

School Accountability Report Card

Reporting for school year 2000-2010

Published in 2010-2011

San José Unified School District

Willow Glen Elementary

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Grades K-5



Principal

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2005-2006

San José Unified School District

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This school is in Trustee Area 3.



Principal's Comments

VISION:

Willow Glen Elementary School is a community that provides a safe learning environment with high academic expectations for all students. By providing students with quality academic and social experiences we can assure that our students are equipped to thrive in all aspects of life.

MISSION:

The purpose of Willow Glen Elementary School is to prepare our students with attitudes, knowledge, and skills needed to learn and to become productive and responsible citizens. Our goal is to prepare resilient students who are strong readers and writers who are competent in math and creative problem solving.

Willow Glen Elementary School provides a safe learning environment with high academic expectations for all students. Students pursue a systematic and articulated curriculum that is driven by the California State Content Standards and district rubrics. We offer English Only program, Spanish Bilingual program, and a Two Way Bilingual Immersion program that is in its second year. Using student work samples and grade level benchmark standards, teachers collaborate closely to plan and implement lessons to support student needs and that meet grade level goals. Universal access, team teaching, EPGY Math, differentiated software, and Accelerated Reader provide added depth and diversity to learning curriculum.

We incorporate the principles of PeaceBuilders coupled with Cornerstone and the Developmental Assets, to provide an environment of positive social and emotional growth for all students at the school. As a result, student achievement across all curricular areas has increased.

Willow Glen Elementary School is in the heart of the Willow Glen community and has the distinction of being supported by the residential and business community. A large number of parents are actively involved in many aspects of the various school programs.

Principal's Experience

Mr. Al Rosell has been at Willow Glen Elementary School for the last two years. He has been a school principal for nine years and has fifteen years of school administrative experience.

Major Achievements

Met all API goals and is currently at 852

Attendance has maintained solid at above 96%.

Science, art and music are provided to all students K-5 during the regular school day.

School wide Accelerated Reading Programs is among the strongest in the District.

Accelerated Math and EPGY Math programs support math in grades 1st-5th.

- The library has one of the largest children's book collections in the district due in part to the generous support of the PTA.
- The school's positive climate to help students succeed are supported in part by the Peace Builders Program, Cornerstone and 41 Assets, ABC Parents and "Los Dichos program," along with and Playworks
- Every year students read nearly 200,000,000 words in the Accelerated Reading program, surpassing most schools in the Districts and in the county, earning students special awards.

Parental Involvement

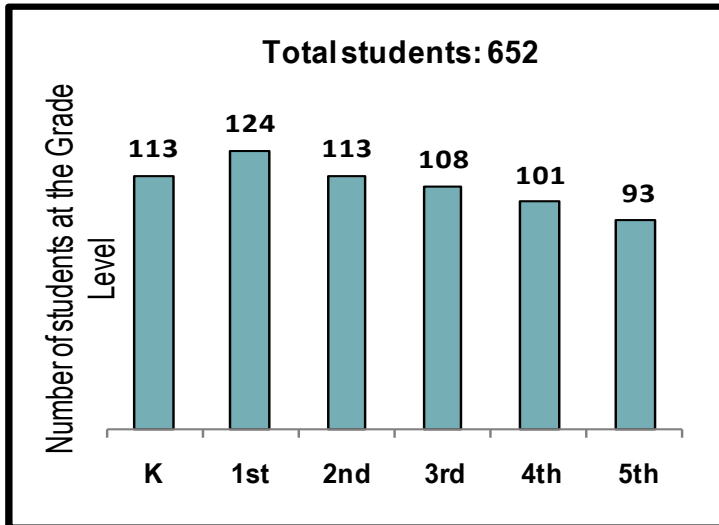
Parents are encouraged to participate in school functions such as Back to School Night, Open House, PTA, School English Learners Advisory Committee (SELAC), and School Site Council (SSC) and a variety of other classes and workshops offered throughout the year to support parents. For more information about any of these organizations, call 535-6265 or visit the school web site.

