foundation is developed by the principal and the presidents of these groups. The plan is presented to the School Site Council for approval.

Contact Janice Samuels, Principal, at 535-6251 or janice_samuels@sjusd.org. Contact information for PTA Board members and Foundation officers is included on the school website, SimondsSchool.org.

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	1.69 %
American Indian or Alaska Native	1.38 %
Asian	29.91 %
Filipino	0.46 %
Hispanic or Latino	7.36 %
Pacific Islander	0.31 %
White (Not Hispanic)	57.52 %
Multiple or No Response	1.38 %
Socioeconomically disadvantaged	3.00 %
English Learners	8.00 %
Students with disabilities	8.00 %



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	18.0	6			17.8	5			19.4	5		
1	19.8	6			20.0	7			20.0	5		
2	20.0	5			20.3	5			19.7	7		
3	30.7		3		30.0		3		30.0		4	
4	27.3		4		30.3		3		31.0		2	
5	33.0			3	32.3		2	1	31.3		3	
6												
K-3	20.0	1							20.0	1		
3-4									30.0		1	
4-8					30.0		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 school Safety Plan was updated in September 2008 and reviewed by the staff in August 2008. The Safety Plan covers such items as:

- Physical and social environment of the school
- School culture
- Disaster procedures (routine and emergency)
- District/school rules and procedures concerning school discipline
- School activities and special programs that relate to the appreciation of diversity, school safety and social skill development

Adults monitor the student safety patrols, streets, and buses before and after school. The playground is monitored 10 minutes prior to the start of school. Teachers are assigned recess duty; adult supervisors monitor the cafeteria and playground at lunch. Two-way radios are used and regular fire and emergency drills are held. The School Safety Plan is revised yearly. Visitors sign in at the office and wear badges. PTA helps students make disaster kits.

Homework

Homework conforms to District guidelines (30 minutes for 1st - 3rd grades; 60 minutes 4 - 5th grades). Teachers assign reasonable amounts of meaningful daily homework, related to and reinforcing the learning objectives of the class. The expectation is that all homework will be completed. Parents sign a Family-School Compact agreeing to provide a quiet time and place for homework.

Discipline

Students are extremely well behaved. Teachers set reasonable guidelines that are clearly communicated. Classroom rules are posted. Positive behavior is rewarded with praise, rewards, and recognition.

The school's positive discipline program includes PeaceBuilders®, a program stressing positive peer relations and self-esteem. The goal of PeaceBuilders® is to "...reduce violence and aggression in children and adults by establishing peaceful behavior." The staff also works with Project Cornerstone, focusing on Developmental Asset

Building in youth. The Cornerstone ABC book program includes selections that address the problem of bullying. In addition, Simonds is beginning work on a system of Positive Behavior Support and Intervention (PBIS).

"Pink slips" are issued for minor rule infractions. Major incidents are referred to the principal for investigation, sometimes resulting in suspension/expulsion. Overall, students view the school office as a positive place. Students come to the office for Writers' Club, Student of the Week, book charms or to leave notes or drawings for the principal.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	0.3%	0.9%	1.7%	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

Simonds School was built in 1966. The facility is safe and comfortable, and, as noted in the Blue Ribbon Site Visit report, "The school environment is VERY clean, neat, and orderly." Extensive renovation, financed by a school bond measure, has been ongoing since 1998. Improvements to the school site include the installation of eight new portable classrooms. New heating and air conditioning units were installed in all classrooms. Other improvements include new paint, new flooring, and casework in all classrooms, updated Internet wiring, new landscaping, and new furniture, new roof and new paint throughout the school. All playground equipment has been replaced, and new asphalt was installed in the playground area and parking lots and new athletic field.

General maintenance and repair is accomplished through a work order system. The school's day custodian and a district night crew clean the buildings daily. Workers from the district Grounds Department are assigned to the school one half day each week.

