

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Willow Glen Elementary

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Grades K-5



Principal

Al Rosell
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2005-2006

San José Unified School District

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Superintendent

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Assistant Superintendents

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Board of Education

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This school is in Trustee Area 3.



Principal's Comments

VISION:

Willow Glen Elementary School is a community that provides a safe learning environment with high academic expectations for all students. By providing students with quality academic and social experiences we can assure that our students are equipped to thrive in all aspects of life.

MISSION:

The purpose of Willow Glen Elementary School is to prepare our students with attitudes, knowledge, and skills needed to learn and to become productive and responsible citizens. Our goal is to prepare resilient students who are strong readers and writers who are competent in math and creative problem solving.

Willow Glen Elementary School provides a safe learning environment with high academic expectations for all students. Students pursue a systematic and articulated curriculum that is driven by the California State Content Standards and district rubrics. We offer English Only program, Spanish Bilingual program, and a Two Way Bilingual Immersion program that is in its second year. Using student work samples and grade level benchmark standards, teachers collaborate closely to plan and implement lessons to support student needs and that meet grade level goals. Universal access, team teaching, EPGY Math, differentiated software, and Accelerated Reader provide added depth and diversity to learning curriculum.

We incorporate the principles of PeaceBuilders coupled with Cornerstone and the Developmental Assets, to provide an environment of positive social and emotional growth for all students at the school. As a result, student achievement across all curricular areas has increased.

Willow Glen Elementary School is in the heart of the Willow Glen community and has the distinction of being supported by the residential and business community. A large number of parents are actively involved in many aspects of the various school programs.

Principal's Experience

This is Mr. Al Rosell's first year at Willow Glen Elementary School. He has been a school principal for eight years and has fourteen years of school administrative experience.

Major Achievements

- Met all API goals and is currently at 814
- Continued school wide Accelerated Reading to differentiate instruction.
- Attendance has maintained solid at above 96%.
- Docent programs in art and science are provided to all students K-5 grades.
- Accelerated Math and EPGY Math programs support math in grades 1st-5th.
- The library has one of the largest children's book collections in the district due in part to the generous support of the PTA
- School climate and positive student attitudes are successfully supported by the Peace Builders Program, Cornerstone and the 41 Assets, ABC Parents and "Los Dichos," and Playworks
- Every year students read more than 100,000,000 words in the Accelerated Reading program, surpassing most schools in the Districts and in the county.

Parental Involvement

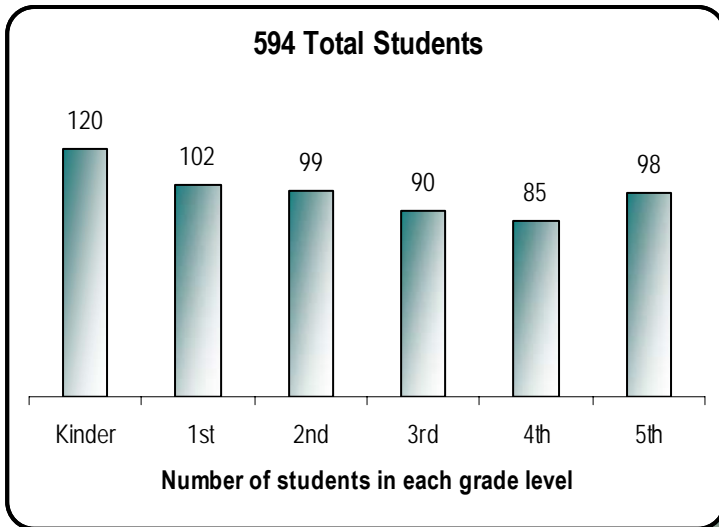
Parents are encouraged to participate in school functions such as Back to School Night, Open House, PTA, School English Learners Advisory Committee (SELAC), and School Site Council (SSC). For more information about any of these organizations, call 535-6265 or visit the school web site.

The PTA is very supportive of teachers and students by providing funds for field trips, supplies, assemblies, Sports4Kids, and a choral music teacher. PTA members organize a voluntary art and science docent program providing meaningful art projects and hands on science experiences. The parent community participates in ABC Parents and Los Dichos visiting each classroom once a month, reading and discussing books that focus on conflict resolution, bullying, and caring for each other.

