

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Merritt Trace Elementary

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Grades K-5



Principal

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San José Unified School District

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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 5.



Principal's Comments

The school's mission statement

"Artistic, United, Academically Excited!" -- provides the beacon that guides all decision making at Trace.

Trace Elementary is a member of SJUSD's Academic, Visual and Performing Arts strand. Complemented by an enriching creative arts program, the challenging curriculum is the foundation of our school's instructional program. Our highly skilled professional staff and administration builds upon this foundation by promoting and nurturing the growth of each child intellectually, academically, socially, and creatively.

At Trace, we believe that students who have positive self-esteem and have opportunities to receive recognition will perform better academically and socially. All of Trace students gain recognition through a variety of programs including service programs (Media Center Assistance, Lunch Monitor, Junior Sports Coach, Student Council, etc.) and through activities promoting students' talents in the arts and activities through our. There are special assemblies for recognition of students with exemplary behavior and/or effort. In addition, through Project Cornerstone, students participate in Expect Respect and hear stories with safety messages through the ABC readers and Los Dichos readers. In addition, Trace will have Positive Behavior Support Systems in place this year.

Principal's Experience

Mary Martinez is the principal at Trace. This is her third year as principal at Trace. Prior to that, she has been an assistant principal, and a teacher of Spanish, English, English Language Development at elementary, middle and high school.

Major Achievements

- Recognized for its achievements as an Academic, Visual, and Performing Arts Elementary School in Santa Clara County. It is the only Elementary School in Northern California to offer its students a comprehensive Art, Drama, Orchestra, Band, Choir, and Dance. Students take these classes during the school day and/or after school.
- Academically, the school has shown continuous growth on the State STAR Test. Strong emphasis has been placed in reading and in writing throughout the curriculum.
- Attendance has also increased in recent years and currently the school has a 97.8% daily attendance rate.
- The Parent Involvement in Education program won the Glenn Hoffman Award for Excellence.

Parental Involvement

Parents are actively involved at Trace as tutors, classroom volunteers, fund-raisers, and volunteers for the visual and performing arts programs, lunchtime volunteers, Project Cornerstone ABC/ Los Dichos readers. Additionally, we have a PTO, Site English Language Advisory Committee, and School Site Council.

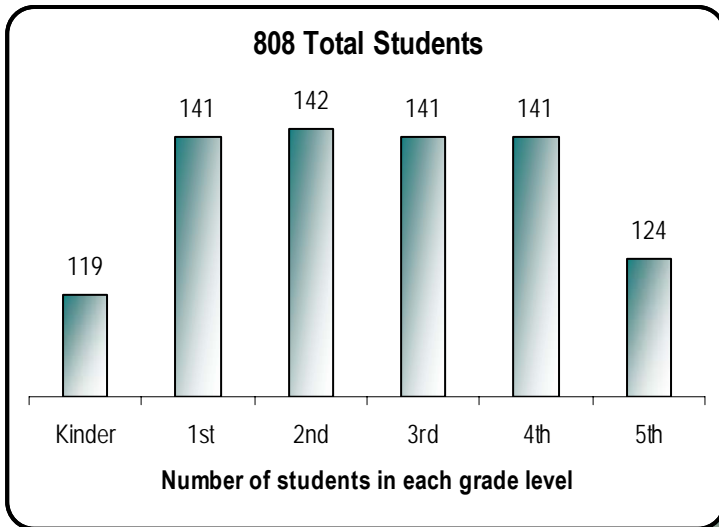
Trace has a Parent Participation Program (the PIE Program) in grades K-5.

Parents of students in this program donate a minimum of 40 hours to the school or classroom each year.

For further information on our parent volunteer program, please contact the school's Title 1 Resource Teacher.

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 2007-2008 school year.



