

# School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

# Empire Gardens Elementary

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**Grades K-5**



Principal

Annabelle Kloezeman  
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## San José Unified School District

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### Superintendent

Vincent C. Matthews, Ed. D.

### Assistant Superintendents

Dr. William J. Erlendson  
Chris D. Funk

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**This school is in Trustee Area 1.**



## Principal's Comments

### VISION

Empire Gardens' staff, parents and students team together to ensure that every student masters academic standards in a respectful, rigorous, and college-going culture that builds on diverse backgrounds. We are dedicated to being lifelong learners as we provide equitable educational opportunities and resources for fostering successful learning.

Empire Gardens has increased a total of 111 points on the API the past two years. Our goal is to continue to meet or exceed API as well as meet Adequate Yearly Progress (AYP) schoolwide, and for all significant subgroups.

A highly qualified and dedicated staff is committed to raising student achievement by providing a respectful, safe, engaging, and rigorous learning environment for ALL students so that they become responsible, life long learners, and are prepared for college and the 21<sup>st</sup> century. The "Cycle of Inquiry" is deeply imbedded in the school culture; instructional standards planning, data analysis and colleague observations focus on closing the achievement gap. Students thrive in a positive, safe and challenging learning environment as they take ownership of their learning and develop socially responsible citizenship skills. Behaving respectfully, making good decisions, solving problems and having a positive attitude are our guiding principles and the key to successful learning. The staff uses a proactive approach to modifying behavior in a caring, loving and kind manner. Assemblies and Dragon tickets recognize achievement, positive behavior and student talents.

A comprehensive Academic Language Acquisition (ALA) Program is available for Spanish-speaking English language learners.

Empire Gardens offers several resources. An after school program, CORAL (Communities Organizing Resources to Advance Learning) focuses on improving student achievement through balanced literacy and enrichment activities. Specially funded programs include the Title 1 Program for children who need extra help in reading and math. A Drop Out Prevention counselor works with attendance issues and supports student success in school by assisting with student development, Student Study Team and parent education. A Parent Liaison connects the home and the school community; parent education classes are frequently offered at the school. Homework Club, tutoring support, Saturday Academies and Extended School Year provide rigorous and equitable instruction to promote student achievement.

### Principal's Experience

Annabelle Kloezeman came to Empire Gardens as principal in the fall of 2009. This is Annabelle Kloezeman's second year as principal of Empire Gardens. Prior to this, Ms. Kloezeman had one year experience as an administrator, and 20 years of experience as a bilingual teacher (K-8) and bilingual/ELD coach. She utilizes her previous experiences with the Stanford Accelerated Schools Project, Strategic Schooling and Systematic ELD to promote student achievement. She is a graduate of University of California at Davis and received her masters and administrative credential at San Francisco State University.

### Major Achievements

Test scores have been steadily rising. We are proud of the progress we have been making and have taken strong steps to accelerate the gains.

Empire Gardens had a 55 point gain in API in 2009-2010 and a 56 point gain in 2008-2009 for a total gain of 111 points in two years.

API score of 735

Moved from 1 to 2 of similar schools

Exceeded 2009-2010 AMAO1 target; percentage of students making annual progress in English

Exceeded 2009-2010 AMAO 2 target; percentage of students reaching proficiency in English

