

School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

Graystone Elementary

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Grades K-5



Principal

Priscilla Spencer
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1999-2000



1991-1992
2000-2001

San José Unified School District

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Assistant Superintendents

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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 5.



Principal's Comments

MISSION

Graystone is a place that provides:

- A challenging, standards-based curriculum that accommodates the learning styles and the needs of all students from remedial to accelerated to provide them with the knowledge and skills required to achieve academic excellence and the ability to become productive, responsible citizens.
- An environment that is safe, comfortable, nurturing and positive.
- An appreciation and sharing of cultural awareness and ethnic diversity.
- A faculty that is supportive, cooperative and open to new ideas and change.
- An opportunity for parents, teachers and community to work together for the well being of all students.

VISION

The vision of Graystone coincides with that of the district that states, "Every student will meet or exceed state and district academic and life long learning standards."

The staff at Graystone Elementary School strives to make that a reality and to establish an atmosphere that will support and encourage each student's academic, personal and social growth.

Graystone Elementary School is a K-5 school in the San Jose Unified School District. The current enrollment is 797 students. Our population includes approximately 46% Caucasian students, 43% Asian students, 8% Hispanic students and 3% students of other ethnicities. During the 2009-10 school year, 7% of our students received free or reduced lunch and 7% of our students were identified as students with disabilities.

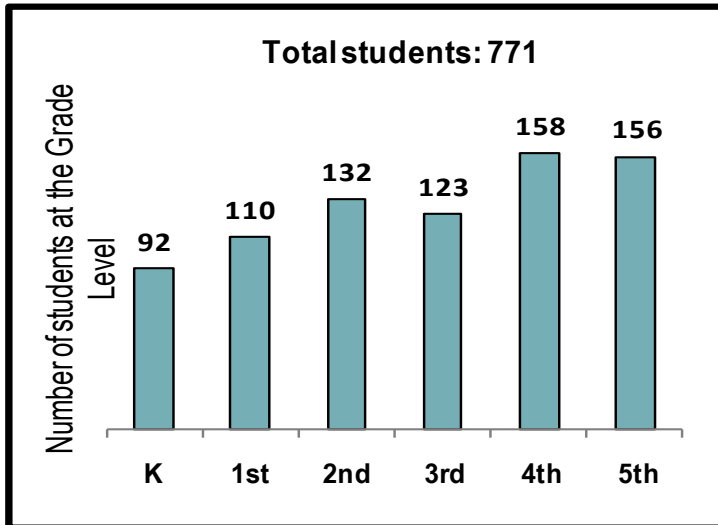
Located in the lovely Almaden Valley area of San Jose, the campus is a beautiful place for children to learn. Recent improvements to the campus including repainting all of the buildings, installing a new sod play field and the addition of new planters and benches have contributed to the appealing outward appearance of the school.

Parent participation and community support are high at Graystone. Daily, parents can be found on campus teaching our Art Vistas program, assisting students to locate books in our library, helping in classrooms, providing hands-on learning opportunities in our science lab, reading a "Roots and Wings/Project Cornerstone" book to children, overseeing students working on computers and facilitating playground games. Funds collected by our generous Home and School Club help to provide technology support, assemblies, library support, visits from authors, our music program and playground equipment among many other things to help to enrich our students' experiences at school.

An experienced and dedicated staff works tirelessly to provide appropriate instruction for all students. Twenty-six regular education teachers serve groups of 30 students in Kindergarten to third grade and 31 children in fourth and fifth grades. Our resource specialist teacher, speech and language pathologist, reading specialists and English Language Learner tutor provide individualized programs to assist students in regular education classes with special needs. Our office staff, enrollment clerk, school nurse, health office aide and custodian provide invaluable services to our students every day to ensure that our school runs smoothly.

