

School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

Booksin Elementary

1590 Dry Creek Road
San José, CA 95125

Phone: (408) 535-6213
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Grades K-5



Principal

Debbie Baccino
Debbie_Baccino@sjusd.org



Received award in 1999-2000

San José Unified School District

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Superintendent

Vincent Matthews, Ed. D.

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Dr. William J. Erlendson
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Board of Education

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

This school is in Trustee Area 3.



Principal's Comments

Booksin Vision Statement: Booksin School is a supportive, safe, and caring learning community where challenging and enriched instruction considers diverse student needs resulting in academic success and the fulfillment of every student's potential.

Our goal at Booksin is to create an environment where the children are intellectually challenged in ways appropriate to their individual strengths, needs, and experiences. We strive to develop thriving individuals, responsible citizens, and lifelong learners who will be active participants in their local and global communities.

Booksin students are engaged in a challenging academic environment that is aligned with the California State Standards. Teachers provide outstanding opportunities for students to achieve and excel. The staff is committed to each student realizing his/her full potential.

Parents take an active role in supporting the learning environment. The parent group, Booksin Elementary School Community Association (BESCA), the Booksin School Site Council (SSC) and the staff all work together to implement additional programs in technology and the arts.

The combination of an excellent academic program, staff collaboration, and a committed parent community has resulted in continuing high student achievement.

Construction work at Booksin began in the summer of 2004 and was completed in 2006. The newly created Spirit Court is the heart of the school, hosting Spirit Assemblies, Family Movie Nights and Cornerstone activities.

Principal's Experience

Cyndi Majjala was the principal during the 2009-2010 school year. She worked as a classroom teacher for seven years and has been an administrator at both the elementary and middle school level for the past nine years. Debbie Baccino is joining the Booksin staff as the principal for the 2010-2011 school year. Debbie has worked as a classroom teacher, a special education teacher, literacy coach and principal over the past twenty years. Most recently, Debbie supported the Special Education Department in her former district as a Program Specialist.

Major Achievements

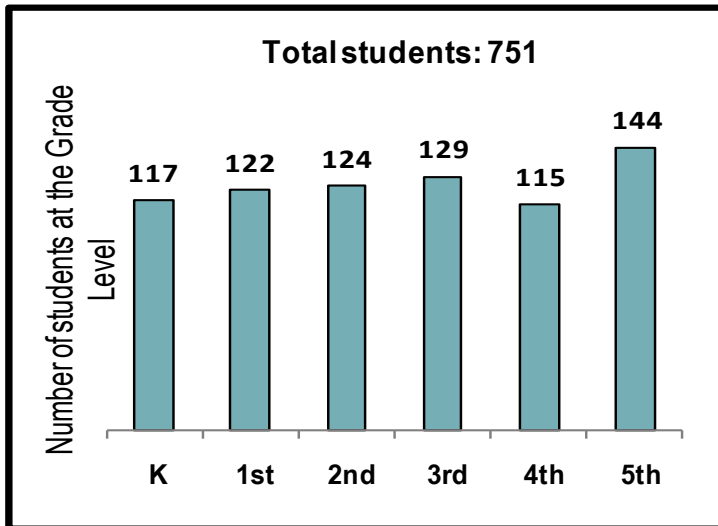
- We continue to have committed high-level parent and teacher involvement.
- Woven throughout the year there are numerous community service opportunities and character education for all students.
- High levels of stakeholder satisfaction regarding all aspects of programs in place. Our community takes pride in being a 'Booksin Bulldog'.
- Our Walkathon raised over \$170,000 to support school programs. Donations are made by parents, relatives, community members, and local businesses to allow for funding of many enhancements for all students and all programs.
- Arts continue to be a focus with parents leading Art Vista lessons, providing funding for a music consultant in grades K-3, teachers are provided with materials to implement a variety of performing arts lessons in the classroom.
- School beautification projects support the purchase of 'Booksin Bulldogs' benches installed outside the office. Additional seating was purchased by BESCA to allow for informal gatherings.
- The emphasis continues to be on the whole child with a balance between academics and social emotional success. Academic interventions included Voyager, Mastery Reading, Junior Great Books, and a homework center for 3rd – 5th graders.
- Our API jumped 7 points from 906 to 913 in the 2009-2010 school year as a result of the interventions and staff development on Universal Access. Hispanic student test scores rose 11 points; Socioeconomically Disadvantaged rose 13 points.
- We met all of our subgroup AYP targets for the 2009-2010 school year.
- In June 2010, Booksin was recognized as a California Distinguished School.
- The Life Lab Garden has been completely renovated and the Garden Committee is continuing to work with the Michael Lee Foundation to
- develop the Living Classroom curriculum for all grade levels.