Exceeded Reclassification target; 12.3%

Met all sub groups for SES, EL, and Hispanic on API

### CST Scores

#### English Language Arts

2007-2008 23.7% proficient

2008-2009 34.3% proficient

2009-2010 34.9% proficient

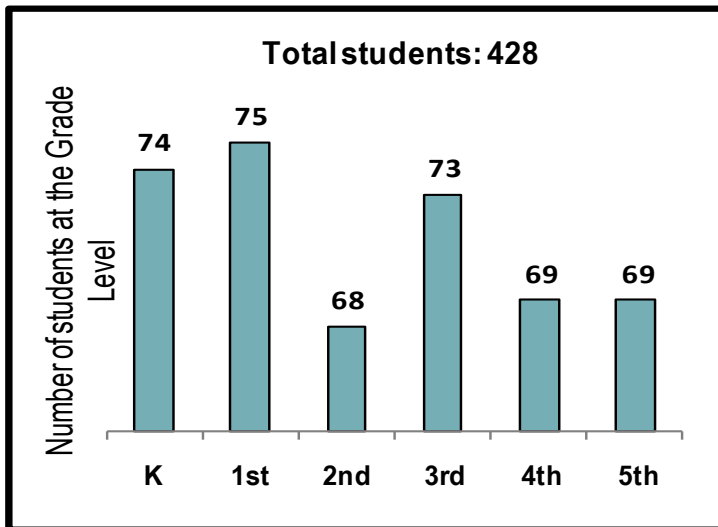
#### Mathematics

2007-2008 27% proficient

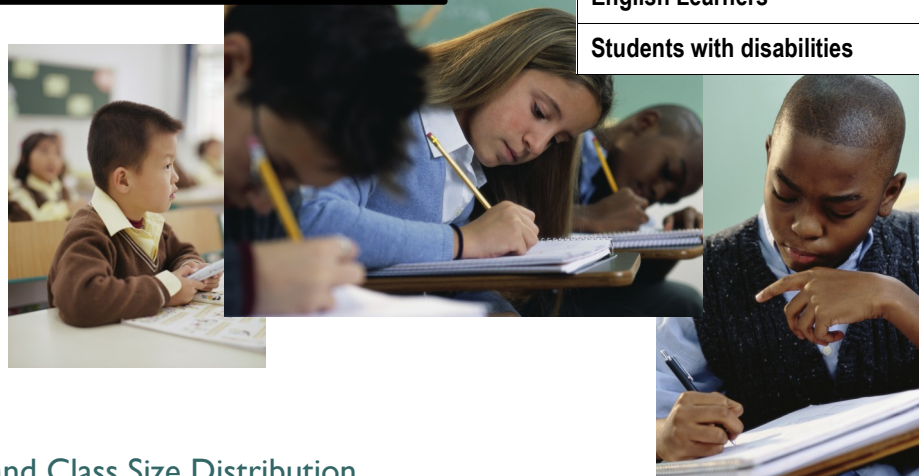
2008-2009 40% proficient

## 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 2009-2010 school year.



Student Enrollment by group	
African American	%
American Indian or Alaska Native	.07 %
Asian	1.17 %
Filipino	1.17 %
Hispanic or Latino	91.82 %
Pacific Islander	%
White (Not Hispanic)	2.10 %
Multiple or No Response	%
Socioeconomically disadvantaged	92.00 %
English Learners	71.00 %
Students with disabilities	6.00 %



## Class Size

Average Class Size and Class Size Distribution

Grade	2007-2008			2008-2009			2009-2010		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	19.7	3		19.0	4		22.3	1	2
1	16.8	4		19.0	3		23.0	1	2
2	19.3	3		18.5	4		28.5		2
3	29.5		2	30.0		2	26.5		2
4	25.0		1	30.0		2	25.5		2
5	23.5		2	23.0		1	28.0		2
6									
K-3	16.7	3		19.5	2		30.0		1
3-4	28.0		1	29.0		1	29.0		1
4-8	23.0		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).

2009-2010 40.1% proficient

## API

- 56 point growth over 2008 Base for all students
- 54 point growth over 2008 Base for Hispanic or Latino Students
- 63 point growth over 2008 Base for Socio Economically Disadvantaged
- 61 point growth over 2008 for English Learners
- Increased from 680 to 735 for a total increase of 55 points

## Parental Involvement

Research findings tell us that students do better academically when parents take an active role in their children’s learning and students are more successful in school when schools are responsive to the needs of the communities they serve, hence, parent ideas and involvement are encouraged and respected. Strategies to increase parent involvement include the following: materials sent home in one or more languages as needed; Parent Education events/workshops; Positive Discipline classes, INSPIRE parent involvement sessions, school site council; English Language Learner committee; District Advisory Council; PTA; Kaiser Health Education performances; Best of Me, Peace Signs and other traditional school events such as Back to School Night, Open House, Book Fairs, movie nights and frequent parent conferences. A bimonthly “Coffee with the Principal” keeps parents up do date on academic progress, standardized tests, study skills, parent-teacher conference preparation, summer enrichment activities and other parent generated topics of interest. The parent community works to raise money each year for projects and activities such as Science Camp for fifth grade students. Rosetta Stone was available for parents learning English.