Demographics

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



Student Enrollment by group	
African American	0.26 %
American Indian or Alaska Native	.39 %
Asian	40.47 %
Filipino	1.04 %
Hispanic or Latino	8.69 %
Pacific Islander	0.78 %
White (Not Hispanic)	45.14 %
Multiple or No Response	%
Socioeconomically disadvantaged	4.00 %
English Learners	9.00 %
Students with disabilities	8.00 %



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+	1-20
K	19.3	6		19.8	5				3	
1	20.0	4		20.0	6		30.0		3	
2	20.0	6		19.2	6		29.8		4	
3	29.8		5	30.8		4	30.3		4	
4	29.6		5	31.0		5	30.8		5	
5	31.0		5	30.8		5	31.0		5	
6										
K-3	20.0	1					26.5		2	
3-4										
4-8										
Other										

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

Our children are provided with an enriched curriculum to address the needs of students who are on grade level as well as students who require additional help and those that are advanced learners. Assemblies and field trips enhance and enrich the basic curriculum. Our computer lab, art, science lab, music and reading enrichment programs allow for powerful experiential hands-on learning at Graystone.

Principals' Experience

New to Graystone in the 2009-10 school year was principal Priscilla Spencer. Mrs. Spencer began her career in education as a teacher and director of a parent participation preschool for seven years. Before coming to the San Jose Unified School District, she also worked as a K/1 teacher for seven years, spent one year as a curriculum specialist at the district office and was the principal of a high performing elementary school for four years. Mrs. Spencer brings this experience as well as a high level of dedication to her job at Graystone and is thrilled to be the leader of the skilled professional Graystone team.

Major Achievements

- Graystone's Academic Performance Index for the 2009-10 California Standards Tests is 958.
- Graystone met or exceeded the Adequate Yearly Progress targets in ELA & Math in all subgroups in 2009-10.
- Graystone exceeded the Title III Annual Measurable Achievement Objective I (AMA O I) for four consecutive years (2006-2010).
- Graystone exceeded the 10.2% District English Language Learner Reclassification target for 2009-10.
- Leadership Training was provided for thirty 4th and 5th grade students through Project Cornerstone.

Parental Involvement

Our hard working and supportive Home and School Club raised \$115,000.00 during our fall membership drive. Thirty dollars per student was given back to each classroom. Additional funds were used to provide rewards for students, books and materials for the library and new technology. Funds were also set aside for the "Save Our Programs Project". Funding was provided for science, music, art, computer labs, playground equipment, and assemblies and to employ a literacy events coordinator.

The Home and School Club has a very extensive webpage that includes organizational information and contact email addresses. For more information about parent involvement, contact our office at 535-6317 and they will help you contact our Home and School Club representatives.

Climate for Learning

Safety

The school safety plan is updated and reviewed by the staff each fall. Last year, this was addressed and updated by our assistant principal on September 17th, 2009 and shared with teachers and classified employees at a staff meeting in September 24th, 2009. The plan has provisions for earthquake, fire and other disasters. Monthly fire drills are held and our school participates in all district-coordinated drills.

The staff monitors school grounds for 15 minutes before the start of school, at recess time and immediately after dismissal. Paid yard duty supervisors monitor our students at lunchtime. Our well-trained Safety Patrol is made up of fourth and fifth graders who assist all student and parents cross the streets near our school every morning and afternoon.

Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	0.4%	1.4%	.39%	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.

Homework

The teachers at Graystone follow the District Homework Policy as set out in the District Parent Handbook. Homework is assigned to students Monday through Friday. Teachers give at least one writing assignment daily and all students are required to read at least 20 minutes per night as part of their homework. Practice sheets are provided to help build students' basic skills in math and reading comprehension. Students in Kindergarten receive a weekly homework contract to be turned in on Friday. Assignments are altered to meet the needs of students who are struggling and enriched for those who are above grade level.

Discipline

Graystone staff members update the school discipline plan yearly. This document describes the expectations of students and the consequences for not following the rules. The plan is reviewed with the students and sent home to parents. Playground rules along with before and after school procedures are also reviewed. In addition to clear rules and consequences and the practice of progressive discipline, Graystone has a number of positive reinforcements which include “Blue Slips” for helpful behavior, weekly “Blue Slip” drawings for prizes, good attendance awards, Lunch with the Principal and “Brag Time”, as well as individual classroom incentives.

Graystone has an extensive self-esteem program based on the Roots & Wings and Project Cornerstone philosophy of providing positive reinforcements and the achievement of essential developmental assets. In addition, the school is an “Anti-Bully Zone” school and has a comprehensive student leadership program. Students are trained each fall to be “upstanders” and positive role models.