The PTA is very supportive of teachers and students by providing funds for field trips, supplies, assemblies, a band program, and dance team and a music program with a credential choir teacher. PTA members organize a voluntary art and science docent program providing meaningful art projects and hands on science experiences. The parent community participates in ABC Parents and Los Dichos visiting each classroom once a month, reading and discussing books that focus on conflict resolution, bullying, and caring for each other.

The School Site Council meets on a monthly basis to review the school plan and budget, provides recommendations to continue the school's success.

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	2.91 %
American Indian or Alaska Native	1.07 %
Asian	3.53 %
Filipino	1.84 %
Hispanic or Latino	49.54 %
Pacific Islander	0.15 %
White (Not Hispanic)	35.74 %
Multiple or No Response	0%
Socioeconomically disadvantaged	51.00 %
English Learners	28.00 %
Students with disabilities	10.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2007-2008				2008-2009				2009-10			
	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	19.6	4	1		19.8	6			29.3		4	
1	19.8	5			20.0	5			29.3		4	
2	18.8	5			20.0	5			29.7		3	
3	29.5		2		29.7		3		29.0		3	
4	30.5		2		30.5		2		24.5		4	
5	30.7		3		30.3		3		30.0		3	
6												
K-3	19.0	1			19.0	1			26.0		2	
3-4	28.0		1									
4-8	29.0		1		31.0		1					
Other												

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

Climate for Learning

Safety

The School Safety Plan is reviewed annually in the fall by the revision committee and the staff. It describes what to do in case of school wide or community emergencies that affect our students. We have a capable yard supervisory team that is on campus before and after school providing for a safe environment. The team is also available to provide yard supervision during lunchtime. Teachers rotate yard duty responsibilities during the 15-minute recesses.

Implementation of the Peace Builders Program, Cornerstone asset building, and Playworks help to create a safe learning environment for our students. Staff monitor playground before and after school. Monthly fire drills and regularly scheduled disaster and earthquake drills are held.

Homework

Kindergarten through fifth grade students are assigned homework Monday through Thursday and on some weekends. Homework consists of writing, spelling, math, reading, and reports, when applicable. The purpose of homework is to practice skills taught in class.

Discipline

Willow Glen Elementary School's discipline plan is shared with the community in the fall through the school handbook describing school wide procedures and expectations. In addition, the SJUSD Behavior Handbook is provided to each parent in the fall.

Programs that have been implemented to improve student self-esteem and promote effective discipline include monthly awards assemblies, student recognition for perfect attendance, the PeaceBuilders Program, Playworks and ABC Parents.

Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	2.8%	2.7%	.61%	13.6%	11.8%	5.17%
Rate of Expulsions	0.0%	0.0%	0.31%	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

Willow Glen Elementary was first opened in 1897 and the buildings were replaced in 1927. The main building was again replaced by an open-classroom main building in 1973. During the summer of 1999, seven portables were replaced. Renovations were made using the 1997 Bond funds.

The school is located on the corner of Lincoln and Minnesota Avenues in the downtown Willow Glen area. Despite the busy corner, our school is a clean and safe place.

Measure F Funds were used for construction of a two-story structure to house 14 classrooms, redesign of the main building and cafeteria, and addition of a stage within the cafeteria were all complete in 2007. Reconstruction of the play yard including play structure, shade structure, new turf, and redesign of blacktop area were completed in 2009.

