

# School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

# Washington Elementary

100 Oak Street  
San José, CA 95110

Phone: (408) 535-6261  
Fax: (408) 535-2369

## Grades K-5



Principal

Maria Arias Evans  
Maria\_Evans@sjusd.org

## San José Unified School District

855 Lenzen Avenue  
San José, CA 95126  
(408) 535-6000

### Superintendent

Vincent C. Matthews, Ed. D.

### Assistant Superintendents

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Chris D. Funk

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This school is in Trustee Area 1.



## Principal's Comments

The staff of Washington Elementary strives to accelerate student learning through weekly teacher collaboration, implementation of CA High Priority Standards, analysis of data, and increased parent participation. 35 certificated staff members serve approximately 570 children.

Washington's student population is comprised of 95% Latino children: 95% qualify for the Free and Reduced Lunch Program, and 76% are English Language Learners. With the goal of achieving biliteracy in Spanish and English for ALA students by fifth grade, teachers monitor students' progress every six weeks in math and language arts, differentiate and scaffold the curriculum to meet a range of student needs, and provide before and after school interventions. Washington's staff development trainings include GLAD (Guided Language Acquisition Design), GATE strategies for all students, Frontloading, Accelerated Reader, Singapore Math, and T.T.T (weekly Thursday Teacher Training).

Community support revitalizes Washington's school and neighborhood. The Rotary Club's Los Amigos committee meets monthly to support extracurricular activities, including Science Camp, Kutz's Reading Mentors, Girl Scouts, and Boy Scouts. Catholic Charities provides an after school program, which includes reading instruction for first through five graders who are below grade level, homework support, and enrichment programs—including Adrian Flores's Ballroom Dance program. In addition, the River Church, Lions Club, Kiwanis Club, Junior Giants, BAWSI (Brandi Chastain's athletic program for young women), the Role Model program, and Notre Dame High School volunteers expose Washington's children to exemplary role models and outreach efforts.

Parent education programs are held each day of the week on campus, including Rosetta Stone, Zumba, La Plaza Comunitaria, GED, parenting classes (including Judi Bennett's training for kindergarten parents), and family literacy campaigns. The Migrant Education operates a Saturday program for elementary and high school students. Councilmember Sam Liccardo and Captain J.R. Gamez collaborate with the ADELANTE program, a gang-prevention program for thirty fourth and fifth grade boys.

Washington Elementary serves a predominately immigrant community, which encourages families to participate in programs, classes, and services to improve their children's academic success: Family Tutoring for upper grade students and parents, Madre a Madre weekly meetings, Padre a Padre monthly meetings, monthly SELAC meetings, and a variety of District offerings. A "college-going culture" is promoted through student awards assemblies, clubs, monthly SELAC meetings, and school-wide Monday messages.

## Principal's Experience

Since 2005 Maria Arias Evans has served as the principal of Washington Elementary School. Mrs. Evans graduated from Santa Clara University with a degree in psychology, UC Davis with multiple and single subject teaching credentials, and San Jose State University with a masters in administration. She worked in the East Side Union High School District as a social studies teacher for 16 years, Morgan Hill Unified School District, and Franklin-McKinley School District as an assistant principal for a total of three years. Mrs. Evans has worked in San Jose Unified School District as an administrator for eight years. She was recognized as Woman of the Year for Assembly District 23, by Assembly Member Joe Coto in 2009.

## Major Achievements

- Washington achieved all API targets and grew 15 points. In addition, AMAO II goals were achieved for four consecutive years.
- Library services were extended throughout the school year, including an hour before school, an hour and a half after school, Friday evenings, Saturdays, and during the months of June and July, to increase reading opportunities for all children and their families.
- In addition to weekly Tuesday grade level collaboration meetings, Washington teachers conducted their own staff development trainings each Thursday (TNT: Teachers Nurturing Teachers). Offerings included workshops in critical thinking, Board Math, Reading Comprehension strategies, and other Best Practices.
- All Washington classrooms were outfitted with Document Cameras, Promethean Boards, Acti-Votes, Infrared Classroom Audio Systems, and iPods through one time SIG funding.
- Each month the San Jose Rotary Club sponsored SKYPE conferences to Hao Chong Elementary in China, to promote Washington's China Club. 30 students meet weekly to study Mandarin, learn about Chinese culture, exchange emails with Chinese pen pals, and prepare for monthly cultural exchanges via SKYPE.