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 the AC/Heating vents, vent cover broken in Supply room, and vent cover pushed in on women's RR.
Interior: Interior Surfaces		✓			There were 7 deficiencies in this area. They included ceiling tiles torn, tiles cracked, holes in walls, missing trim above whiteboard, and base-board peeling off.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			There were 2 deficiencies in this area. They included carpet stained around tile in Staff room and in G-25.
Electrical: Electrical			✓		There were 12 deficiencies in this area. They were for lights out, fuse panel door bent in G-37, outlet under white board prong stuck in A-3, and light cover broken in boys RR.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			There were 5 deficiencies in this area. They included no soap dispensers in room.
Safety: Fire Safety, Hazardous Materials	✓				
Structural: Structural Damage, Roofs	✓				There was 1 deficiency in this area. Laminate peeling on counters in E-17.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of September 23, 2010

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	31	27	1360
Without Full Credential	0	1	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.



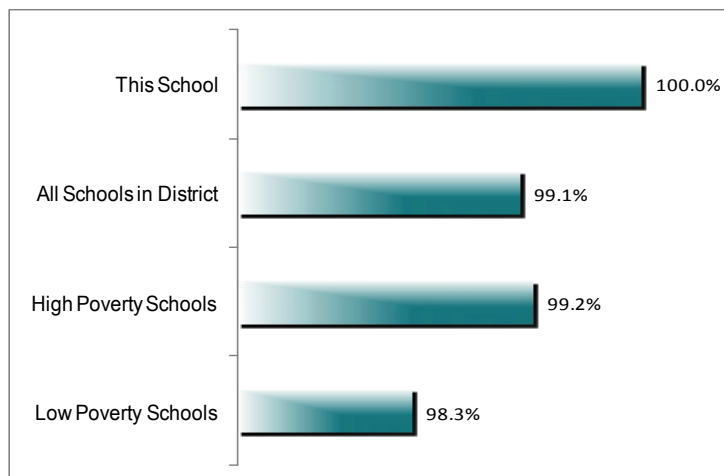
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-08	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 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/>.

Other leadership opportunities for students are available through our Student Council. This group makes announcements every morning, organizes community service projects such as a canned food drive, a Halloween costume drive, a winter warmth donation drive and plans school spirit days. Last year, our school raised money for the Leukemia and Lymphoma organization and for the Red Cross to assist disaster victims.

Behavior at Graystone is excellent and issues that arise are dealt with quickly and fairly. Parents are our partners in ensuring that students follow school rules.

Facilities

Staff members at Graystone School work hard to provide a safe, clean and positive environment for learning. We are very proactive in keeping our campus free of trash. Students have developed a pride in their school that seems to minimize vandalism.

Our Graystone custodian and the night cleaning crew do an excellent job of keeping our classrooms, bathrooms, cafeteria, kitchen and office areas clean and neat. Groundskeepers are on site weekly to keep the grounds in good condition.

Graystone was renovated during the summer of 2002. At that time, a new roof, air conditioner and heater were installed. Also, all buildings were painted inside and out. Due to the size of our school, sixteen portables are used to help alleviate overcrowding. Student restrooms were renovated during the summer of 2006 and cafeteria renovation was completed in the summer of 2007. In the summer of 2008, full walls were erected in all of the pod classrooms in the main building. This helped to cut down on the noise inside the building and limit distractions for students. Last year, the exterior of the school was repainted giving it a fresh new look. In addition, two Boy Scouts completed Eagle Projects replacing and painting worn out benches and constructing two new planters for our garden area. Graystone is a beautiful place for students to learn and grow.

Evaluating/Improving Teachers

At the beginning of each school year, the teaching staff spends time working on data protocols that provide us with a wealth of information about how our students performed on the California Standards Tests (CSTs) and the challenges that we face during the current year. Then each teacher meets with the principal in a 1:1 meeting to review their class' performance. Teachers set group and individual goals for each year that are monitored using data by the teacher and school administrators.

District-wide procedures are followed to evaluate temporary teachers every year and permanent teachers every other year. Some highly experienced teachers are put on a five year plan as allowed by their contract and are then evaluated every five years unless there is a specific concern about their performance or a change in their assignment. New teachers are given a site mentor to assist them with grade level curriculum, classroom management, and school culture. All teachers are provided with the opportunity to attend conferences and workshops to assist them with learning and developing new skills as the budget allows. At Graystone, we have very high standards for our teaching staff.