The School Site Council reviews the school plan and budget on a monthly basis, provides recommendations that continue the school's success.

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 | 3.20 % |
| American Indian or Alaska Native | 0.84 % |
| Asian | 4.21 % |
| Filipino | 2.36 % |
| Hispanic or Latino | 48.48 % |
| Pacific Islander | 0.17 % |
| White (Not Hispanic) | 36.36 % |
| Multiple or No Response | 4.38 % |
| Socioeconomically disadvantaged | 48.00 % |
| English Learners | 28.00 % |
| Students with disabilities | 12.00 % |



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 | 20.0 | 5 | | | 19.6 | 4 | 1 | | 19.8 | 6 | | |
| 1 | 19.2 | 5 | | | 19.8 | 5 | | | 20.0 | 5 | | |
| 2 | 19.4 | 5 | | | 18.8 | 5 | | | 20.0 | 5 | | |
| 3 | 29.5 | | 2 | | 29.5 | | 2 | | 29.7 | | 3 | |
| 4 | 31.0 | | 2 | | 30.5 | | 2 | | 30.5 | | 2 | |
| 5 | 30.5 | | 2 | | 30.7 | | 3 | | 30.3 | | 3 | |
| 6 | | | | | | | | | | | | |
| K-3 | 20.0 | 1 | | | 19.0 | 1 | | | 19.0 | 1 | | |
| 3-4 | 27.5 | | 2 | | 28.0 | | 1 | | | | | |
| 4-8 | 31.0 | | 1 | | 29.0 | | 1 | | 31.0 | | 1 | |
| Other | | | | | | | | | | | | |

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

Climate for Learning

Safety

The school Safety Plan is reviewed annually in the fall by the revision committee and the staff. It describes what to do in case of school wide or community emergencies that affect our students. We have a capable yard supervisory team that is on campus before and after school providing for a safe environment. The team is also available to provide yard supervision during lunchtime. Teachers rotate yard duty responsibilities during the 15-minute recesses.

Implementation of the Peace Builders Program, Cornerstone asset building, and Playworks help to create a safe learning environment for our students. Staff monitor playground before and after school. Monthly fire drills and regularly scheduled disaster and earthquake drills are held.

Homework

Kindergarten through fifth grade students are assigned homework Monday through Thursday and on some week**ends**. Homework consists of writing, spelling, math, reading, and reports, when applicable. The purpose of homework is to practice skills taught in class.

Discipline

Willow Glen Elementary School's discipline plan is shared with the community in the fall through the school handbook describing school wide procedures and expectations. In addition, the SJUSD Behavior Handbook is provided to each parent in the fall.

Programs that have been implemented to improve student self-esteem and promote effective discipline include monthly awards assemblies, student recognition for perfect attendance, the PeaceBuilders Program, Sports4Kids, and ABC Parents.

Suspensions and Expulsions—3 year comparison

| | School | | | District | | |
|---|---------|---------|---------|----------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Rate of Suspensions | 7.0% | 2.8% | 2.7% | 12.6% | 13.6% | 11.8% |
| Rate of Expulsions | 0.0% | 0.0% | 0.0% | 0.2% | 0.2% | 0.2% |
| This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period. | | | | | | |

Facilities

Willow Glen Elementary was first opened in 1897 and the buildings were replaced in 1927. The main building was again replaced by an open-classroom main building in 1973. During the summer of 1999, seven portables were replaced. Renovations were made using the 1997 Bond funds.

The school is located on the corner of Lincoln and Minnesota Avenues in the downtown Willow Glen area. Despite the busy corner, our school is a clean and safe place.

Measure F Funds were used for construction of a two-story structure to house 14 classrooms, redesign of the main building and cafeteria, and addition of a stage within the cafeteria were all complete in 2007. Reconstruction of the play yard including play structure, shade structure, new turf, and redesign of blacktop area were completed in 2009.

