

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Williams Elementary

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Grades K-5



Principal

Karen Heverling
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1997-1998



1998-1999

San José Unified School District

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Superintendent

Don Iglesias

Assistant Superintendents

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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

Williams Elementary school is a safe, clean environment where the parents and the extended community support and respect the collegial efforts of staff in using data and sound research to implement best practices which will develop students who are academically, socially, and emotionally prepared to thrive in a changing society.

Williams Elementary School provides opportunities for all parents to participate within the school community, and incorporate the principles of LIFESKILLS and Cornerstone's developmental assets to provide an environment of positive social and emotional growth for all students. These principles provide a safe environment where students can continue to develop academic excellence and mutual respect, collaboratively analyze student achievement data in reading, writing, and math to drive instruction that creates strategic lessons to meet the diverse needs of all students, prepare strong readers, critical thinkers, proficient writers, and analytical problem solvers, and provide an excellent learning environment with high academic expectations for all students and staff.

Williams Elementary School, located in Almaden Valley, is the southern most school in San José Unified School District. The school's expectation, since the reopening in 1992, is that parents volunteer 40 hours per year. Williams was the first uniform school in the district and its policy is still in effect. In addition to PTA supporting community involvement and parent education, the *Williams WINS Foundation* leads the fund raising efforts of the school to provide additional programs to enrich and enhance the academic success of students.

To promote a sense of community, Williams' students, staff, and families gather together to begin the day for flag salute. This time is also used to promote the LIFESKILLS program, to make announcements, and acknowledge achievements. The Williams directory, which includes not only names, addresses, and phone numbers, but e-mail addresses as well, fosters networking among the many volunteers creating a cohesive school community.

The Cultural Cabinet, established in 2006, consists of representatives from most of the cultural communities of our school. These representatives meet monthly with the Principal and representatives from PTA, *Williams Wins Foundation*, and School Site Council to be informed of the events, news, and needs of the school. These representatives serve as school ambassadors to their individual communities.

Principal's Experience

Karen Heverling is the principal at Williams since 2005. Her experience includes Assistant Principal at elementary and middle schools and elementary classroom experience. Ms. Heverling earned a B.S. in Elementary Education from Millersville University of Pennsylvania, a M.A. in Educational Leadership and Supervision from San Jose State University, and completed the California School Leadership Academy.

Major Achievements

- Accomplished API score of 965 points; a gain of 16 points
- Growth in each of our subgroups in both Language Arts and Math
- Recorded highest number of volunteer hours by 6th District PTA: over, 32,000 hours!
- Williams Wins Foundation raises \$200,000 to support additional programs

Parental Involvement

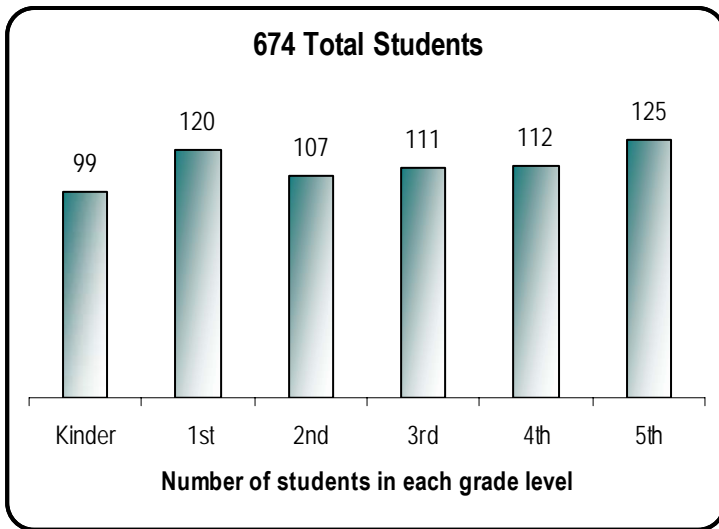
Williams was originally reopened in 1992 as a parent participation school. Although we are now a neighborhood school, the expectation that parents will be actively involved in their child's education is part of Williams' school culture. As a result, in 2008-2009 we logged over 32,000 volunteer hours!