African American	3.22 %
American Indian or Alaska Native	1.11 %
Asian	4.70 %
Filipino	1.86 %
Hispanic or Latino	63.61 %
Pacific Islander	0.62 %
White (Not Hispanic)	20.67 %
Multiple or No Response	4.21 %
Socioeconomically disadvantaged	60.00 %
English Learners	43.00 %
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+
K	19.6	7		19.8	6		20.2	5	1
1	19.6	7		19.3	7		19.7	7	
2	19.8	6		20.0	4		20.3	4	2
3	29.0		4	29.3		4	30.3		4
4	30.7		3	31.3		3	31.0		4
5	27.0		5	30.7		3	29.5		4
6									
K-3	20.0	1		20.0	1				
3-4	30.0		1				30.0		1
4-8				27.0		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

Date safety plan updated: 8/08

Date safety plan last reviewed with staff: 8/08

Known for its clean, safe and secure campus, the school is located in front of one of San Jose's oldest and most respected parks; The Rose Garden. The faculty and staff take great pride to promote an environment that follows the District's zero tolerance policy. It is free of drugs, alcohol, gang influence, conflict, and violence. The school prides itself on its School Safety plan that is reviewed and updated on a regular basis. Junior Coaches are available to help students to resolve their differences. Staff monitors the playground before the start of school and immediately after dismissal. There are crossing guards to help children cross the streets and bus monitors to assist with transportation. Monthly fire drills and regular disaster and earthquake drills are held throughout the school year. Student Council and Project Cornerstone are programs in place to teach respectful, safe behaviors and create opportunities for asset building.

Homework

Homework is assigned every night Monday-Thursday and is based on the standards at specific grade levels and in specific classrooms. Our philosophy of homework is to provide additional practice of new and previous lessons, and may include both long and short-term projects and assignments. Additionally, 20 minutes of reading per night is highly encouraged for all the students.

Discipline

Trace has a schoolwide discipline plan based on Conflict Resolution, Positive Discipline and class meetings. A copy of the District's Student and Parent Information Handbook and a copy of the Trace Behavioral Policy are provided to each family at the beginning of the year. Families also receive a Trace Parent Handbook. Each teacher has a written discipline plan that is reviewed with students. Behavioral expectations are posted and reinforced in each classroom. Students are rewarded with Super Citizen Tiger tickets that can be redeemed for prizes at the student store. Once a month, the school

recognizes students who have made progress in reading, math, citizenship, or overall improvement. The Principal, Assistant Principal, and Guidance Counselor work closely with staff and families to provide guidance for students. Project Cornerstone is a school wide effort to create asset-building opportunities for students and teach good citizenship and making good choices. ABC/LOS DICHOS parent readers go into each classroom once a month to read a story about making good choice. A group of fourth and fifth grade students participates in the "Expect Respect" workshops to learn how to make a positive difference and encourage others to make good choices at school.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	7.3%	4.7%	5.4%	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

The main building was completely renovated in 2007. This building houses grades 1-2, and a new structure for the remaining grades was completed in 12/09. Additionally, the cafeteria/multi-purpose building was renovated 12/09. Trace provides a safe, clean environment for learning.

In 2005, a Kinder World site was added on the other side of Dana.

The custodial staff consists of one-day custodian, a night crew of two and a weekly groundskeeper. Students take pride in their campus and assist in maintaining a clean, safe environment.

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 3 deficiencies in this area. AC/Heating vents need to be cleaned in Media Center and Room 25, AC not working in Room A14.
Interior Interior surfaces		✓			There were 6 deficiencies in this area. Boys and girls restroom floors need to be cleaned, cracked light cover in Media Center, ceiling tile have water stains n Room A10,
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 3 deficiencies in this area. All exterior lights need to be cleaned, concrete needs to be power washed.
Electrical			✓		There were 10 deficiencies in this area. Most were for the need to re-place burned out light bulbs or repair entire banks of lights. Elevator permit had expired - 6/12/09, missing light covers in girls and boys restrooms
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 10 deficiencies in this area. Outside sinks and drinking fountains need to be cleaned,
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 1 deficiency in this area. Door does not shut properly in Room 28.

Overall Summary of School Facility Good Repair Status as of August 13, 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	42	36	38	1503
Without Full Credential	2	5	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.