For further information about our parent volunteer program please contact Sonia Barron, the school’s parent liaison.

## Climate for Learning

### Safety

- Date safety plan updated: October 2010
- Date safety plan last reviewed with staff: October 2010

The safety of students and staff is a primary concern of Empire Gardens. The school site safety plan is evaluated and revised annually by administrators, staff and parents. Revisions to the plan are communicated to staff and community annually. Key elements of the safety plan emphasize disaster preparedness and drill schedules. The school is in compliance with the laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Both before and after school, teachers and support staff provide supervision. Supervision is provided in the pick up/drop off area for student safety. Close supervision is provided during recesses and lunch breaks. Staff was trained with the Peace Builders Program to ensure positive and safe interactions between students. Empire’s expectations that all students Be Respectful, Make Good Decisions, Solve Problems and Be positive is encouraged and recognized by awarding Dragon Tickets and celebrating good citizens at school assemblies.

### Homework

Students in kindergarten through fifth grade receive nightly homework assignments. All students are asked to read 30 minutes daily as part of our reading program. Homework is given in the areas of math, language arts and writing. Homework should be completed independently Classroom teachers determine homework assignments based on practice needed to learn the state standards. Students are responsible for homework completion and return.

### Discipline

The School Discipline Plan is included in the Empire Gardens Handbook. Copies of the District’s Student and Parent Information Handbook are also provided for parents. The information in the handbooks describes school and district policies regarding behavior. These processes include: Dragon Tickets, and classroom rewards for appropriate behavior. The handbooks also describe the negative consequences, such as: detention recess, office referrals, and

Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Rate of Suspensions</b>	16.7%	9.6%	.47%	13.6%	11.8%	5.17%
<b>Rate of Expulsions</b>	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.						

suspension guidelines. A violence prevention program called PeaceBuilders has been implemented at Empire Gardens since 2005. Students follow Empire Gardens' five school-wide expectations: Be Respectful, Make Good Decisions, Solve Problems, and Be Positive. Teachers are encouraged to implement engaging classroom routines and positive discipline strategies including meeting with the principal, teacher, parents and child when a child's classroom behavior disrupts student learning and interferes with academic success. A counselor is also on staff full time for children in need of group or individual counseling.

### Facilities

Although Empire Gardens first opened over 40 years ago, the Empire Garden school facility is six years new. It is a safe and clean environment for learning. Empire Gardens met all the Williams Act inspections for a safe, clean environment. Our new facilities include a multi-purpose room, a computer laboratory, a library, and two resource rooms. Our excellent custodian and a night crew do the school's maintenance on a regular basis. A driveway was added to ensure safety when students are picked up or dropped off. The site also includes a spacious parking lot with landscaping. During the 2005-06 school year, we added a new playground, basketball courts, and a volleyball court to our beautiful, clean campus. A soft artificial turf replaced a garden area in 2009. Fencing around the school provides additional safety. All parents and visitors are required to sign in at the office before entering the school premises.

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

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior:</b> Interior Surfaces	✓				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓				
<b>Electrical:</b> Electrical	✓				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓				
<b>Safety:</b> Fire Safety, Hazardous Materials		✓			There was 1 deficiency in this area, it was for out of date in Rm-2.
<b>Structural:</b> Structural Damage, Roofs		✓			There was 1 deficiency in this area. It was because Kinder Play structure had 1 broken rug in rubber ladder.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				

### Overall Summary of School Facility Good Repair Status as of September 1, 2010

Facility Condition	Exemplary	Good	Fair	Poor	
<b>Overall Rating</b>	✓				Inspected by Santa Clara County Office of Education

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	23	19	17	1360
Without Full Credential	1	2	0	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.