Parental Involvement

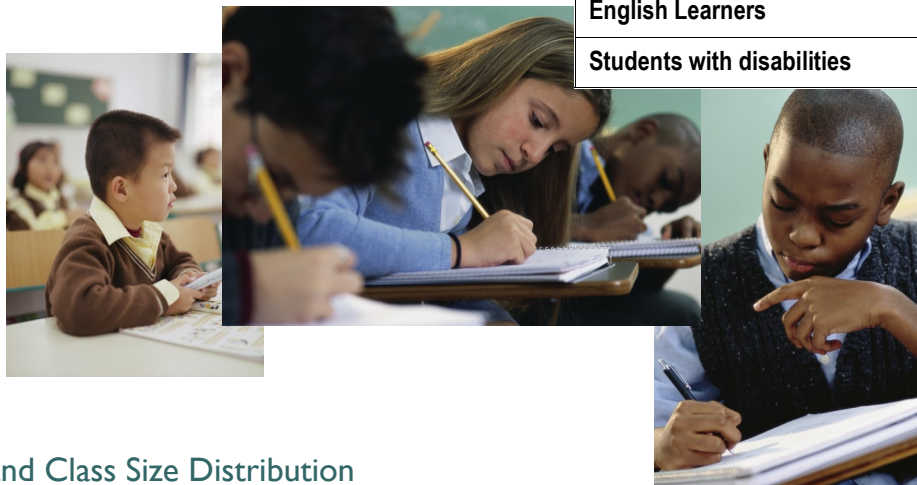
Parents receive a school newsletter, the "Booksin BEAT," which announces upcoming events, addresses current school issues, and reports latest achievements. Teachers also send home newsletters on a regular basis informing parents of class or school activities. School support organizations, such as School Site Council/ SELAC/SAC and BESCA hold monthly meetings regarding school programs and services for all students. Parent involvement and commitment to Booksin is high, and is highly valued by the school staff. Parents demonstrate support for Booksin through thousands of hours of volunteering in classrooms and in support of whole-school activities. Parents and staff are responsive to needs as they arise. Questions regarding parent involvement should be directed to the school principal, Debbie Baccino at (408) 535-6213 or by email (Debbie_Baccino@sjsud.org).

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



Student Enrollment by group	
African American	2.93 %
American Indian or Alaska Native	.93 %
Asian	9.05 %
Filipino	1.46 %
Hispanic or Latino	19.97 %
Pacific Islander	0.27 %
White (Not Hispanic)	60.32 %
Multiple or No Response	%
Socioeconomically disadvantaged	17.00 %
English Learners	5.00 %
Students with disabilities	10.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2007-2008			2008-2009			2009-2010					
	Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5			20.0	4			28.0		4	
1	20.0	6			20.2	5	1		29.8		4	
2	19.8	5			20.0	5			30.0		3	
3	29.8		4		30.0		3		30.0		4	
4	30.7		3		31.0		4		29.30		3	
5	30.3		3		31.3		3		30.8		4	
6												
K-3	20.0	2			20.0	2			12	2		
3-4					30.0		1		11			
4-8	31.0		1						29		1	
Other									15.5		1	

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: September 2010

Date safety plan last reviewed with staff: October 2010

Providing a safe, clean, and secure learning environment is important to the Booksin faculty and community. San Jose Unified's zero tolerance policy sets the tone for our school climate, free of drugs, alcohol, gang influence, and violence. The school safety plan is reviewed annually by staff and parent representatives. A school wide discipline plan is in place with school and classroom behavior expectations that are posted and consistently reinforced. Student Peace Monitors assist in playground problem solving with students. BESCO provided funding for a revamping of our classroom and school safety equipment. A group of parents worked with administration to improve the emergency plan and to enhance the supplies available in case of a major emergency. A Tuff Shed was installed and equipped to house extra food, water, and supplies in the event of a major emergency.

