

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Washington Elementary

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Grades K-5



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Board of Education

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This school is in Trustee Area 1.



Principal's Comments

The staff of Washington Elementary strives to accelerate student learning through weekly teacher collaboration, implementation of CA High Priority Standards, analysis of data, and increased parent participation. 35 certificated staff members serve approximately 600 children.

Washington's student population is comprised of 95% Latino children: 94% qualify for the Free and Reduced Lunch Program, and 86% are English Language Learners. With the goal of achieving biliteracy in Spanish and English for ALA students by fifth grade, teachers monitor students' progress every six weeks in math and language arts, differentiate and scaffold the curriculum to meet a range of student needs, and provide before and after school interventions. Washington's staff development trainings include GLAD (Guided Language Acquisition Design), GATE strategies for all students, Frontloading, Accelerated Reader, Singapore Math, and T.T.T (weekly Thursday Teacher Training).

Community support revitalizes Washington's school and neighborhood. The Rotary Club's Los Amigos committee meets monthly to support extracurricular activities, including Science Camp, Kutz's Reading Mentors, and Girl Scouts. Catholic Charities provides an after school program, which consists of reading instruction, homework support, and enrichment programs--including Adrian Flores's Ballroom Dance program. In addition, the River Church, Lions Club, Kiwanis Club, Junior Giants, Ken Green, BAWSI (Brandi Chastain's athletic program for young women), the Role Model program, and Notre Dame High School volunteers expose Washington's children to exemplary role models and outreach efforts.

Parent education programs are held each day of the week on campus, including Rosetta Stone, Zumba, La Plaza Comunitaria, GED, parenting classes (including Judi Bennett's training for kindergarten parents), and family literacy campaigns. The Migrant Education operates a Saturday program for elementary and high school students. And Councilmember Sam Liccardo and Captain J.R. Gamez collaborate with the ADELANTE program, a prevention program for at-risk families.

Washington Elementary serves a predominately immigrant community, which encourages families to participate in programs, classes, and services to improve their children's academic success: Family Tutoring for upper grade students and parents, Madre a Madre weekly meetings, Padre a Padre monthly meetings, monthly SELAC meetings, and a variety of District offerings. A "college-going culture" is promoted through student awards assemblies, clubs, monthly SELAC meetings, and school-wide Monday messages.

Principal's Experience

Since 2005 Maria Arias Evans has served as the principal of Washington Elementary School. Mrs. Evans graduated from Santa Clara University with a degree in psychology, UC Davis with multiple and single subject teaching credentials, and San Jose State University with a masters in administration. She worked in the East Side Union High School District as a social studies teacher for 16 years, Morgan Hill Unified School District, and Franklin-McKinley School District as an assistant principal for a total of three years. Mrs. Evans has worked in San Jose Unified School District as an administrator for eight years. She was recognized as Woman of the Year for Assembly District 23, by Assembly Member Joe Coto.

Major Achievements

- Four years ago 11% of Washington's fifth grade students were at grade level in English Language Arts. In 2009, 50% of fifth graders scored proficient or advanced in ELA.
- Washington Elementary hired 11 new teachers, as result of QEIA (Quality Education Investment Act) funding. Teachers received intensive weekly training in Best Practices and the Washington Way. QEIA reduces class sizes: Kindergarten through third grades are limited to 20 students per class, fourth grade and fifth grade classes adhere to 23 and 24 students per class, respectively. This State has committed QEIA funding for a total of seven years.
- The school met State targets for AMAOI and AMAOII for four consecutive years.
- The San Jose Rotary and the Sharks donated \$66,000 to purchase technology, including Promethean Boards, Activotes, and Lightspeed Infrared audio devices.
- Washington Elementary was awarded the Golden Bell, a California award for parent involvement, and the Glenn Hoffman Award, a County Award for Outstanding School programs (including recognition as the highest scored application).