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 17 deficiencies in this area. They were for the need to clean AC/Heating vents and AC not working in M-113.
Interior: Interior Surfaces		✓			There were 6 deficiencies in this area. Hole in wall fabric, wall fabric peeled, paint peeling, walls in kitchen need painting, few scrapes in Cafeteria wall, and a small chunk of ceiling broke off in Library office.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		✓			There were 9 deficiencies in this area. Stains in floors, graffiti in Kinder playground, carpet stained, leaves need to be blown and cleaned up in Kinder playground, dirty wall, floor needs to be clean in picnic area, and carpet with stains in M-112.
Electrical: Electrical			✓		There were 9 deficiencies in this area. They were for the need to replace burned out light bulbs, light cover missing in M-103, M-110, and M-301, and light cover frame loose in M-111.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			There were 3 deficiencies in this area. Middle and right faucet don't work in sink in boys RR, left and right faucet don't work in sink in girls RR, and left faucet broken in sink in boys RR.
Safety: Fire Safety, Hazardous Materials	✓				There was 1 deficiency in this area. No fire extinguisher in K-1.
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				There was 1 deficiency in this area. Right door to enter campus can't lock on north west side in court yard.

Overall Summary of School Facility Good Repair Status as of August 28, 2010

Facility Condition	Exemplary	Good	Fair	Poor	
Overall Rating		✓			Elevator permit expired 10/08

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	29	23	1360
Without Full Credential	0	0	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.



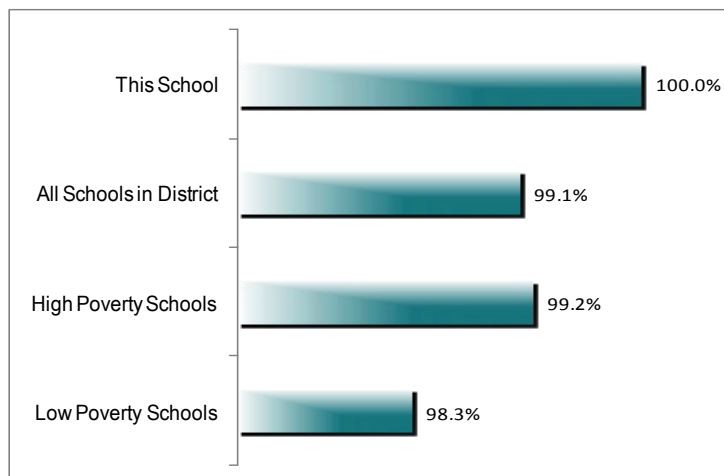
Teacher Misassignments and Vacant Teacher Positions

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 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

Teacher quality is of paramount importance at Willow Glen Elementary School. Teachers meet with the principal to set individual classroom goals. In addition, a professional development coach supports all staff. Teachers needing extra help may be enrolled in additional training courses or be assigned to the Peer Assistance and Review process available through the district.

Permanent teachers are evaluated every two years by the principal. Temporary and probationary teachers are evaluated each year. Yearly evaluations are kept at the district office.

Professional Development

There are three staff development days a year. In addition to those, Willow Glen teachers participate in staff development. We are concentrating on writing, universal access, looking at student data, and improving the delivery of English Language Development to our second language learners. We look at student progress by using assessments and review results regularly and after each benchmark examination. Staff and/or grade level meetings take place weekly.

Resource teachers provide model lessons, in-service on specific strategies, support grade level teams with data to assess student needs, and work with individuals and small groups of target students. Teachers meet and discuss student progress at grade level meetings.

Substitute Teachers

The school is fortunate to have qualified substitute teachers when needed. When we cannot find a substitute for a class, the principal or resource teacher will teach the class.

Support Staff

Willow Glen Elementary has 1.0 FTE Academic Counselor and 2.0 FTE speech/language/hearing specialists.

Curriculum

Reading and Writing

The Kindergarten through fifth grade teachers implement the district wide reading program published by Houghton Mifflin. The ALA students receive Spanish reading in kindergarten through second grade. In the 08-09 school year, Two Way bilingual Immersion was implemented in kindergarten. Each year, this program will move up a grade. All students are introduced to many types of reading genre, authors' styles, and literature in their classrooms and in the library program. Students in need of assistance in reading may be pulled out for special one-on-one or small group support. Accelerated Reader provides differentiated reading opportunities.