Homework

Homework is assigned according to the district's homework policy to provide additional practice of new and previous lessons, and may include both long and short-term projects and assignments. This year we are continuing to provide and support internet based sites available for at home practice.

Discipline

Students receive recognition through a variety of programs including student council activities, Lifeskills character education program, Cornerstone Leadership Kids, Paws, Principal's Pride, Safety Patrol, recycling helpers, rainy day monitors, and cafeteria service workers. Over 200 students participate in leadership activities.

PBIS (Positive Behavior Intervention Support) is being implemented in tandem with Project Cornerstone to provide a positive school wide behavior expectation plan designed to promote student responsibility and integrity. Individual class standards reinforce positive behavior as well as consequences for inappropriate behavior. We believe that students who have positive self-esteem and have opportunities to receive recognition perform better academically and socially.

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Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	6.7%	5.1%	3.2%	13.6%	11.8%	5.17%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.19%
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

Booksin sits on a 10-acre property in the Willow Glen neighborhood of San Jose. The 38 classrooms accommodate 24 regular education classes, 3 Special Education classes, a technology lab, Library/Media Center, Science Lab, and Staff Room. There is also a Day Care facility, and a Life Lab with garden plots for classrooms. Site improvements began in the summer of 2004 and include a new building that houses eight classrooms, Library Media Center, Technology Lab, and student restrooms. A complete renovation of the large turf area was started in April 2006. Improvements of drainage design, grading, a new irrigation system, and installation of sod were completed winter 2006. The school was painted during the summer of 2008. The new colors blend the original buildings with the new construction. A dedicated group of parents are in the final phases of designing a curriculum that will support our school Life Lab. This year we continue the popular “Farmstand” activities. During these quarterly events fresh produce, organic food items and crafts are sold to help fund garden projects.

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 included the need to clean AC/Heating vents, cleaning A/C
Interior: Interior Surfaces			✓		There were 7 deficiencies in this area. They included holes on wall under whiteboard, carpet by A/C is bulging up on 1 room, baseboard peeling under white board, ceiling tiles peeled, wall paint peeling in handicap stall, the bar across top is not secured properly to wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			There were 11 deficiencies in this area. They included carpets that needed to be clean, floors that needed to be clean in YMCA child care and graffiti on main playground that needs to be clean.
Electrical: Electrical			✓		There were 8 deficiencies in this area. They included lights that were out , panel cover missing, loose, or broken and telephone panel does not close on 1 room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			There were 3 deficiencies in this area. They included a faucet that didn't work in one room, soap disposable empty and one soap dispenser missing.
Safety: Fire Safety, Hazardous Materials		✓			There were 7 discrepancies. They were all for missing fire extinguisher on rooms.
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/ Doors/ Gates/Fences		✓			There was 1 deficiency in this area. A screen is torn on one exterior window.

Overall Summary of School Facility Good Repair Status as of August 26, 2009.

Facility Condition	Exemplary	Good	Fair	Poor
Overall Rating		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	33	32	27	1360
Without Full Credential	0	0	1	59
Teaching Outside Subject Area of Competence	0	0	0	2

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



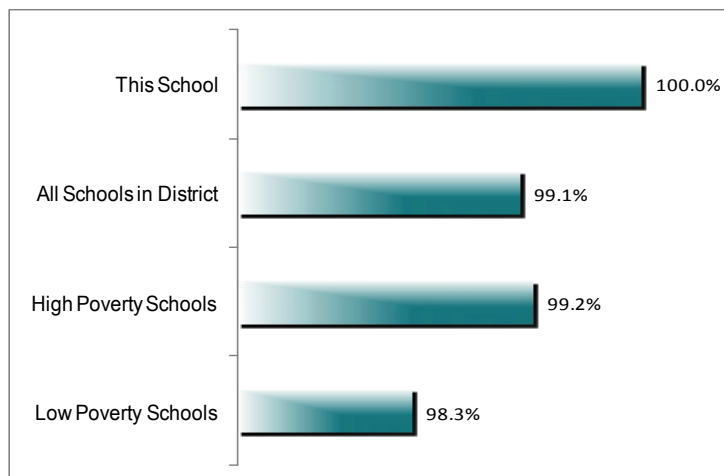
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- Teacher misassignments (teachers assigned without proper legal authorization)
- Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in the 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/>.