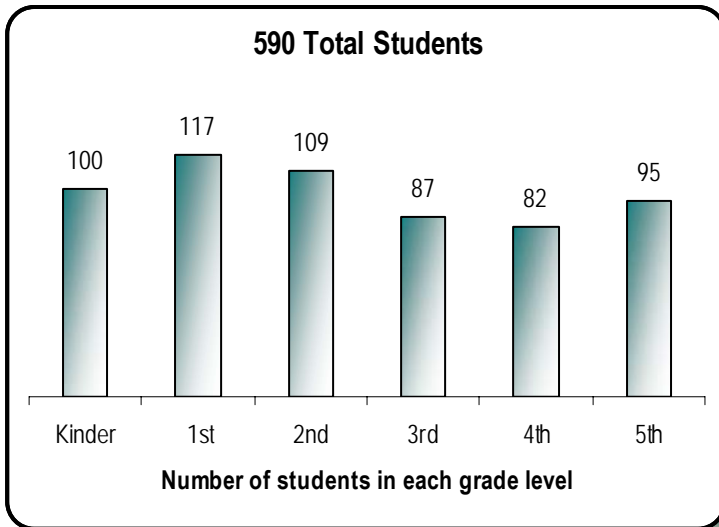
Parental Involvement

Washington School is proud to have an active parent community. Mothers and fathers serve on school committees, operate the Dragon Dollar Bookstore, and participate in school-wide events. Training sessions are offered to parents, to support their children's academic progress with weekly parent meetings, monthly school site meetings, and frequent parenting and ESL classes.

For further information on our parent volunteer program, please contact Mary Lou Hernandez at 535-6261.

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	0.51 %
American Indian or Alaska Native	%
Asian	0.85 %
Filipino	0.34 %
Hispanic or Latino	95.93 %
Pacific Islander	0.34 %
White (Not Hispanic)	1.19 %
Multiple or No Response	0.85 %
Socioeconomically disadvantaged	93.00 %
English Learners	79.00 %
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	20.0	5		20.2	4	1	20.0	5	
1	19.8	4		19.8	4		20.0	5	
2	19.8	4		19.0	2		19.6	5	
3	30.0		3	25.0		1	19.3	3	
4	31.0		3	31.0		3	23.0		3
5	30.0		3	31.0		1	23.5		4
6									
K-3	18.3	4		19.2	5		19.5	1	1
3-4				30.5		2	20.0	2	
4-8	26.0		1	31.0		2			
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: October 1.

Date safety plan last reviewed with staff: October 14.

Washington Elementary collaborates with the City Neighborhood Services and Police Department to maintain a safe place for children, before, during, and after school. The safety plan is updated annually in September and reviewed with the staff in October. Each teacher receives a copy of the safety plan in the staff binder. The plans are reviewed with the School Site Council each year.

Homework

First through fifth grade teachers assign homework Monday through Thursday. Teachers give homework in the areas of math, language arts, and writing. Children in kindergarten receive weekly assignments. Homework should be completed independently by students; parents are encouraged to provide an area at home that promotes organization, goal setting, and a homework routine. Families are encouraged to read with their children for 30 minutes a day. In order to encourage family literacy, both parents and students are encouraged to access the Accelerated Reader computer program at school.

Discipline

The District Handbook is provided to parents at the start of each school year. The staff and administration promote a positive school climate by highlighting student success and recognizing students' social and academic growth. Teachers are encouraged to implement engaging classroom routines and progressive discipline strategies, including meeting with the principal and teacher when a child's classroom behavior disrupts student learning, interferes with academic success and develop behavioral plans. A YWCA counselor works with children in need of group or individual counseling.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	7.8%	5.3%	4.6%	12.6%	13.6%	11.8%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Facilities

Washington Elementary School is over 115 years old. A new main building was constructed in 1974 and a two story "G-Wing," housing nine additional classrooms, was completed in 1999. Renovation of the site began in the summer of 2002 and was completed in the summer of 2006. An artificial field was installed in 2007. and six portables were added to meet OEIA requirements in 2008.

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	✓				
Interior Interior surfaces	✓				
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There was 1 deficiency in this area. Paper on ceiling in girl's restroom.
Electrical	✓				
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences				✓	There was 1 deficiency in this area. Caps were missing on slides on playground and talk tubes were missing.

Overall Summary of School Facility Good Repair Status as of August 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	33	29	29	1503
Without Full Credential	1	1	5	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.