PTA, School Site Council, Williams Wins Foundation, Cultural Cabinet, counselors on campus, ongoing home-school communications, and referrals to local agencies are examples of community resources available to parents.

For further information on our parent volunteer program, please contact our PTA President, Tina Lien @ stlien@aol.com or check the PTA/WINS website @ www.williamscommunity.com/.

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.



Group	Percentage
African American	0.59 %
American Indian or Alaska Native	0.15 %
Asian	50.30 %
Filipino	0.59 %
Hispanic or Latino	3.71 %
Pacific Islander	0.15 %
White (Not Hispanic)	43.18 %
Multiple or No Response	1.34 %
Socioeconomically disadvantaged	2.00 %
English Learners	8.00 %
Students with disabilities	7.00 %



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	19.3	4			18.5	6			19.8	5		
1	19.5	6			20.0	6			20.0	7		
2	19.4	5			20.0	5			19.8	5		
3	30.0		3		30.0		3		30.0		3	
4	31.0		3		31.0		3		31.0		3	
5	29.0		4		31.0		4		31.0		4	
6												
K-3	20.0	2			20.0	1			20.0	1		
3-4	29.0		1		30.0		1		30.0		1	
4-8												
Other												

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

Climate for Learning

Safety

Date safety plan updated: August 10, 2009

Date safety plan last reviewed with staff: August 12, 2009

Williams is a clean, safe, happy place where the collegial efforts of community, parents, staff, and students nurture successful future leaders. This year the staff will continue to emphasize a LIFESKILLS curriculum designed to enforce our safe, respectful school environment by creating a powerful body/brain-compatible learning environment. Students are able to contribute to a safe school environment by actively participating in Safety Patrol, Valet, Grade Level Buddies, Student Council, Leadership, Cornerstone, and *Kids Speak Out* Conference.

Each year the staff reviews our School Safety Plan and receives their yard duty schedule for the year. All visitors to campus, including parents, are required to sign-in at the office and wear a visitors badge at all times while they are on campus. Recess and lunch times are supervised by six (6) paid yard-duty supervisors and over a dozen volunteer parents, under the direction of our Noon League Coordinator. The entire staff is trained each year in Code Red Emergency Training. PTA Emergency Services Chairman and the Principal inventory, update, and replace the emergency supplies for the school and each classroom in August.

Homework

Homework is assigned to reinforce and extend the concepts taught in the classroom. Homework is assigned to meet students' needs appropriate to grade level, subject area, and ability. Homework is an activity which students can do independently and may include both long and short-term projects and assignments.

Discipline

Students are made aware of our behavior expectations and school rules during grade level assemblies on the first day of school. These rules are continually reinforced both in the classroom and on the play yard. We believe in progressive discipline at Williams and strive to work together with parents in correcting any inappropriate behaviors. At the beginning of the year, all parents received a copy of the District's Behavior Handbook and a copy of individual classroom policies and procedures. Good behavior is encouraged and recognized. Our LIFESKILLS curriculum helps to communicate our behavior expectations in a positive manner.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	2.4%	1.3%	3.9%	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