Teacher and Staff Information

Evaluating/Improving Teachers

Temporary and probationary teachers are assessed each year, while permanent teachers are assessed every other year. The teacher evaluation document is founded on the California Standards for the Teaching Profession. It can be used as a coaching tool as well as an evaluation instrument and encourages ongoing dialog about effective teaching practices. The procedures for the evaluation cycle are detailed in the bargaining unit contract.

Professional Development

Our staff regularly initiates ongoing professional development. Staff members are encouraged to share success with technology used in the classroom. Training in use of Edusoft resulted in teachers being able to access and track data for program improvement. Teachers have the opportunity to participate in i-Life classes with the potential to earn an LCD projector for use in the classroom. Several teachers have projectors as a result of their training. Fifth grade teachers attend training for Law Related Education (LRE) to support student understanding of the justice system.

Staff development is delivered primarily during designated staff development days, or during staff meeting time after school. Teachers are released from regular duties for specific trainings, like GATE differentiation collaboration, or to attend district offered workshops such as PE, Direct Instruction and Thinking Maps. Some teachers choose to attend local weekend conferences with registration costs covered by site funds. A group of teachers attended The Write Tools training to update their writing skills and teacher strategies.

After-school tutorials are offered to staff members wanting assistance with technology. Mini-lessons sharing strategies for incorporating technology into lessons are presented by teachers at staff meetings. Teachers work after school to update their class websites.

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Substitute Teachers

Booksin teacher's access qualified substitutes through a district system when one is needed to cover teacher absences. There is also a cadre of retired Booksin teachers and others who provide expertise and support on a regular basis.

Curriculum

Reading and Writing

Teachers are trained in early literacy strategies with an emphasis on intervention techniques, such as running records, shared/guided reading, anecdotal records, and use of rubrics. The Houghton Mifflin adoption is used as our basal text. Supplementary materials include two core literature books per grade level, grammar resources, Zoophonics, and Mastery Reading, Jr. Great Books and leveled reading books. Reading level progress is monitored through the Accelerated Reader program. Teachers utilize "Step Up To Writing" program strategies for all phases of the writing process. Writing across the curriculum is introduced in kindergarten and is further developed in a spiraling sequence at each grade level. Teachers are trained in Step Up to Writing and the Six Traits.

Math

Booksin mathematics follows the State framework and utilizes the State-approved and District adopted Harcourt-Brace program. Basic skills are taught through concrete hands-on experiences 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 while working towards clarity and coherence. Math is integrated throughout the curriculum at all grade levels. New this year is upper grade implementation of Accelerated Math. Students are assessed using STAR math; this information is used to group students according to skill level.

Science

Science instruction follows the State framework and benchmarked District standards. Our focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. A consultant for grades 1-5 leads science lab experiences. Fifth graders attend Camp Campbell Outdoor Science School for one week. Upper graders host a Science Fair to demonstrate their findings resulting from an inquiry process using the scientific method. Lower grade students tour the fair with the upper graders acting as tour guides to answer and pose questions for the younger students.

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. Fourth graders presented a musical enactment of western movement with their 'Westward HO!' production. Fifth grade students participate in Law Related Education, culminating in a court room visit.

QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS



	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/ Language Arts	0%	No
Mathematics	0%	Yes
Foreign Language	0%	Yes
Science	0%	Yes
History-Social Science	0%	Yes
Health	0%	K-5 Yes 6-8 No
Science Laboratory Equipment (grade 9-12)	0%	Yes

A list of textbooks and adoption dates is available at:

http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Textbooks

New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. Additional reading materials are purchased to support programs such as leveled reading books and Accelerated Reading selections. Textbooks are provided for each student, and the site inventory is monitored and maintained by the textbook clerk. If a student loses or damages a book, replacement costs are sought from the student's family.

Specialized Programs

GATE

All 2nd grade students are screened for Gifted and Talented Education identification using the Ravens 3 Matrix. Curriculum is differentiated at all grades within the core program. GATE students are monitored by classroom teachers on their performance on classroom, district, and state assessments. Annually, the GATE plan is reviewed to plan support for students, staff, and parents. Parent meetings specifically address topics of interest to parents of GATE identified students; meetings are held three times a year.