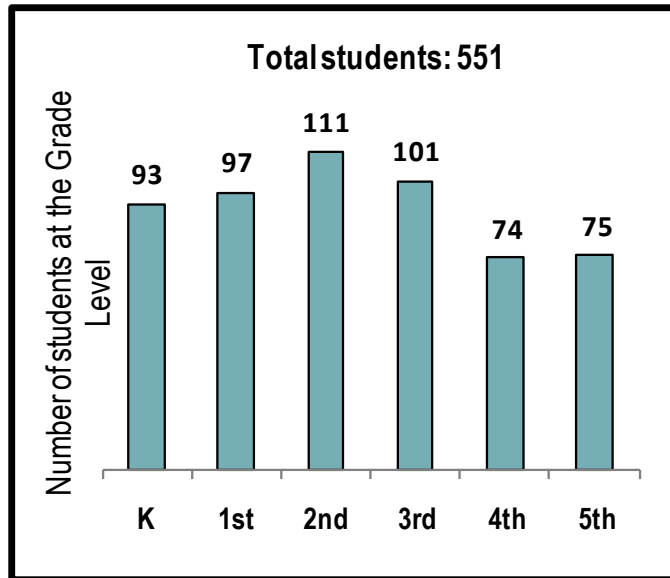
## Parental Involvement

Washington School is proud to have an active parent community. Mothers and fathers serve on school committees, operate the Dragon Dollar Bookstore, and participate in school-wide events. Training sessions are offered to parents, to support their children's academic progress with weekly parent meetings, monthly school site meetings, and frequent parenting and ESL classes. Programs including reading classes for kinder parents, Parent Project Junior, and weekly Madre-a-Madre and monthly Padre-a-Padre sessions.

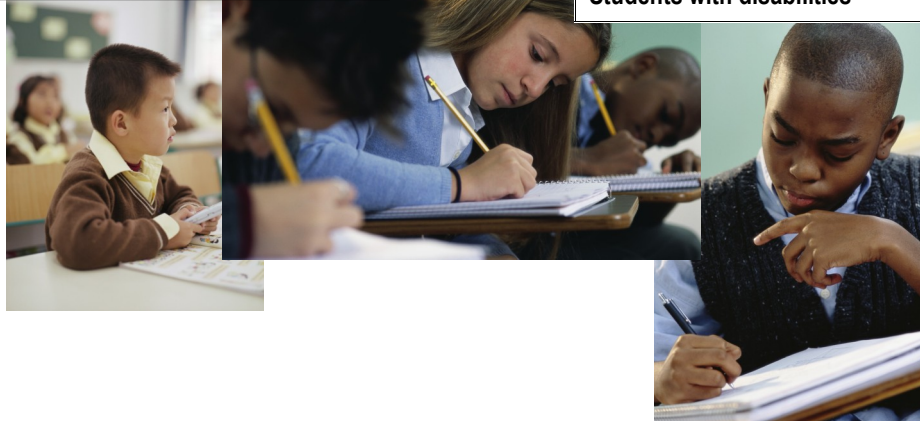
For further information on our parent volunteer program, please contact Mary Lou Hernandez at 535-6261.

## 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	0.51 %
American Indian or Alaska Native	0%
Asian	0.85 %
Filipino	0.34 %
Hispanic or Latino	95.93 %
Pacific Islander	0.34 %
White (Not Hispanic)	1.19 %
Multiple or No Response	0.85 %
Socioeconomically disadvantaged	93.00 %
English Learners	79.00 %
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	21-32	33+
K	20.2	4	1		20.0	5			18.4	5		
1	19.8	4			20.0	5			18.0	5		
2	19.0	2			19.6	5			17.5	6		
3	25.0		1		19.3	3			16.5	6		
4	31.0		3		23.0		3		18.8	3	1	
5	31.0		1		23.5		4		23.7		3	
6												
K-3	19.2	5			19.5	1	1					
3-4	30.5		2		20.0	2						
4-8	31.0		2									
Other												

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

## Climate for Learning

### Safety

Date safety plan updated: October 1.

Date safety plan last reviewed with staff: October 14.

Washington Elementary collaborates with the City Neighborhood Services and Police Department to maintain a safe place for children, before, during, and after school. The safety plan is updated annually in September and reviewed with the staff in October. Each teacher receives a copy of the safety plan in the staff binder. The plans are reviewed with the School Site Council each year.

### Homework

First through fifth grade teachers assign homework Monday through Thursday. Teachers give homework in the areas of math, language arts, and writing. Children in kindergarten receive weekly assignments. Homework should be completed independently by students; parents are encouraged to provide an area at home that promotes organization, goal setting, and a homework routine. Families are encouraged to read with their children for 30 minutes a day. In order to encourage family literacy, both parents and students are encouraged to access the Accelerated Reader computer program at school.