Williams Elementary was originally built in 1967. It was reopened in September 1992. During the summer of 2001, Williams began a school modernization project with Measure C Bond money. The renovations included a new roof, changes in wiring, and electrical layout needed to accommodate computers and other technology. New paint and carpets, an updated security system, a new bell system, and new furniture for the administration building also were included in the 2001 project. Our blacktop was resurfaced during the summer of 2002. During the summer of 2004, fully plumbed sinks were installed in all our portable classrooms. In 2007, our field was refurbished, our kitchen was updated, and new cabinetry was constructed in the core areas, kindergarten classrooms, and the library. Additional outdoor lighting was installed and the parking lots were resurfaced and restriped. New additional portables were also brought on campus to accommodate the increase in student enrollment. We have a full-time day custodian and a night custodial crew that complete a scheduled cleaning process for the classrooms, restrooms, and grounds. The PTA Beautification Committee maintains our garden, seasonal planting and cleanup of the landscape, and refurbished the school sign 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		✓			There were 13 deficiencies in this area. They were all for the need to clean AC/Heating vents.
Interior Interior surfaces	✓				
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There was 1 deficiency in this area. Cobwebs need to be cleaned off exterior wall outside C wing.
Electrical				✓	There were 19 deficiencies in this area. They all were for the need to replace burned out light bulbs or repair entire banks of lights.
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 1 deficiency in this area. Ring missing on playground equipment.

Overall Summary of School Facility Good Repair Status as of August 28, 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	30	31	31	1503
Without Full Credential	1	1	1	77
Teaching Outside Subject Area of Competence	0	0	0	0
<p>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.</p>				

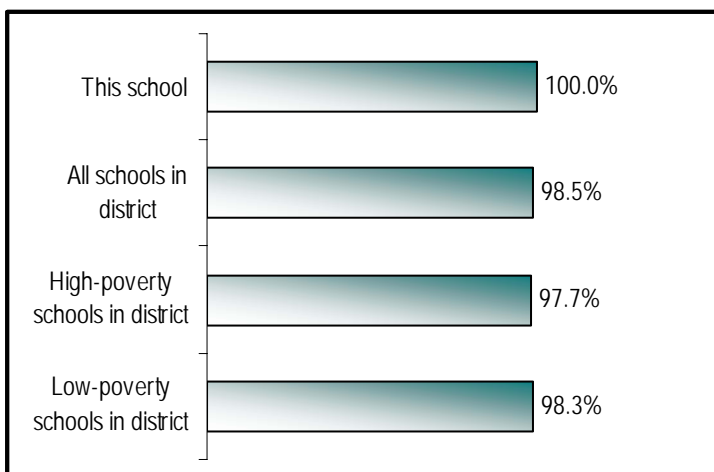


Teacher Misassignments and Vacant Teacher Positions

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
<ul style="list-style-type: none"> 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

The teacher evaluation system is aligned to the District vision that incorporates the idea of a learning community committed to lifelong learning. It is designed to support teachers and guide ongoing professional growth. It is grounded in research based teaching practices that optimize student learning, and it focuses on the knowledge, skills, and attitudes that our professional teaching staff must demonstrate. Teachers are evaluated at least every other year.

Professional Development

Each year the staff analyzes the previous year's assessment results. The outcome of this analysis becomes the foundation from which our staff development activities are planned. A need for additional training in the areas of differentiation, technology, writing, and reading comprehension strategies were determined to be our area of focus, and professional development to meet these needs was implemented.

Substitute Teachers

Williams is very fortunate to have a team of dedicated substitute teachers who are part of the Williams community. Because our substitute teachers are part of our community, they are familiar with our school's climate, culture, practices, policies, and daily routines. Because we have a small pool of substitute teachers, our students are familiar with them and discipline is not an issue.

Curriculum

Reading and Writing

Language Arts instruction follows the State framework and benchmarked District standards. Our 2003 adoption is Houghton Mifflin, a state-approved curriculum. Teachers are trained in early literacy strategies with an emphasis on intervention techniques. The connection between assessment guiding instructions has been internalized by our teaching staff that has enabled Williams to have 91% of the students reading on grade level by the end of second grade. Four times each year our 1st-5th grade teachers provide parents with their child's Accelerated Reader STAR score, which enables and encourages parents to assist the students find reading material that is both interesting and at the child's reading level. Parents are trained to administer the Jr. Great Books program in grades 2 and 3 to enrich the reading curriculum. A credentialed release teacher administers the Jr. Great Books program to grades 4 and 5.

