

# School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

# Williams Elementary

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San José, CA 95120

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## Grades K-5



Principal

Karen Heverling  
Karen\_Heverling@sjusd.org



1997-1998



1998-1999

## San José Unified School District

855 Lenzen Avenue  
San José, CA 95126  
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### Superintendent

Vincent Matthews, Ed. D.

### Assistant Superintendents

Dr. William J. Erlendson  
Chris D. Funk

### Board of Education

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Leslie Reynolds Trustee Area 5

This school is in Trustee Area 5.



## Principal's Comments

Williams Elementary school is a safe, clean environment where the parents and the extended community support and respect the collegial efforts of staff in using data and sound research to implement best practices which will develop students who are academically, socially, and emotionally prepared to thrive in a changing society.

Williams Elementary School provides opportunities for all parents to participate within the school community, and incorporate the principles of LIFESKILLS and Cornerstone's developmental assets to provide an environment of positive social and emotional growth for all students. These principles provide a safe environment where students can continue to develop academic excellence and mutual respect, collaboratively analyze student achievement data in reading, writing, and math to drive instruction that creates strategic lessons to meet the diverse needs of all students, prepare strong readers, critical thinkers, proficient writers, and analytical problem solvers, and provide an excellent learning environment with high academic expectations for all students and staff.

Williams Elementary School, located in Almaden Valley, is the southern most school in San José Unified School District. The school's expectation, since the reopening in 1992, is that parents volunteer 40 hours per year. Williams was the first uniform school in the district and its policy is still in effect. In addition to supporting community involvement and parent education, the *Williams WINS Foundation* leads the fund raising efforts of the school to provide additional programs to enrich and enhance the academic success of students.

To promote a sense of community, Williams' students, staff, and families gather together to begin the day for flag salute. The Williams directory, which includes not only names, addresses, and phone numbers, but also e-mail addresses, fosters networking among the many volunteers creating a cohesive school community.

The Cultural Cabinet, established in 2006, consists of representatives from most of the cultural communities of our school. These representatives meet monthly with the Principal and representatives from *Williams Wins Foundation* and School Site Council to be informed of the events, news, and needs of the school. These representatives serve as school ambassadors to their individual communities.

## Principal's Experience

Karen Heverling is the principal at Williams since 2005. Her experience includes Assistant Principal at elementary and middle schools and elementary classroom experience. Ms. Heverling earned a B.S. in Elementary Education from Millersville University of Pennsylvania, a M.A. in Educational Leadership and Supervision from San Jose State University, and completed the California School Leadership Academy.

## Major Achievements

- Accomplished API score of 972 points; a gain of 7 points
- Growth in each of our sub groups in Language Arts
- Recorded over 32,000 volunteer hours!
- Williams Wins Foundation raises \$220,000 to support additional programs

## Parental Involvement

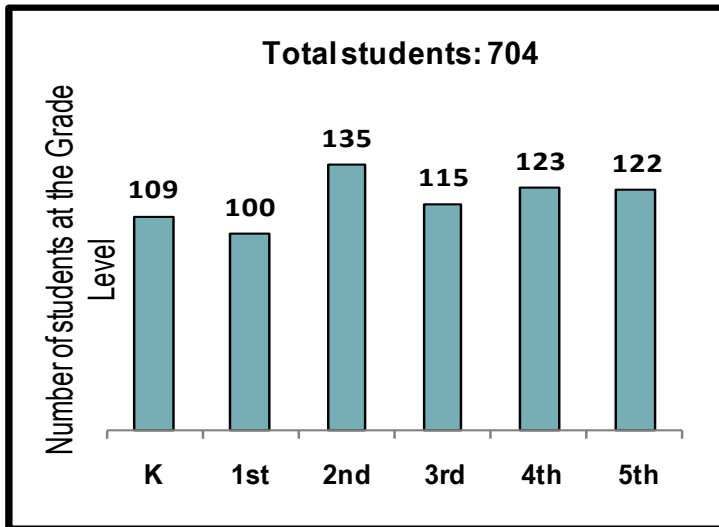
Williams was originally reopened in 1992 as a parent participation school. Although we are now a neighborhood school, the expectation that parents will be actively involved in their child's education is part of Williams' school culture. As a result, in 2009-2010 we logged over 32,000 volunteer hours!