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 17 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 were 2 deficiencies in this area. Cobwebs on ceilings in girls restroom, paper wads on ceiling in boys restroom. |
| Electrical | | ✓ | | | There were 5 deficiencies in this area. They were all for the need to replace burned out lightbulbs. |
| Restrooms/Fountains Restrooms, Sinks/Fountains | | ✓ | | | There were 4 deficiencies in this area. Sink needs cleaning in Room P16, outside drinking fountains need cleaning. |
| Safety Fire safety, Hazardous Materials | ✓ | | | | |
| Structural Structural Damage, Roofs | ✓ | | | | |
| External Playground/School grounds, Windows/Doors/ Gates/Fences | ✓ | | | | |

Overall Summary of School Facility Good Repair Status as of September 3, 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 | 32 | 30 | 29 | 1503 |
| Without Full Credential | 0 | 0 | 0 | 77 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 0 |

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



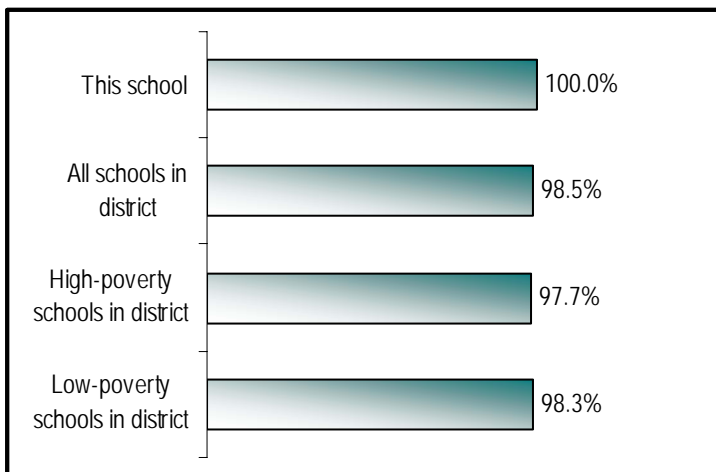
Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2007-08 | 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

Teacher quality is of paramount importance at Willow Glen Elementary School. Teachers meet with the principal to set individual classroom goals. In addition, a professional development coach supports all staff. Teachers needing extra help may be enrolled in additional training courses or be assigned to the Peer Assistance and Review process available through the district.

Permanent teachers are evaluated every two years by the principal. Temporary and probationary teachers are evaluated each year. Yearly evaluations are kept at the district office.

Professional Development

There are three staff development days a year. In addition to those, Willow Glen teachers participate in staff development. We are concentrating on writing, universal access, looking at student data, and improving the delivery of English Language Development to our second language learners. We look at student progress by using assessments and review results regularly and after each benchmark examination. Staff and/or grade level meetings take place weekly.

Resource teachers provide model lessons, inservice on specific strategies, support grade level teams with data to assess student needs, and work with individuals and small groups of target students. Teachers meet and discuss student progress at grade level meetings.

Substitute Teachers

The school is fortunate to have qualified substitute teachers when needed. When we cannot find a substitute for a class, the principal or resource teacher will teach the class.

Support Staff

Willow Glen Elementary has 1.0 FTE Academic Counselor and 2.0 FTE speech/language/hearing specialists.

Curriculum

Reading and Writing

The Kindergarten through fifth grade teachers implement the district wide reading program published by Houghton Mifflin. The ALA students receive Spanish reading in kindergarten through second grade. In the 08-09 school year, Two Way bilingual Immersion was implemented in kindergarten. Each year, this program will move up a grade. All students are introduced to many types of reading genre, authors' styles, and literature in their classrooms and in the library program. Students in need of assistance in reading may be pulled out for special one-on-one or small group support. Accelerated Reader provides differentiated reading opportunities.

Math

Willow Glen uses the District adopted text, Scott Foresman Math program, and teachers teach to the standards at their grade level. Every student receives a consumable or non-consumable pupil textbook. Lessons use visuals and manipulatives (blocks, fraction pieces counting beads etc.) and workbook pages for reinforcement of math concepts. Each unit ends with a unit review and unit test that teachers use to assess student competency. Accelerated math was purchased and implemented in several classes this year.

Science

Willow Glen teachers use the Science standards when building their lessons and units. Many units are integrated and thematic. In addition, the district-adopted series is available and used by the staff. Students are taken on various field trips as an extension of a science lesson.