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 9 deficiencies in this area. They were all for the need to clean AC/Heating vents.
Interior Interior surfaces			✓		There were 6 deficiencies in this area. Light cover needs cleaning in small office, ceiling tile water stained in staff rm G-1, debris from roof construction in boys and girls restrooms, ceiling tile loose in Room F2.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There was 1 deficiency in this area. East wall of kinder area needs to be checked for termites.
Electrical			✓		There were 10 deficiencies in this area. Most were for the need to replace burned out light bulbs or repair entire banks of lights. Light switch broken in principal's office.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 5 deficiencies in this area. Outside drinking fountains need to be cleaned
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs		✓			There were 2 deficiencies in this area. East wall of kinder area needs to be checked for termites. Door in F2 has peeling paint.
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of July 27 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	31	32	31	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.



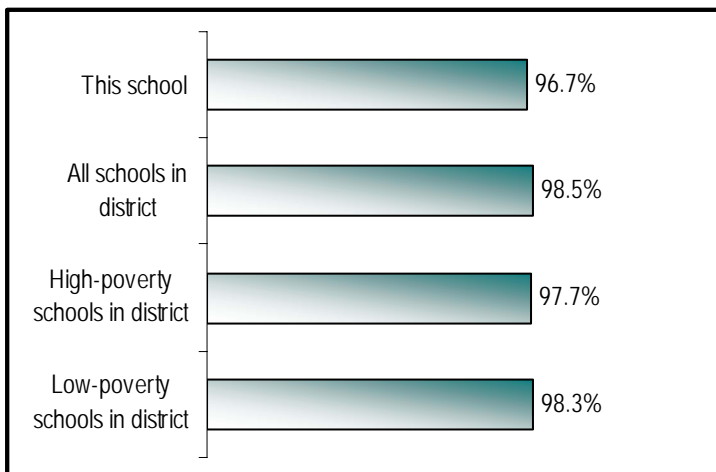
Teacher Misassignments and Vacant Teacher Positions

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/>.

Evaluating/Improving Teachers

Teacher evaluation follows District and contractual timelines. Permanent staff is evaluated every other year, while probationary staff members are evaluated yearly. Each teacher who is evaluated identifies personal goals that are tied to District standards and school site goals. Evaluation involves in-class visits and follow-up conferences with the principal.

Professional Development

Three Staff Development Days are scheduled each year. Curriculum mapping, testing, and differentiation of instruction are covered in August; the October training focuses on new textbooks and materials; and the March date stresses diversity training.

Funds are available for teachers to attend workshops on topics such as instructional technology and classroom management. The staff participates in *"Step-up to Writing"* training, Positive Behavior Support and Intervention (PBIS) and Thinking Maps.

Staff development opportunities are also offered by the school district. Substitutes are provided for teachers who attend all-day trainings. Other trainings take place on-site before and after school.

During the implementation of professional development, teachers are supported through in-class coaching, teacher-principal meetings, and student performance data reporting.

Substitute Teachers

We are fortunate to have a cadre of willing, experienced teachers who are anxious to substitute teach at Simonds Elementary School.

Support Staff

Simonds has 1.0 FTE Speech/Language/Hearing Specialist and .05 FTE Resource Teacher.

Curriculum

Reading and Writing

Teachers use the Houghton Mifflin Reading program. Teachers also use leveled literature books for each grade level, Daily Oral Language materials, sustained silent reading and *Book-it*; as well as direct instruction in phonemic awareness, phonics and decoding skills. Language is taught in context using literature. Writing and vocabulary are integrated into every subject.

All teachers received training in both *Step-up to Writing* and *Beyond the Basics* so that these programs can be used schoolwide.

Math

Pearson Scott Foresman math texts are used. Math is taught with an emphasis on understanding mathematical concepts, estimating, proficiency in arithmetic skills, and the use of these skills in problem-solving situations. All teachers use math manipulatives. Mathematics is taught in context whenever possible. Teachers and students use rubrics to assess students' ability to solve problems and show mathematical reasoning.