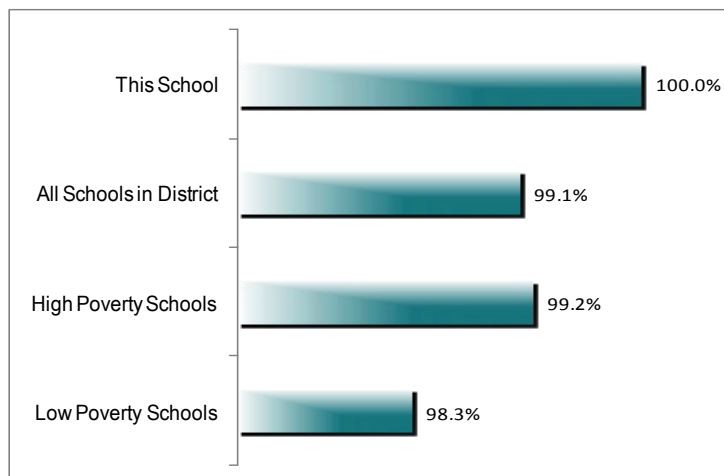
### Teacher Misassignments and Vacant Teacher Positions

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/>.

## Evaluating/Improving Teachers

Securing and retaining highly skilled teachers is very important at Empire Gardens. To support teacher improvement, two staff members serve as mentor teachers to new teachers to the site. Frequent informal observations are conducted by the principal in order to support the consistent and effective instruction of the California Standards in ELA and Math. Teachers may participate in the Peer Assistance and Review process. All teachers whose status is temporary or probationary may be evaluated twice a year by the principal as agreed upon by the members of SJUSD's bargaining unit contract. Tenured teachers are evaluated every other year. The teacher evaluation procedures and criteria are defined in the bargaining unit contract.

## Professional Development

All staff members are committed to improving their instructional strategies so that all students learn. Four special staff development days provide instruction in: Reading and English Language Development strategies, techniques to improve math instruction, analysis of student data, and methods for improving student-writing skills. Staff members also attend trainings / conferences that support growth with instructional practices that improve the achievement of all students. In 2009 teachers were trained in a preview/review strategy that spirals through the California Standards. During the 2009-2010 year staff participated in the WRITE TOOLS coaching to improve writing. Teachers regularly receive professional development to improve their teaching skills. An instructional literacy coach and English Language Instructional Coach are assigned to coach teachers in the following areas: language arts, writing, math, and English Language Development (ELD) with a specific focus on the Direct Instruction model. They model lessons, plan with teachers and observe and instructional strategies to improve teaching skills. District coaches provide additional support and coaching.

## Substitute Teachers

We were fortunate to have qualified substitutes when needed. If necessary, the Principal or a site Resource Teacher substitutes for a class. All of these staff members are fully credentialed.

## Support Staff

- Full Time Academic Counselor
- Full time Title 1 Resource Teacher
- Full time nurse
- Health Clerk
- Full time Speech therapist
- Part time Resource Specialist
- Part time Technology Specialist
- Part time Library Clerk

## Curriculum

### Reading and Writing

Teachers implement the district approved language arts program by Houghton Mifflin as a tool to teach the California State Standards. A standards pacing guide is followed to deliver instruction. Daily and weekly formative assessments guide student progress toward standard mastery. In addition, a benchmark test every six weeks measures growth. Students are given a performance-based assessment in writing three times a year to determine if students are progressing. Students in third through fifth grades are assessed and placed in flexible reading groups. Language Exclamation is available for struggling students during the language arts period. An intervention curriculum, Passport, is provided for students scoring below basic after school. Teachers are trained in the research based BoardLanguage strategy, a daily 20-25 minute CA standards preview/review strategy to accelerate language arts achievement.

Targeted instructional groupings (TIG) where students receive differentiated instruction tailored to their specific needs are offered. For example English Language Development for English Learners, reading intervention for students reading below grade level and Enrichment for students who are working at or above grade level.

### Math

Students are instructed in the District adopted math program, Envision, reinforcing the CA State Standards for kindergarten through fifth grades. Every student received 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. A home- school online component provides additional support. Teachers are trained in the research based BoardMath strategy, a daily 20-25 minute CA standards preview/review strategy to accelerate math

achievement.

## Science

Teachers use the State and District science standards when building their lessons and units. Many units are integrated and thematic. In addition, the District-adopted textbook series is available and used by the staff. "Hands On" learning is the preferred method of teaching science concepts, and supplemental science materials support this method.