Special Ed

Booksin's special education program consists of three Special Day Classes for Learning Handicapped (Grades K-5) A full time Resource Specialist Program and a full time Speech Therapist also support special needs students. Students receiving special education services are monitored with their Individual Education Plan (IEP) and the accompanying goals. Meetings to review the IEP document, review student progress, and establish new and updated goals are held annually.

At-risk students

Students are identified by staff as being at risk due to attendance, behavior, or academic concerns. The Student Success Team (SST) process is utilized and interventions are implemented to support the student.

English language learners

As a Structured English Immersion (SEI) school, the special needs of English learners are met by a balanced core curriculum in English. Sheltered language techniques are imbedded in classroom instruction. Additional English language development is provided by classroom teachers using district-adopted curriculum for that purpose. Our HSA (Hispanic Student Achievement) staff member tutors low performing Hispanic students to help ensure for academic success.

Students with disabilities

Students with disabilities are accommodated as needed.

After-school programs

Varieties of fee based after-school programs are available for students. Offerings change 3 times a year. Day care is available after school by the YMCA on Booksin site. Homework Centers for grades 3-4-5 are staffed 3 days a week. BESCO provided funding for Homework Centers for grades 1-2 during the spring.

Tutoring

Booksin has no formal tutoring program. Extra support for students is available through a variety of multi-funded programs. In addition, Grades 3-4-5 offer an after-school Homework Center for students based on teacher referral. Some teachers have formed selected, short-term, curricular specific tutoring groups. Our HSA staff member provides support in ELA for upper grade Hispanic students.

Peer tutoring

Peer tutoring is arranged informally on a teacher-by-teacher basis. A Junior Buddy program matches up students who would benefit from additional peer support. The Garden Guardian program is a lunchtime peer support program operated under the supervision of our Garden parents.

School Finances (Fiscal Year 2008-2009)

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$8,590.57	\$3,432.32	\$5,158.25	\$68,779.57
District	\$9,302.70	\$4,038.27	\$5,264.43	\$66,170.00
Percent Difference - School Site and District	\$ 5,681.00	\$68,170.00	-2.02%	3.94%
State			\$5,512	\$65,905
Percent Different - School Site and State			-9.20%	0.89%

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 \$9,303 per student in the 2008-09 school year, compared to \$8,825 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$279,871,911. 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 2008-09)

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	\$42,969	\$42,377
Mid-Range Teacher Salary	\$71,000	\$67,667
Highest Teacher Salary	\$86,290	\$87,102
Average Principal Salary (Elementary)	\$106,935	\$108,894
Average Principal Salary (Middle)	\$111,600	\$113,713
Average Principal Salary (High)	\$134,522	\$124,531
Superintendent Salary	\$245,309	\$223,323
Percent of Budget for Teacher Salaries	37.10 %	40.20 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

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>. Program information regarding the STAR Program can be found at <http://starsamplequestions.org/welcome.html>

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	75	79	82	51	54	56	46	50	52
Mathematics	81	83	83	48	50	51	43	46	48
Science	77	74	82	50	52	57	46	50	54

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	History-Social Science
All Students in the LEA	57	52	57	50
All Students at the School	82	83	79	
Male	78	82	84	
Female	86	84	81	
African American	65	78	*	
American Indian or Alaska Native	*	*	*	
Asian	98	95		
Filipino	*	*	*	
Hispanic or Latino	70	68	66	
Native Hawaiian or Pacific Islander	*	*	*	
White (not Hispanic)	85	86	89	
Two or More Races				
Socioeconomically Disadvantaged	58	62	58	
English Learners	60	60		
Students with Disabilities	36	39		
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	2007	2008	2009
Statewide	9	9	10
Similar Schools	3	2	4

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
	2007-08	2008-09	2009-10	2010
All students at this school	14	27	7	913
Hispanic or Latino	0	42	11	829
White (Not Hispanic)	11	19	0	934
Socioeconomically disadvantaged	29	35	13	772
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	Pend
<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
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	25
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	14.3	37.3	33.3

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

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

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

San José Unified's SARCs are prepared by the Office of Educational Accountability

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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.