School Site Council, *Williams Wins Foundation*, Cultural Cabinet, counselors on campus, ongoing home-school communications, and referrals to local agencies are examples of community resources available to parents.

For further information on our parent volunteer program, please contact our Williams WINS Foundation president, Peggy Koskie @ [peggy@koskiefamily.com](mailto:peggy@koskiefamily.com) or check the Williams Community website @ [www.williamscommunity.com/](http://www.williamscommunity.com/).

## Demographics

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



Student Enrollment by group	
African American	0.99 %
American Indian or Alaska Native	0.14 %
Asian	51.42 %
Filipino	0.43 %
Hispanic or Latino	4.4 %
Pacific Islander	0.28 %
White (Not Hispanic)	40.91 %
Multiple or No Response	%
Socioeconomically disadvantaged	3.00 %
English Learners	11.00 %
Students with disabilities	7.00 %



## 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	18.5	6		19.8	5		28		4
1	20.0	6		20.0	7		29		3
2	20.0	5		19.8	5		29.3		4
3	30.0		3	30.0		3	30.0		4
4	31.0		3	31.0		3	30.5		4
5	31.0		4	31.0		4	29.8		4
6									
K-3	20.0	1		20.0	1		29		1
3-4	30.0		1	30.0		1			
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).

# Climate for Learning

## Safety

Date safety plan updated: August 4, 2010

Date safety plan last reviewed with staff: August 11, 2010

Williams is a clean, safe, happy place where the collegial efforts of community, parents, staff, and students nurture successful future leaders. This year the staff will continue to emphasize a LIFESKILLS curriculum designed to enforce our safe, respectful school environment by creating a powerful body/brain-compatible learning environment. Students are able to contribute to a safe school environment by actively participating in Safety Patrol, Valet, Grade Level Buddies, Student Council, and Cornerstone.

Each year the staff reviews our School Safety Plan and receives their yard duty schedule for the year. All visitors to campus, including parents, are required to sign-in at the office and wear a visitors badge at all times while they are on campus. Recess and lunch times are supervised by five paid yard-duty supervisors and over a dozen volunteer parents, under the direction of our Noon League Coordinator. The entire staff is trained each year in Code Red Emergency Training. WINS Emergency Services Chairman and the Principal inventory, update, and replace the emergency supplies for the school and each classroom in August .

## Homework

Homework is assigned to reinforce and extend the concepts taught in the classroom. Homework is assigned to meet students' needs appropriate to grade level, subject area, and ability. Homework is an activity which students can do independently and may include both long and short-term projects and assignments.

## Discipline

Students are made aware of our behavior expectations and school rules during grade level assemblies on the first day of school. These rules are continually reinforced both in the classroom and on the play yard. We believe in progressive discipline at Williams and strive to work together with parents in correcting any inappropriate behaviors. At the beginning of the year, all parents received a copy of the District's Behavior Handbook and a copy of individual classroom policies and procedures. Good behavior is encouraged and recognized. Our LIFESKILLS curriculum helps to communicate our behavior expectations in a positive manner.

### 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>	1.3%	3.9%	.57%	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

Williams Elementary was originally built in 1967. It was reopened in September 1992. During the summer of 2001, Williams began a school modernization project with Measure C Bond money. The renovations included a new roof, changes in wiring, and electrical layout needed to accommodate computers and other technology. New paint and carpets, an updated security system, a new bell system, and new furniture for the administration building also were included in the 2001 project. Our blacktop was resurfaced during the summer of 2002. During the summer of 2004, fully plumbed sinks were installed in all our portable classrooms. In 2007, our field was refurbished, our kitchen was updated, and new cabinetry was constructed in the core areas, kindergarten classrooms, and the library. Additional outdoor lighting was installed and the parking lots were resurfaced and restriped. New additional portables were also brought on campus to accommodate the increase in student