## Social Studies

Using both the District adopted textbooks and District and State content standards, many social studies units are integrated with writing, 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 needed information.

## Textbooks

Empire Gardens' curriculum includes all recently adopted District curriculum materials. Students also have access to hundreds of copies of trade books and books for the *Accelerated Reader Program*. All students are provided books in every area for every grade. New Social Studies textbooks were adopted in 2007-2008 and science textbooks were adopted in 2008-2009. A new math adoption was implemented in 2009-2010. The Reading program was adopted in 2003-04

All students have access to individual copies of all state adopted textbooks and all instructional materials that are current and in good condition, as required by the No Child Left Behind.

## Specialized Programs

Formative and summative assessments closely monitor support services provided below.

### GATE

The needs of students identified as Gifted and Talented (GATE) are met through their participation in "Differentiation of the Curriculum" strategies for meeting the needs of diverse populations. Training is provided for teachers in these specific strategies.

### Special Ed

Empire Gardens' Student Study Team (SST) involves a counselor, health clerk, nurse, instructional coaches principal and teachers. Progress is monitored and Special Education plans are developed. The SST meets regularly to update student plans. A part time Resource Specialist (RSP) works with those students identified with special needs. These students spend the majority of their day in the regular classroom, and work with the RSP for portion of each day either in or out of the class.

### At-risk students

At risk students receive services through the Student Study Team (SST) process. The SST team is made up of teachers, the counselor, an administrator, the parent, and the student. Areas of concern are identified and an action plan is developed. The counselor also monitors

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 Labora- tory 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](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

students with attendance problems. Additionally, monthly COST (Coordination of Services Team) meetings are held to review cases of students at risk.

## English language learners

Empire Gardens provides an Academic Language Acquisition (ALA) Program at all grade levels. Spanish speaking English Learners may opt for the ALA program through a signed Parental Exception Waiver indicating their preference for this educational option. English Learners may also choose Structured English Immersion (SEI) classrooms. Special Designed Academic Instruction in English (SDAIE) strategies are used in these classrooms. All classrooms provide English Language Development (ELD) activities as part of their daily schedule.

## Students with disabilities

An instructional associate may be provided to students with special needs who qualify for the services.

## After-school programs

A program is offered daily for four hours after school. CORAL provides literacy support to struggling students in language arts. SES services-Tutor Works, Sylvan, Knowledge Quest and Imagine Learning provide additional support after school. Teachers provide after school tutoring groups or use the curriculum, Voyager/Pasaporte for students needing additional reading support. Three hour Saturday interventions provided at least 8 times throughout the year.

## Tutoring

Many of our teachers provide tutoring to small groups after school.

## School Finances (Fiscal Year 2008-2009)

### 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	9,993.71	4,352.71	5,641.00	65,177.77
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	7.43%	7.79%	7.15%	-1.50%
State			5,681.00	68,179.00
Percent Different - School Site and State			-0.70%	-4.39%

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 2008-09 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](http://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	23	34	35	51	54	56	46	50	52
Mathematics	27	39	40	48	50	51	43	46	48
Science	14	13	25	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	35	40	25	
Male	34	42	29	
Female	36	37	22	
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian				
Filipino	*	*	*	
Hispanic or Latino	34	40	25	
Native Hawaiian or Pacific Islander				
White (not Hispanic)				
Two or More Races				
Socioeconomically Disadvantaged	33	39	25	
English Learners	26	37	9	
Students with Disabilities	35	47	*	
Students Receiving Migrant Education Services	18	45	*	

## 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	1	1	1
Similar Schools	1	1	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
	2007-08	2008-09	2009-10	2010
All students at this school	-19	56	55	735
Hispanic or Latino	-16	54	63	730
White (Not Hispanic)				
Socioeconomically disadvantaged	-22	63	52	730
English Learners	-15	61	57	728
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	No	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 2010-2011)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2003-2004	2009-2010
Year in Program Improvement	Year 5	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 <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

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 (2009-2010)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.7	29.4	32.4

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

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

## San José Unified School District

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

San José Unified's SARCs are prepared by the Office of Educational Accountability  
**(408) 535-6194** ▼ Fax (408) 535-2308

<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.