Professional Development

Teachers and administrators at Graystone have generally participated in three staff development days per year over the past few years. However, two additional days were added during the 2009-10 school year. During the staff development days, our staff shares specific skills, attends conferences, discusses new curriculum or technology, or works on disaggregating and analyzing test data to better assist our students. Graystone has an early out Tuesday schedule allowing for more extensive staff development and grade level meetings

Last year, teachers at Graystone received professional development in three areas: writing, thinking maps and mathematics. Two all day grade level sessions of “The Write Tools” training were held. The district provided substitute teachers so this training could take place during teachers’ regular work hours. Then the trainer modeled lessons at various grade levels. In addition, training in using “Thinking Maps” was provided on regularly scheduled staff development day. Lessons in classrooms were also modeled. A short introductory training for the new math adoption was also provided for the teachers to orient them to the new curriculum.

The majority of professional development takes place during our regularly scheduled staff meetings on Tuesdays. Topics of need or of interest are presented by our principal or assistant principal, staff members or district personnel. Technology training is offered as needed when new procedures or policies are instituted by the district

The principal meets with grade level representatives monthly and with entire grade levels as needed. New teachers also meet with the principal on a regular basis and are supported by onsite Beginning Teacher Support and Assessment (BTSA) mentors.

Time during staff meetings is devoted to staff development and the sharing of information from our English Language Arts, Math, and GATE liaisons. Teachers that attend conferences will report what they learned either in grade level meetings or to the teaching staff as a whole.

Teachers are trained in the use of Edusoft to access data and are taught how to generate practice questions for benchmark tests. Our two technology coordinators provide assistance and training on an as needed basis both at staff meetings and individually. When a need for professional development arises, we attempt to fill that need.

Substitute Teachers


We are fortunate to have a group of parents that have passed the CBEST and who qualify to substitute. Retired teachers also return to Graystone to substitute teach. When we cannot find a substitute for a class, the principal or assistant principal steps in to teach or other teachers at that particular grade level divide the class and incorporate the students into their classrooms. Highly qualified substitute teachers are generally able to be found whenever they are needed.

Curriculum

Reading and Writing

All classrooms use the Houghton Mifflin series for reading and language arts. This program includes stories by famous children's authors to teach a particular phonemic skill, theme or writing concept. The adoption focuses on spelling rules, comprehension, vocabulary, literary terms, and various types of writing. Primary teachers use leveled readers to enable them to reach all levels of learners.

Last year, all Graystone teachers were

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

trained in "The Write Tools" training. This has improved the writing skills of our students. Even our Kindergartners are writing complete sentences by the end of the year. Benchmark testing is used to show growth and identify areas of need in English Language Arts for our school, each class as well as for individual students.

Math

During the 2008-09 school year, our district had teachers pilot various math programs and then used teacher input to adopt a new math program called Envision by the Pearson Learning Company. The Envision math program was implemented during the 2009-10 school year. An introductory professional development training was held for half a day before school began for grade level teams. In addition, the new math program was discussed at grade level meetings so teachers could share information in how to successfully use the program.

In addition, Accelerated Math is incorporated into the math program for all students in second to fifth grades. First graders that have mastered the basic facts are also tested and use the AM program. In first to fifth grades, we use "50 in a minute computation tests" to focus students on mastering the basic facts of addition, subtraction, multiplication, and division. Benchmark assessments are used four times a year to inform our instruction in math. Teachers also use quizzes and chapter tests to assess student learning and to plan intervention and enrichment mathematics activities to meet the needs of all students.

Science

Graystone uses Scott Foresman science as the basic curriculum for science instruction. In addition, hands-on experiments are used as another major method of teaching scientific concepts. We are fortunate to have parents that enjoy science and are willing to teach the hands-on lessons in the science lab for first through fifth graders. The science experiments that students perform in the lab are closely matched to support the classroom instruction. Kindergartners have their science lessons and labs in their classrooms. Each third to fifth grade class takes part in a dissecting lesson. Our students have dissected owl pellets, cow's eyes, livers, hearts, and lungs.

Social Studies

We use the Harcourt Social Studies series which is aligned to the state and district standards. Supplementary texts and materials such as periodicals, videos, and speakers are also used in the classroom. Third graders visit the Peralto Museum, fourth graders visit the state capitol, Sutter's mine and a mission and fifth graders take part in Colonial Days. In addition, fifth graders participate in the Law Related Education curriculum. They visit the courthouse and take part in a mock trial. These enrichment activities help to make social studies come alive for our students.