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			✓		There were 17 deficiencies in this area. They were for the need to clean AC/Heating vents, vent cover broken, AC not working in C-1, and a missing vent cover,
<b>Interior:</b> Interior Surfaces			✓		There were 8 deficiencies in this area. Ceiling tiles not in place, base-board peeling under white board, ceiling tile torn, ceiling tiles have gaps in J-4, wall needs paint under whiteboard in B-10, and paint peeled on west wall in A-6.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓				There was 1 deficiency in this area. Outdoor eating area needs to be pressure washed.
<b>Electrical:</b> Electrical			✓		There were 11 deficiencies in this area. They were for the need to replace burned out light bulbs, outlet cover missing and all light covers missing in girls and boys rest rooms.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		✓			There were 3 deficiencies in this area. J-5 needs soap dispenser installed, flow to high in drinking fountain water in K-2, and soap dispenser empty in K-4.
<b>Safety:</b> Fire Safety, Hazardous Materials	✓				
<b>Structural:</b> Structural Damage, Roofs	✓				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			There were 2 deficiencies in this area. Chunk of floor torn on south side in Kinder playground and main playground by double slide.

### Overall Summary of School Facility Good Repair Status as of September 21, 2010

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	31	31	24	1360
Without Full Credential	1	1	1	59
Teaching Outside Subject Area of Competence	0	0	0	2

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



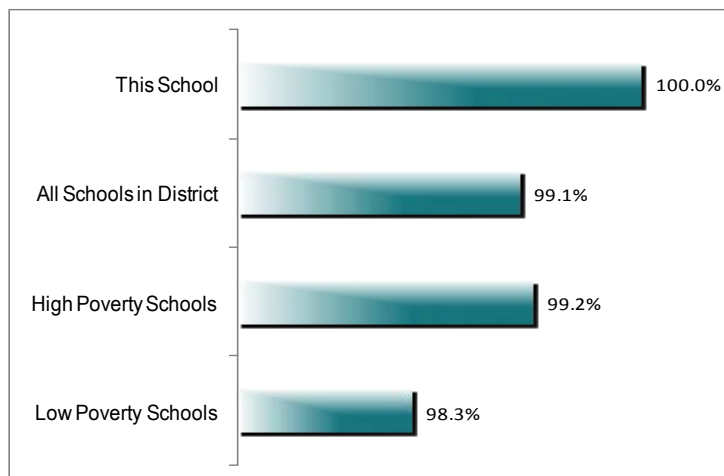
### Teacher Misassignments and Vacant Teacher Positions

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

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

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

### Core Academic Classes Taught by NCLB Compliant Teachers



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

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

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

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

enrollment. We have a full-time day custodian and a night custodial crew that complete a scheduled cleaning process for the classrooms, restrooms, and grounds. The *WINS* Beautification Committee maintains our garden, seasonal planting and cleanup of the landscape, and refurbished the school sign in 2008.

### Evaluating/Improving Teachers

The teacher evaluation system is aligned to the District vision that incorporates the idea of a learning community committed to lifelong learning. It is designed to support teachers and guide ongoing professional growth. It is grounded in research based teaching practices that optimize student learning, and it focuses on the knowledge, skills, and attitudes that our professional teaching staff must demonstrate. Teachers are evaluated at least every other year.

### Professional Development

Each year the staff analyzes the previous year's assessment results. The outcome of this analysis becomes the foundation from which our staff development activities are planned. A need for additional training in the areas of differentiation, technology, writing, and reading comprehension strategies were determined to be our area of focus, and professional development to meet these needs was implemented.

### Substitute Teachers

Williams is very fortunate to have a team of dedicated substitute teachers who are part of the Williams community. Because our substitute teachers are part of our community, they are familiar with our school's climate, culture, practices, policies, and daily routines. Because we have a small pool of substitute teachers, our students are familiar with them and discipline is not an issue.

## Curriculum

### Reading and Writing

Language Arts instruction follows the State framework and benchmarked District standards. Our 2003 adoption is Houghton Mifflin, a state-approved curriculum. Teachers are trained in early literacy strategies with an emphasis on intervention techniques. The connection between assessment guiding instructions has been internalized by our teaching staff that has enabled Williams to have 92% of the students reading on grade level by the end of second grade. Four times each year our 1st-5th grade teachers provide parents with their child's Accelerated Reader STAR score, which enables and encourages parents to assist the students find reading material that is both interesting and at the child's reading level. Parents are trained to administer the Jr. Great Books program in grades 2 and 3 to enrich the reading curriculum. A credentialed release teacher administers the Jr. Great Books program to grades 4 and 5. Step Up to Writing and 6 + 1 Traits of Writing have been implemented schoolwide so there is consistency as students move through the grade levels. Writing occurs everyday and is a key to improving student achievement.