### Discipline

The District Handbook is provided to parents at the start of each school year. The staff and administration promote a positive school climate by highlighting student success and recognizing students' social and academic growth. Teachers are encouraged to implement engaging classroom routines and progressive discipline strategies, including meeting with the principal and teacher when a child's classroom behavior disrupts student learning, interferes with academic success and develop behavioral plans. A YWCA counselor works with children in need of group or individual counseling.

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>	5.3%	4.6%	2.18%	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.						

### Facilities

Washington Elementary School is over 115 years old. A new main building was constructed in 1974 and a two story "G-Wing," housing nine additional classrooms, was completed in 1999. Renovation of the site began in the summer of 2002 and was completed in the summer of 2006. An artificial field was installed in 2007. and six portables were added to meet QEIA requirements in 2008.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions

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		✓			There was 1 deficiency in this area. It was because items were stored in electrical room.
<b>Electrical:</b> Electrical	✓				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓				
<b>Safety:</b> Fire Safety, Hazardous Materials	✓				
<b>Structural:</b> Structural Damage, Roofs	✓				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				✓	There was 1 deficiency in this area. It was for caps missing on twist slides in playground.

### Overall Summary of School Facility Good Repair Status as of August 24, 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	2009-2010	2009-10
With Full Credential	29	29	26	1360
Without Full Credential	1	5	4	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.



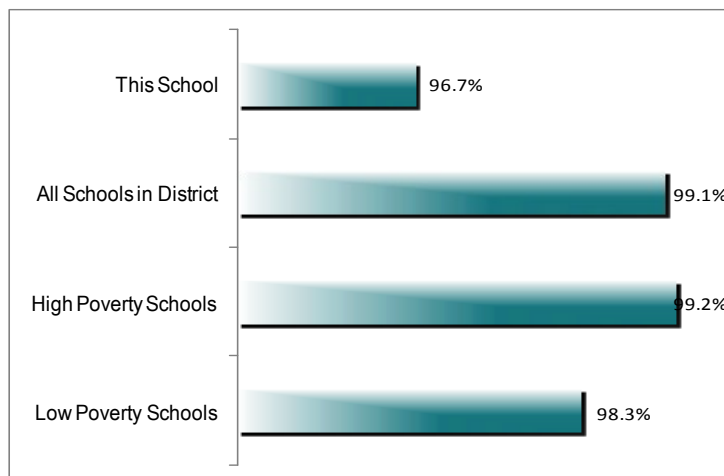
### Teacher Misassignments and Vacant Teacher Positions

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 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

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. Formal evaluations are maintained in personnel files. 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 and administration participate in workshops such as Frontloading, Reading First, Singapore Math, and GLAD (Guided Language Acquisition Development) trainings. These research-based programs support the academic needs of English Language Learners. A support teacher releases teacher to plan curriculum, to analyze data, and to coach and model lessons. In addition, teachers are invited to attend trainings outside of school and district offerings, and return to the staff and grade level colleagues to share research and best practices. Monthly staff trainings are conducted by Washington teachers: technology, the Phases of Instruction, reading comprehension skills, critical thinking exercises, differentiation, and scaffolding strategies.

## Professional Development

Professional development opportunities are planned once a month during early-release Tuesdays for all teachers and resource teachers. Three times a year, staff development days are devoted to learning instructional practices that will strengthen academic gaps and accelerate student progress. Washington's teachers meet weekly to analyze data, prepare grade level lessons on High Priority Standards, and refining reading strategies, and preparing model lessons.

Teachers at Washington are supported by resource teachers, both at the school site and from the district office. These teachers model lessons, coach, and provide feedback to teachers. The principal also supports teachers by providing frequent feedback on individual instructional practices. Grade level meetings with the principal to review data, goals, and needs are scheduled weekly (each grade level meets with the principal once every six weeks). Afterschool Thursdays provide additional staff training opportunities, featuring staff members who share exemplary practices

## Substitute Teachers

Washington draws from a large pool of retired Washington teachers who are well acquainted with students and the community. When necessary the principal and/or resource teachers may be called to fill in during an emergency.

## Support Staff

Washington has 1.0 FTE Academic Counselor, 1.0 FTE Speech/Language/Hearing Specialist, and 0.5 RSP teacher.

## Curriculum

### Reading and Writing

Teachers implement the District approved language arts program a language arts program by Houghton-Mifflin. Washington's language arts program consists of five components: direct instruction, tutoring, assessment, parent support, and staff development. Students in first through fifth grade are placed in flexible reading groups. Students are assessed every six weeks or as needed to determine appropriate levels. The Voyager reading program is used by primary grade teachers before or after school to support struggling readers. Language! Is offered to Far Below Basic students in fourth and fifth grades. In addition, teachers hold after school tutoring sessions.