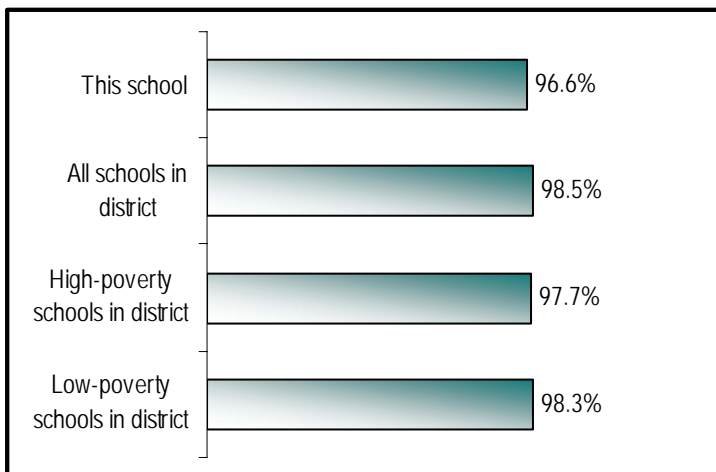
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2020
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 teachers whose status is temporary or probationary may be evaluated twice a year by the principal, as agreed upon by the members of SJUSD's bargaining unit contract. Tenured teachers are evaluated every other year. Formal evaluations are maintained in personnel files. Frequent informal observations are conducted by the principal in order to support the consistent and effective instruction of the California Standards in ELA and math.

Teachers and administration participate in workshops such as Frontloading, Reading First, Singapore Math, and GLAD (Guided Language Acquisition Development) trainings. These research-based programs support the academic needs of English Language Learners. A support teacher releases teacher to plan curriculum, to analyze data, and to coach and model lessons. In addition, teachers are invited to attend trainings outside of school and district offerings, and return to the staff and grade level colleagues to share research and best practices. Monthly staff trainings are conducted by Washington teachers: technology, the Phases of Instruction, reading comprehension skills, critical thinking exercises, differentiation, and scaffolding strategies.

Professional Development

Professional development opportunities occur once a month during early- release Tuesdays for all teachers and resource teachers. Three times a year, staff development days are devoted to learning instructional practices that will strengthen academic gaps and accelerate student progress. As a Reading First school, Washington's primary teachers devote two meetings a month to analyzing data, refining reading strategies, and preparing model lessons.

Teachers at Washington are supported by resource teachers, both at the school site and from the district office. These teachers model lessons, coach, and provide feedback to teachers. The principal also supports teachers by providing frequent feedback on individual instructional practices. During biweekly grade level meetings teachers work together to analyze benchmark data, plan interventions, and develop structured lesson plans.

Substitute Teachers

Washington draws s from a large pool of retired Washington teachers who are well acquainted with students and the community. When necessary the principal and/or resource teachers may be called to fill in during an emergency.

Support Staff

Washington has 1.0 FTE Academic Counselor, 1.0 FTE Speech/Language/Hearing Specialist, and 0.5 RSP teacher.

Curriculum

Reading and Writing

Teachers implement the District approved language arts program a language arts program by Houghton-Mifflin. Washington's language arts program consists of five components: direct instruction, tutoring, assessment, parent support, and staff development. Students in first through fifth grade are placed in flexible reading groups. Students are assessed every six weeks or as needed to determine appropriate levels. The Voyager reading program is used by primary grade teachers before or after school to support struggling readers.

Math

Students are instructed in the Harcourt Brace Math program, reinforcing the CA State Standards for kindergarten through fifth grades. Every student receives a consumable or non-consumable pupil textbook. Lessons integrate visuals and manipulatives (blocks, fraction pieces, counting beads, etc.) and workbook pages for supporting math concepts. Each unit concludes with unit review and unit tests that teachers use to monitor student progress.