Math

Willow Glen uses the District adopted text, Scott Foresman Math program, and teachers teach to the standards at their grade level. Every student receives a consumable or non-consumable pupil textbook. Lessons use visuals and manipulatives (blocks, fraction pieces counting beads etc.) and workbook pages for reinforcement of math concepts. Each unit ends with a unit review and unit test that teachers use to assess student competency. Accelerated math was purchased and implemented in several classes this year.

Science

Willow Glen teachers use the Science standards when building their lessons and units. Many units are integrated and thematic. In addition, the district-adopted series is available and used by the staff. Students are taken on various field trips as an extension of a science lesson.

Social Studies

Using both the district adopted textbooks and standards, many social studies units are integrated with writing, reading, science, and even math. Upper grade students are required to either do a project or report during the year to show they have mastered the subject matter. The use of the library and the internet is encouraged to find information needed.

Textbooks

Over the past six years, the district has adopted new language arts, science, and math programs that are aligned with the state education standards. We have primary kits and textbooks for all students in every content area. All textbooks meet State standards and have been adopted by the State Board of Education. There are textbooks for each child and every student has the appropriate adopted textbook and supplemental materials in their classroom.

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

Specialized Programs

GATE

Our students, including our GATE students are educated in the regular classroom by teachers differentiating the curriculum. In addition, there are opportunities offered for students to choose activities that include and challenge higher order thinking skills.

Special Ed

Full-time resource specialist and speech and language specialists assist special education students. We also have a self-contained primary special education class for special needs students. Some of these students receive service from the Occupational Therapists who works with students two mornings a week.

We have Student Study Team and COST Team made up of teachers, resource teachers, and counselor. The teams meet with the families of children who are not learning at an adequate rate, have attendance difficulties or classroom behaviors that interfere with learning.

At-risk students

At risk students are identified by the staff and receive support academically from resource staff and tutors. A full-time counselor works with students' special behavior needs and their families.

English language learners

Approximately one third of the students are English Learners. They are supported by the staff through the ALA program, by the Bilingual Resource teacher, and by SEI teachers who have second language learners in their classrooms. After School Learning Center and one-on-one tutoring programs provide additional support for our students.

After-school programs

Students participate in a variety of tutorial programs taught by staff. The PTA organizes art, science and PE activities of choice by students and their families. Sports4Kids homework support and team building activities are offered for 25 selected 4-5 graders.

Tutoring

Students at risk are tutored by staff in reading and math either before school or after school. Some students are referred to the after school tutoring center.

School Finances (Fiscal Year 2008-2009)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	9,275.25	3,692.54	5,582.71	71,907.99
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	-0.30%	-8.56%	6.05%	8.67%
State			5,681.00	68,179.00
Percent Different - School Site and State			-1.73%	5.48%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded

San José Unified School District spent an average of \$9,303 per student in the 2008-09 school year, compared to \$8,825 per student spent on average by all unified districts in the state. Total operating expenses for the 2008-09 year were \$279,871,911. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

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	48	56	67	51	54	56	46	50	52
Mathematics	59	64	74	48	50	51	43	46	48
Science	32	52	56	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	67	74	55	
Male	64	77	57	
Female	69	71	55	
African American	62	77	*	
American Indian or Alaska Native	*	*	*	
Asian	84	95		
Filipino	*	*	*	
Hispanic or Latino	48	60	41	
Native Hawaiian or Pacific Islander				
White (not Hispanic)	90	88	80	
Two or More Races				
Socioeconomically Disadvantaged	50	62	39	
English Learners	30	49	15	
Students with Disabilities	52	55	*	
Students Receiving Migrant Education Services	45	36	*	

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	5	6	6
Similar Schools	2	2	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	20	29	38	852
Hispanic or Latino	6	20	39	775
White (Not Hispanic)	23	19	29	945
Socioeconomically disadvantaged	21	8	56	785
English Learners	20	38	8	743
Students with Disabilities				

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p>		

Federal Intervention Program (School Year 2010-11)

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 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	23.4	24.7	15.6

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.