### Math

Students are instructed in the Harcourt Brace Math program, reinforcing the CA State Standards for kindergarten through fifth grades. Every student receives a consumable or non-consumable pupil textbook. Lessons integrate visuals and manipulatives (blocks, fraction pieces, counting beads, etc.) and workbook pages for supporting math concepts. Each unit concludes with unit review and unit tests that teachers use to monitor student progress. Primary grade students practice math concepts using the Singapore approach to solving word problems. Board Math is being piloted in two to three classes per grade level.

### Science

Washington teachers use the Harcourt Science and FOSS (Full-Option Science System) kits. The science program focuses on the major subjects of physical, life, earth, and space science, and the curriculum is aligned with the science standards.

### Social Studies

The Social Studies program is designed to assist students to acquire core knowledge in history and social science and develop the critical thinking skills that historians and social scientists use to study the past and its relationship to the present. The basic text by Harcourt provides the basis for study of history.

### Textbooks

All students receive textbooks and instructional materials, as required by No Child Left Behind.

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)

## Specialized Programs

### GATE

The GATE liaison attends meetings and trainings at the District level and shares information at School Site Council meetings and with teachers. Fifty high achieving students were invited to apply for a special program sponsored by John Hopkins. GATE students and other high achieving students in third, fourth, and fifth grades participate in an extracurricular journalism class at Washington.

### Special Ed

Washington Elementary's Student Study Team (SST) is comprised of a counselor, health clerk, principal, and teachers. Student progress is monitored and Special Education plans are developed. In addition, a Student Assistance Program (SAP) team meets with the counselor, nurse, and resource teachers. The SST meets regularly to update student plans, and the SAP team meets weekly to coordinate available services.

### At-risk students

Services are coordinated to ensure high quality instruction to support the assessed needs of at risk students through the COST (Coordination of Student Services) committee, and the SST (Student Study Team). Supplemental services include: extended day, intensive tutoring, SES services—including Extreme Learning, Tutorworks, and CORAL-- and after school and Saturday interventions for students and parents.

### English language learners

Washington employs 21 ALA (Academic Language Acquisition) instructors, who offer instruction in primary language. The ELD program provides second language learners with leveled instruction in English, based upon CELDT scores. The remaining classes incorporate the Structured English Immersion program, which supports English language development with instructional practices and activities for all English Language Learners.

### Students with disabilities

A part-time Resource Specialist who works with students who qualify for Special Education Services. A full-time speech therapist provides services for all children who qualify for speech services. A school psychologist provides testing services once a week.

### After-school programs

Several before, after-school, and Saturday programs operate at Washington

- Tutorworks
- CORAL
- Family Tutoring
- Focal Student Training
- Language!
- Voyager

### Tutoring

Students who score at the Basis level of the CST may qualify for small group tutoring with classroom teachers before or after school. An intervention specialist may work with students in reading or math during school hours. Third, fourth, and fifth grade students who need support completing their homework may meet from 7:00 AM to 8:15 AM each morning before the start of school.

### Peer tutoring

Fourth and fifth grade students who are interested in volunteer hours may work as peer tutors in the classrooms of primary grade teachers. These students must first be approved by their homeroom teachers.

## 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	10,321.08	5,163.91	5,157.17	61,414.46
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	10.95%	27.87%	-2.04%	-7.19%
State			5,681.00	68,179.00
Percent Different - School Site and State			-9.22%	-9.91%

This table displays a comparison of the school's per pupil expenditures from unrestricted (ba10sic) 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

### 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	33	35	37	51	54	56	46	50	52
Mathematics	48	46	50	48	50	51	43	46	48
Science	30	33	40	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	37	50	40	
Male	32	49	28	
Female	43	51	55	
African American	*	*	*	
American Indian or Alaska Native				
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	37	49	40	
Native Hawaiian or Pacific Islander	*	*	*	
White (not Hispanic)	*	*		
Two or More Races	*	*		
Socioeconomically Disadvantaged	36	50	39	
English Learners	24	43	13	
Students with Disabilities	11	26	*	
Students Receiving Migrant Education Services	22	43	39	

## 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	2	3	2
Similar Schools	8	8	7

### 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	31	-4	15	730
Hispanic or Latino	33	-5	11	726
White (Not Hispanic)				
Socioeconomically disadvantaged	35	-7	13	726
English Learners	37	-9	16	717
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	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 2010-11)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2009-2010	2009-2010
Year in Program Improvement	Year 2	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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.1	12.9	5.7

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