Science

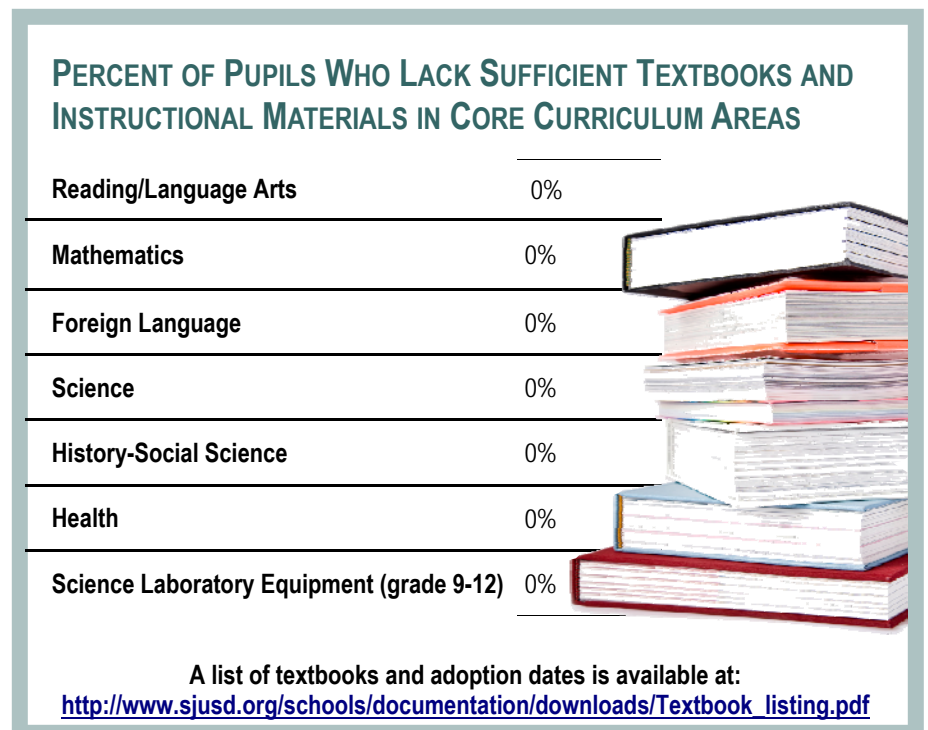
Washington teachers use the Harcourt Science and FOSS (Full-Option Science System) kits. The science program focuses on the major subjects of physical, life, earth, and space science, and the curriculum is aligned with the science standards.

Social Studies

The Social Studies program is designed to assist students to acquire core knowledge in history and social science and develop the critical thinking skills that historians and social scientists use to study the past and its relationship to the present. The basic text by Harcourt provides the basis for study of history.

Textbooks

All students receive textbooks and instructional materials, as required by No Child Left Behind.



Specialized Programs

GATE

The GATE liaison attends meetings and trainings at the District level and shares information at School Site Council meetings and with teachers.

Fifty high achieving students were invited to apply for a special program sponsored by John Hopkins. GATE students and other high achieving students in third, fourth, and fifth grades participate in an extracurricular journalism class at Washington.

Special Ed

Washington Elementary's Student Study Team (SST) is comprised of a counselor, health clerk, principal, and teachers. Student progress is monitored and Special Education plans are developed. In addition, a Student Assistance Program (SAP) team meets with the counselor, nurse, and resource teachers. The SST meets regularly to update student plans, and the SAP team meets weekly to coordinate available services.

At-risk students

Services are coordinated to ensure high quality instruction to support the assessed needs of at risk students through the COST (Coordination of Student Services) committee, and the SST (Student Study Team). Supplemental services include: extended day, intensive tutoring, SES services—including Extreme Learning, Tutorworks, and CORAL-- and after school and Saturday interventions for students and parents.

English language learners

Washington employs 21 ALA (Academic Language Acquisition) instructors, who offer instruction in primary language. The ELD program provides second language learners with leveled instruction in English, based upon CELDT scores. The remaining classes incorporate the Structured English Immersion program, which supports English language development with instructional practices and activities for all English Language Learners.

Students with disabilities

A part-time Resource Specialist who works with students who qualify for Special Education Services. A full-time speech therapist provides services for all children who qualify for speech services. A school psychologist provides testing services once a week.

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	\$9,992	\$4,579	\$5,413	\$66,933
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	5.15%	13.20%	-0.82%	-4.03%
State			\$5,512	\$65,905
Percent Different - School Site and State			-1.80%	1.56%

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).

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.

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.

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	27	33	35	48	51	54	43	46	50
Mathematics	41	48	46	46	48	50	40	43	46
Science	17	30	33	42	50	52	38	46	50

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

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science
African American	*	*	
American Indian or Alaska Native			
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	34	46	31
White (not Hispanic)	*	*	*
Male	26	39	24
Female	42	53	38
Economically Disadvantaged	34	46	31
English Learners	27	42	14
Students with Disabilities	7	10	*
Students Receiving Migrant Education Services	36	49	29

Academic Performance Index (API)

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

API Ranks

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

API Rank	2006	2007	2008
Statewide	2	2	3
Similar Schools	7	8	8

API Changes by Student Group -- Three Year Comparison

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

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	29	31	-4	715
Hispanic or Latino	26	33	-5	715
White (Not Hispanic)				
Socioeconomically disadvantaged	29	35	-7	713
English Learners	24	37	-9	701
Students with Disabilities				

Adequate Yearly Progress (AYP)

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

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

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

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

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	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	29.3	31.5	20.7

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

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

San José Unified School District

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

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

(408) 535-6650 ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

Data and Access

DataQuest

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

Internet Access

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