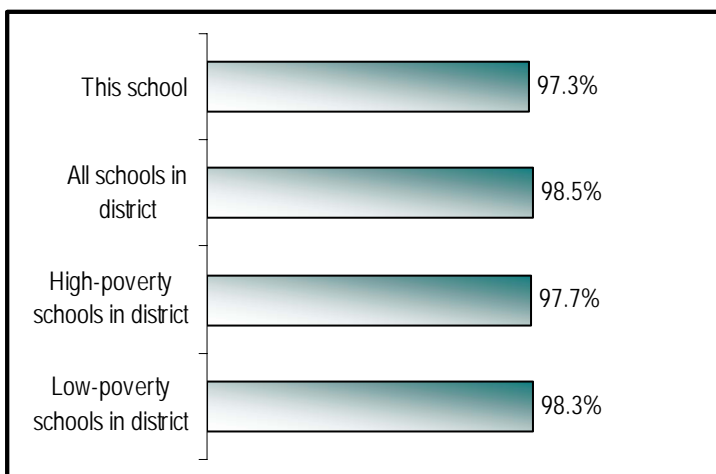
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-08	2008-09	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

All of our teachers are fully credential and teaching within their subject area. Teachers meet with the principal several times throughout year to set individual goals and evaluate student progress. The school has one mentor teacher assisting new staff and a Professional Development Coach that supports all staff members.

Teacher Evaluations are based on the district protocol that is aligned to the California Standards for the Teaching Profession. Evaluations take place every other year. Performance and teaching expectancies are analyzed with a four-level rubric that takes place every other year for permanent staff and yearly for temporary and probation teachers.

Professional Development

Staff development is ongoing. Districtwide, there are three major staff development days a year. The focus of the training is based on the specific need and area of emphases for the year. In addition to those, teachers at Trace initiate ongoing professional development. The school is very supportive in funding training for staff members in relative areas. The school has Resource Teachers work with all of our teachers, particularly our new teachers to provide them with instructional strategies and curriculum planning that will enhance their teaching.

Professional Development takes place both on site and district wide. Trace does not bank minutes for minimum days, so teachers train after school on Tuesdays.

Substitute Teachers

The school is fortunate to be able to allow its staff to attend workshops, trainings. We are fortunate to have a cadre of retired credential Trace teachers and parents who provide extensive expertise when called upon. Additionally, we have several Resource Teachers on staff that are able to fill in if an emergency arises.

Support Staff

Trace has 8 hours per week of counseling through the YWCA.

Curriculum

Reading and Writing

Teachers are trained in literacy strategies with an emphasis on intervention techniques. Such techniques used are running records, shared/ guided reading, fluency practice, rubrics, and alternate rankings. Our basal text is the District's adoption of the Houghton Mifflin Program. We are a Reading First School and receive funds to implement the Houghton Mifflin Program. Additionally, we use a variety of many supplementary materials which include grade level literature books, grammar resources, and the Accelerator Reading Program. The Step Up to Writing is a fundamental to our program and includes prewriting, drafting, revising, editing, and post-writing activities.

Math

Trace's mathematics curriculum follows the state framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Preparation for real-world math is priority when selecting curriculum. Our 2002 adoption is from Harcourt Brace, a state-approved curriculum. Basic skills are taught through concrete hands-on experiences and use of manipulative. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. Students regularly write about their thinking in math journals while working towards clarity and coherence. Math is integrated throughout the curriculum at all grade levels. 50-in-a-Minute is an additional school-wide program in which incentives are provided.

Science

Science instruction follows the state framework and benchmarked district standards. Our focus is on the development of essential understanding of major science concepts, themes, and methodologies. The school prides its self with two different gardens that provide students a better understanding of nature from hands on perspective. All the 5th grade students have the opportunity to attend Camp Campbell Science Camp for a week of an outdoor science.