### Math

Williams' mathematics curriculum closely follows the State framework and is defined by five strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, and mathematical reasoning. Preparation for real-world math is a priority when selecting curriculum. Our 2009 adoption, from Scott Foresman, is a state-approved curriculum. Basic skills are taught through concrete hands-on experience and use of manipulatives. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. Students regularly write about their thinking in math journals while working towards clarity and coherence. 50 in a Minute is part of the daily routine in grades K-5. Math is integrated throughout the curriculum at all grade levels. Challenge Math is offered to students 3-5 grades.

### Science

Science instruction follows the State framework and benchmarked District standards. Our focus is on the development of the essential understanding of major science concepts, themes, and methodologies for all children. Our science text grades K-5 is Scott Foresman 2008.

Williams has a LifeLab (garden) and each teacher has a section for their class. Grades K-5 enjoy hands-on science labs led by our part-time science specialist. All 5th graders attend Camp Campbell for an outdoor science week, and participate in a science fair.

### Social Studies

Our social studies program follows the California State Framework to prepare for each succeeding grade and middle school. The curriculum's rich program integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacies, and include civil rights, values, and responsibilities. Each Grade level participates in field trips to support the social studies curriculum. Our social studies text grades K-5 is McGraw Hill 2007.

### Textbooks

New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. New social studies texts were adopted for the school year 2007–2008. New science textbooks were adopted for the year 2008–2009. New math textbooks were adopted in 2009-2010, and our new reading and language arts adoption was 2003-2004. In addition, all students also have consumable workbooks for all subjects.

#### 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 Lan- guage	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

All 2nd grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Curriculum is differentiated at all grades within the core program to provide all students opportunities for more challenging work. Hands-on projects also allow students to explore topics at greater depth and complexity. Teachers in all grade levels have been involved in intensive staff development activities focused on Dr. Sandra Kaplan's Depth and Complexity Thinking Tools. One teacher in each grade level has attended the CAG Summer Institute and, as a team, presents ongoing staff development on differentiation.

### Special Ed

Special needs students who qualify for services are on an IEP and progress is monitored by the Resource Specialist and/or Speech and Language Teacher.

### At-risk students

At-risk students are identified as early as possible and immediately become part of the Student Success Team process. Participation in our reading intervention program, *Voyager*, is recommended to these students' parents.

### English language learners

Williams is a Structured English Instruction (SEI) school where English language development is provided by the classroom teacher. In addition to the yearly CELDT assessment, ongoing assessments by the classroom teacher enable instruction to be tailored to meet the needs of the English Learners by providing a full and balanced core curriculum in English. Students also receive additional English Language Development, based on need.

### Students with disabilities

These students are fully included to the extent their IEP or 504 plan will allow.

### After-school programs

Williams has a variety of after school programs including Kids Club, Chess Club, Hindi, Mad Science, Book Club, Children's Playhouse, and Scouts.

### Tutoring

Primary *Voyager* Teacher

Intermediate *Voyager* Teacher

English Language Development Tutoring

## 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	8,099.49	2,732.93	5,366.56	68,533.65
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	-12.93%	-32.32%	1.94%	3.57%
State			5,681.00	68,170.00
Percent Different - School Site and State			-5.53%	0.53%

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](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	88	91	93	51	54	56	46	50	52
Mathematics	91	95	94	48	50	51	43	46	48
Science	93	93	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	93	94	92	
Male	90	94	92	
Female	96	94	92	
African American	*	*	*	
American Indian or Alaska Native				
Asian	96	98	93	
Filipino	*	*	*	
Hispanic or Latino	95	89		
Native Hawaiian or Pacific Islander	*	*	*	
White (not Hispanic)	89	89	91	
Two or More Races				
Socioeconomically Disadvantaged	88	89	91	
English Learners	77	81		
Students with Disabilities	82	75	*&	
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	7	6	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	0	16	7	972
Asian	5	4	8	994
Hispanic or Latino				
White (Not Hispanic)	-7	22	10	948
Socioeconomically disadvantaged			0	
English Learners				955
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 <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	25.0	23.1	40.4

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.