Textbooks

Graystone provides student textbook in every subject area for all students. Our science books were adopted in 2000-2001 to align with the state education standards. We adopted new social studies books in 2007-2008 and new math books in 2009-2010. The Houghton Mifflin English Language Arts program has been in place in the district for approximately 10 years. We have a sufficient number of books in good condition for all students in every subject area. The school ensures that all students are well supplied with current texts and instructional materials and complies with all Williams decision requirements.

Specialized Programs

GATE

Graystone follows the State Guidelines for meeting the needs of Gifted and Talented Education students. GATE instruction is delivered within the regular classroom. Teachers provide differentiated lessons to challenge students at varying levels of ability. An assembly for all students that meets GATE standards is provided each spring. Class work is differentiated to meet the needs of our high level learners.

Special Ed

During the 2009-10 school year, no Special Day Classes were located at Graystone. Students at our school who qualified for SDC were placed at other schools. Students in general education who qualify for special education services work with the Resource Specialist Program (RSP) teacher, Speech and Language Pathology (SLP) teacher and/or physical therapy teacher to comply with the students' Individualized Educational Programs (IEPs). All IEPs and 504 Plans are revised on a yearly basis.

At-risk students

At-risk students are identified by December 1st of each year. A Barton Reading Specialist is available to support the identified students who are below grade level in reading. In addition, each grade level was provided with funding during the 2009-10 school year to provide intervention that was appropriate for their group of students. Intervention classes were held both before and after school and on selected Saturdays.

A Student Study Team made up of teachers, our resource specialist, and administrators meet on a regular basis to review information regarding individual students' needs. The team meets with families of children who may need assistance with class work or modified assignments. Intervention plans are written to assist classroom teachers and students to succeed. Data is used to track student progress.

English language learners

Teachers are trained in SEI, CLAD, SAIDE techniques, and use those specialized techniques in working with our English Language Learner population. An English Language Learner tutor works with students one-on-one or in a small group to assist them to develop their skills in English.

Students with disabilities

Students who qualify for the Resource Specialist Program go to the resource room on a regular schedule to work with the RSP teacher according to the time specified in their Individualized Education Plans. The RSP teacher works closely with the regular classroom teacher. At times, the RSP teacher "pushes in" to classrooms to assist students there. Identified students also receive speech and Occupational Therapy services. When appropriate, students who do not qualify for an IEP but still have special needs receive a Section 504 Plan. Progress on student goals is monitored on an ongoing basis.

After-school programs

During the 2009-10 school year, the city of San Jose cut all funding for Homework Centers, so no money was available for this program. A variety of enrichment classes were offered after school such as Mad Science, karate, chess classes, Spanish, Hindi and Lego robotics. Girl and Boy Scouts and Kids' Club are also offered after school at our school site.

Tutoring

The school provides assistance to students in reading through access to a Barton reading specialist. Fifth grade and Kindergarten classes establish buddy systems for cross-age tutoring. Peer tutoring is also used in all classrooms. A variety of online programs in English Language Arts, math, writing and science assist student in meeting standards.

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	7,931.77	2,752.92	5,178.85	66,069.11
District	-14.74%	-31.83%	-1.63%	-0.15%
Percent Difference - School Site and District	-15.49%	-34.14%	-1.67%	0.25%
State			5,681.00	68,170.00
Percent Different - School Site and State			-8.84%	-3.08%

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	85	88	89	51	54	56	46	50	52
Mathematics	87	92	91	48	50	51	43	46	48
Science	88	92	92	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	87	91	90	
Male	86	90	91	
Female	93	93	93	
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	95	98	97	
Filipino	*	*	*	
Hispanic or Latino	70	78		
Native Hawaiian or Pacific Islander	*	*	*	
White (not Hispanic)	87	89	91	
Two or More Races				
Socioeconomically Disadvantaged	74	74		
English Learners	75	81		
Students with Disabilities	63	80		
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	10	10	10
Similar Schools	4	3	3

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	11	14	7	958
Asian	10	7	2	991
White (Not Hispanic)	11	21	5	944
Socioeconomically disadvantaged				
English Learners				931
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	Not in PI	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	13.0	28.5	56.1

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 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.