Social Studies

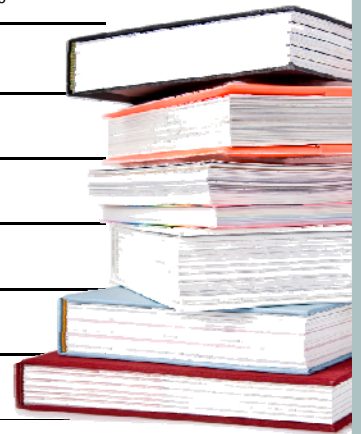
Using both the district adopted textbooks and standards, many social studies units are integrated with writing, reading, science, and even math. Upper grade students are required to either do a project or report during the year to show they have mastered the subject matter. The use of the library and the internet is encouraged to find information needed.

Textbooks

Over the past six years, the district has adopted new language arts, science, and math programs that are aligned with the state education standards. We have primary kits and textbooks for all students in every content area. All textbooks meet State standards and have been adopted by the State Board of Education. There are textbooks for each child.

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

Our students, including our GATE students are educated in the regular classroom by teachers differentiating the curriculum. In addition, there are opportunities offered for students to choose activities that include and challenge higher order thinking skills.

Special Ed

Full-time resource specialist and speech and language specialists assist special education students. We also have a self-contained primary special education class for special needs students. Some of these students receive service from the Occupational Therapists who works with students two mornings a week.

We have Student Study Team and COST Team made up of teachers, resource teachers, and counselor. The teams meet with the families of children who are not learning at an adequate rate, have attendance difficulties or classroom behaviors that interfere with learning.

At-risk students

At risk students are identified by the staff and receive support academically from resource staff and tutors. A full-time counselor works with students' special behavior needs and their families.

English language learners

Approximately one third of the students are English Learners. They are supported by the staff through the ALA program, by the Bilingual Resource teacher, and by SEI teachers who have second language learners in their classrooms. After School Learning Center and one-on-one tutoring programs provide additional support for our students.

After-school programs

Students participate in a variety of tutorial programs taught by staff. The PTA organizes art, science and PE activities of choice by students and their families. Sports4Kids homework support and team building activities are offered for 25 selected 4-5 graders.

Tutoring

Students at risk are tutored by staff in reading and math either before school or after school. Some students are referred to the after school tutoring center.

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 | \$9,878 | \$3,861 | \$6,016 | \$75,131 |
| District | \$9,503 | \$4,045 | \$5,458 | \$69,741 |
| Percent Difference - School Site and District | 3.95% | -4.55% | 10.22% | 7.73% |
| State | | | \$5,512 | \$65,905 |
| Percent Different - School Site and State | | | 9.14% | 14.00% |
| <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 | 44 | 48 | 56 | 48 | 51 | 54 | 43 | 46 | 50 |
| Mathematics | 54 | 59 | 64 | 46 | 48 | 50 | 40 | 43 | 46 |
| Science | 40 | 32 | 52 | 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 | 28 | 50 | * |
| American Indian or Alaska Native | * | * | * |
| Asian | 76 | 94 | * |
| Filipino | 55 | 64 | * |
| Hispanic or Latino | 38 | 52 | 33 |
| White (not Hispanic) | 85 | 81 | 78 |
| Male | 51 | 62 | 48 |
| Female | 62 | 67 | 57 |
| Economically Disadvantaged | 34 | 52 | 33 |
| English Learners | 28 | 50 | 13 |
| Students with Disabilities | 26 | 33 | 33 |
| 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 | 6 |
| Similar Schools | 7 | 2 | 2 |

API Changes by Student Group -- Three Year Comparison

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

| | Actual API Change | | | Growth API Score |
|---------------------------------|-------------------|---------|---------|------------------|
| | 2006-07 | 2007-08 | 2008-09 | 2009 |
| All students at this school | -13 | 20 | 29 | 814 |
| Hispanic or Latino | -3 | 6 | 20 | 736 |
| White (Not Hispanic) | -34 | 23 | 19 | 916 |
| Socioeconomically disadvantaged | -12 | 21 | 8 | 729 |
| English Learners | 2 | 20 | 38 | 735 |
| 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 | 16.2 | 30.3 | 28.3 |

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

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.

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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.