Social Studies

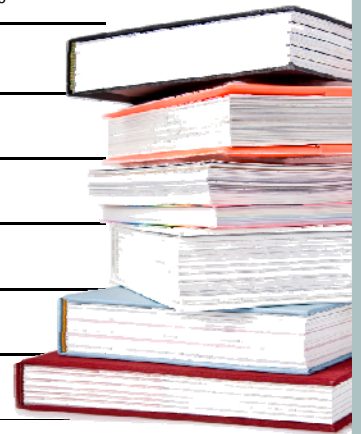
The social studies program follows the California State Framework to prepare for each succeeding grade and middle school. The curriculum's rich program integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacy, and include civil rights, values, and responsibilities. Children have the chance to learn through a wide variety of different modalities. Cooperative learning encourages interaction and collaboration, such as Living History Days, Colonial Days, and Gold Rush Days that help reinforce historical curriculum studied during the year.

Textbooks

New textbooks are selected from state approved lists that have been piloted by all grade levels throughout the district. Additional reading materials are purchased to support programs such as leveled reading in primary grades and Accelerated Reading in grades 3, 4 and 5. Each student has his/her own textbook for each of the core subjects.

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

Students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. GATE students are educated in the regular classroom by teachers differentiating the curriculum. Curriculum is differentiated at all grades within the core program to provide GATE students opportunities for more challenging work. Hands-on projects also allow students to explore topics at greater depth and complexity.

Special Ed

The School has resource and speech and language specialists who assist special education students. Our Student Success Teams are made up of classroom teachers, resource teachers and the counselor. The team meets with the families of children who may need speech therapy, who have a suspected learning disability, attendance difficulties or whose behavior interrupts learning. A full time counselor, health clerk, and part time nurse are available to students.

At-risk students

Students considered at-risk are identified and given extra guidance through the counseling office and academic interventions. Parent training classes take place yearly at school and regularly at the District to give parents ideas and strategies to help their children succeed academically.

English language learners

Through the coordination of the Bilingual Resource Specialist, English Language Learners are placed in either an ALA classroom or an SEI classroom with teachers who use ELD and Sheltered Language techniques that are imbedded in the regular core curriculum. Support is also provided in primary language by our Resource Specialist. Additionally, the Homework Center, and one-on-one tutoring programs provide extra support for our students.

Students with disabilities

Our school facilities meet ADA standards for students who are disabled.

Before/After-school programs

The before/after school program is comprised of: drama, choir, band, strings, and dance. All Stars is a three hour after school program for students in grades 1-5. Students in this program complete homework, engage in coached physical activities and art/craft projects.

Tutoring

Tutoring is available to all students upon teacher recommendation. The program is designed to give students who are below proficient levels additional support in either reading, writing or math, Tutoring is offered either before school, after school or during the regular day. Homework Center is available for all students after school. Teachers supervise homework assignments and offer encouragement and support.

School Finances (Fiscal Year 2007-2008)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,978	\$4,521	\$5,457	\$69,034
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	5.00%	11.77%	-0.02%	-1.01%
State			\$5,512	\$65,905
Percent Different - School Site and State			-1.00%	4.75%
<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	39	43	49	48	51	54	43	46	50
Mathematics	50	55	61	46	48	50	40	43	46
Science	35	50	49	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	42	42	*
American Indian or Alaska Native	*	*	*
Asian	68	80	*
Filipino	85	69	*
Hispanic or Latino	37	55	37
Pacific Islander	*	*	*
Male	48	64	52
Female	50	59	45
Economically Disadvantaged	38	53	43
English Learners	32	52	31
Students with Disabilities	23	48	38
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	6	5	5
Similar Schools	8	5	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	-9	10	25	788
Hispanic or Latino	-2	8	18	739
White (Not Hispanic)	-56	25	44	912
Socioeconomically disadvantaged	2	8	13	735
English Learners	9	19	14	732
Students with Disabilities				

Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p>		

Federal Intervention Program (School Year 2009-2010)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2009-2010	2009-2010
Year in Program Improvement	Year 1	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	18.1	37.9	32.8

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.