Science

Pearson Scott Foresman is the newly adopted science program. This program fosters an interest in the sciences, and provides an opportunity for practicing mathematics, reading, and writing skills. Students write in science journals, create reports to process, and share what they have learned. In addition to the District-adopted science program, extra *Full Option Science System (FOSS)* kits are available to provide even more hands-on experience for students. The Lawrence Hall of Science supported by the Simonds PTA brings science to life for our 4th & 5th graders in their interactive assemblies.

Social Studies

The social studies program is based on developing historical, cultural, ethical, economic, and political literacy in students. For example, in 5th grade, the students visit the county jail and police station. Students express their excitement while planning the mock trial that is held in an actual courtroom. Students assume all the roles in the courtroom. In kindergarten, students visit the fire station.

In celebration of the diverse cultures represented at Simonds Elementary School, the Parent-Teacher Association plans a Multicultural Faire. Parents prepare ethnic food, work in booths, and display the richness of their native culture.


Textbooks

Simonds students have sufficient copies of all textbooks. There are enough textbook copies for every student to take home the textbooks needed for homework. The District new science textbooks in 2001-02, new reading textbooks in 2003-04, and new social studies textbooks in 2006-07. Upon each new adoption, the District provides in-service training for all teachers.

All students have access to current textbooks and related instructional materials in good condition in each core subject area.

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

GATE identified students receive differentiated instruction provided by the classroom teacher. Fourth and fifth grade GATE students participate in Lawrence Hall of Science assemblies and workshops. The GATE faculty liaison meets with District GATE personnel to share information and plan staff development activities.

Special Ed

The staff includes one part-time resource specialist, one full-time special education instructional associate, and one full-time one-on-one instructional associate.

At-risk students

A Reading Lab providing one-to-one intensive help in reading was established in 2004-05. First and second grade students who are not reading at grade level, and who are not already receiving Special Education services, receive help in the Reading Lab.

Retired Teachers also administer the *Voyager* intervention program to students in grades K-5. Grades 3-5 teachers also use *Standards Plus* to provide support to for struggling students.

Teachers also schedule small group instruction on a daily basis to support at-risk students.

Teams of faculty members, functioning as a "Student Success Team," meet with the parents of individual students to review concerns and plan ways of handling those concerns in the regular classroom. Support staff (including the nurse, health clerk, speech and language specialist and counselor) participated in the teams as needed.

Homework Club meets after school at Public Library and is available for all students.

English language learners

Simonds has two, part-time English language tutors. Tutors work with small groups of students using "English in a Flash." English language acquisition is the focus of ELD instruction and the progress of ELD students is carefully monitored. ELD instruction is provided daily by the classroom teacher. Students are tested annually for language proficiency and placement, and their academic progress is monitored for two years after redesignation.

Students with disabilities

Students with disabilities are served on an individual needs basis. The staff works with District personnel to ensure proper services are given.

After-school programs

Simonds has numerous after-school programs including Robotics, Spanish, and Hindi languages, and Zumba.

Tutoring

Parent volunteers work with individual students in the Reading Lab and in individual classrooms.

School Finances (Fiscal Year 2007-2008)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$8,689	\$2,966	\$5,723	\$72,507
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-8.57%	-26.67%	4.86%	3.97%
State			\$5,512	\$65,905
Percent Different - School Site and State			3.83%	10.02%
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).

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	80	84	87	48	51	54	43	46	50
Mathematics	88	88	91	46	48	50	40	43	46
Science	74	81	83	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	91	98	96
Filipino	*	*	*
Hispanic or Latino	77	74	64
White (not Hispanic)	87	90	85
Male	88	92	91
Female	86	89	75
Economically Disadvantaged	60	53	*
English Learners	62	89	*
Students with Disabilities	57	59	*
Students Receiving Migrant Education Services	*	*	*

Academic Performance Index (API)

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

API Ranks

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

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	2	1	2

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	-1	13	17	945
Asian	-7	10	7	981
Hispanic or Latino				
White (Not Hispanic)	5	15	22	936
Socioeconomically disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<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	16.7	38.0	33.3

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.