Step Up to Writing and *6 + 1 Traits of Writing* have been implemented schoolwide so there is consistency as students move through the grade levels. Writing occurs everyday and is a key to improving student achievement.

Math

Williams' mathematics curriculum closely follows the State framework and is defined by five strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, and mathematical reasoning. Preparation for real-world math is a priority when selecting curriculum. Our 2009 adoption, from Scott Forsman, is a state-approved curriculum. Basic skills are taught through concrete hands-on experience and use of manipulatives. 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. 50 in a Minute is part of the daily routine in grades K-5. Math is integrated throughout the curriculum at all grade levels. Challenge Math is offered to students 3-5 grades.

Science

Science instruction follows the State framework and benchmarked District standards. Our focus is on the development of the essential understanding of major science concepts, themes, and methodologies for all children. Our science text grades K-5 is Scott Foresman 2008.

Williams has a Lifelab (garden) and each teacher has a section for their class. Grades K-5 enjoy hands-on science labs led by our part-time science specialist. All 5th graders attend Camp Campbell for an outdoor science week, and participate in a science fair.

Social Studies


Our 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 literacies, and include civil rights, values, and responsibilities. Each Grade level participates in field trips to support the social studies curriculum. Our social studies text grades K-5 is McGraw Hill 2007.

Textbooks

New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. New social studies texts were adopted for the school year 2007–2008. New science textbooks were adopted for the year 2008–2009. New math textbooks were adopted in 2009-2010, and our new reading and language arts adoption was 2003-2004. In addition, all students also have consumable workbooks for Language Arts and Math.

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

All 2nd grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Curriculum is differentiated at all grades within the core program to provide all students opportunities for more challenging work. Hands-on projects also allow students to explore topics at greater depth and complexity. Teachers in all grade levels have been involved in intensive staff development activities focused on Dr. Sandra Kaplan's Depth and Complexity Thinking Tools. One teacher in each grade level has attended the CAG Summer Institute and, as a team, presents ongoing staff development on differentiation.

Our Parent GATE liaison conducts meetings for parents of GATE students and schedules speakers for GATE community.

Special Ed

Special needs students who qualify for services are on an IEP and progress is monitored by the Resource Specialist and/or Speech and Language Teacher.

At-risk students

At-risk students are identified as early as possible and immediately become part of the Student Success Team process. Participation in our reading intervention program and homework center is recommended to these students' parents.

English language learners

Williams is a Structured English Instruction (SEI) school where English language development is provided by the classroom teacher. In addition to the yearly CELDT assessment, ongoing assessments by the classroom teacher enable instruction to be tailored to meet the needs of the English Learners by providing a full and balanced core curriculum in English.

Students with disabilities

These students are fully included to the extent their IEP or 504 plan will allow.

After-school programs

Williams has a variety of after school programs including Kids Club, Chess Club, Children's Playhouse, and Scouts.

Tutoring

Reading Specialists

Reading Intervention Teacher

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	\$8,184	\$2,670	\$5,514	\$71,536
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-13.88%	-33.99%	1.03%	2.57%
State			\$5,512	\$65,905
Percent Different - School Site and State			0.04%	8.54%

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	88	88	91	48	51	54	43	46	50
Mathematics	92	91	95	46	48	50	40	43	46
Science	83	93	93	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	94	98	93
Filipino	*	*	*
Hispanic or Latino	83	100	*
White (not Hispanic)	89	91	91
Male	87	95	88
Female	95	95	97
Economically Disadvantaged	*	*	*
English Learners	77	83	*
Students with Disabilities	68	82	64
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	8	7	6

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	0	16	965
Asian	-7	5	4	987
Hispanic or Latino				
White (Not Hispanic)	-5	-7	22	939
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
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.		

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	32.3	32.3	17.7

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/tq/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.