

# School Accountability Report Card

Reporting for school year 2010-2011  
Published in 2011-2012

San José Unified School District

# Grant Elementary

470 East Jackson Street Phone: (408) 535-6227  
San José, CA 95112 Fax: (408) 535-2361

## Grades K-5



Principal

Paulette Zades  
Paulette\_Zades@sjusd.org



## San José Unified School District

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

### Superintendent

Vincent Matthews, Ed. D.

### Assistant Superintendents

Jason D. Willis  
Chris D. Funk

### Board of Education

Jorge González Trustee Area 1  
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This school is in Trustee Area 2

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) 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.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Grant Elementary	<b>District Name</b>	San Jose Unified
<b>Street</b>	470 East Jackson St.	<b>Phone Number</b>	(408) 535-6000
<b>City, State, Zip</b>	San Jose, CA, 95112-3211	<b>Web Site</b>	www.sjUSD.org
<b>Phone Number</b>	(408) 535-6227	<b>Superintendent</b>	Vincent Matthews
<b>Principal</b>	Paulette Zades, Principal	<b>E-mail Address</b>	vincent_matthews@sjUSD.org
<b>E-mail Address</b>	paulette_zades@sjUSD.org	<b>CDS Code</b>	43696666048540

### School Description and Mission Statement (School Year 2010–11)

#### Principal's Comments

Grant Academy is committed to providing an environment where all children can learn and succeed. The school is a learning center with high expectations. We ensure equal access to a rigorous and challenging curriculum, enabling all children to be lifelong learners who are empowered to take on the challenges of the future.

#### Grant Academy Mission

- ☐ To provide a quality education, meeting state and federal standards, narrowing the achievement gap.
- ☐ To set high expectations for student success, enabling students to achieve grade level proficiency.
- ☐ To prepare students to go to college and contribute to their community.
- ☐ To provide purposeful professional development to the teaching staff to improve their teaching practice and foster collaboration.

Specially funded programs include the Title 1 Program for children who need extra help in reading and math, Bilingual Education, Drop Out Prevention counselor, No GATE and After School All Stars. Students receive a challenging and integrated program that develops basic skills in reading with the *Houghton Mifflin* program. A full-time counselor works with attendance issues and supports student success in school by assisting with student social development and parent education.

At Grant School, the entire student body receives class and/or school recognition through a variety of programs including monthly award assemblies, Student Council, Eagle Ticket Program, and other activities promoting student talents.

#### Principal's Experience

Paulette Zades is the principal at Grant and this is her 1st year at Grant. Prior to coming to Grant, Mrs. Zades had 3 years' experience as a vice principal and 15 years of teaching experience.

#### Major Achievements

- Provided extensive support programs and interventions for students including a homework center, tutoring, Saturday Academy, and individual and group counseling services
- Extended School Year to help English Learners learn more English.
- Accelerated Reading program and reading campaigns successful in making sure all students read.
- Ranked an "8" compared to similar schools in California 10 being the highest.

### Opportunities for Parental Involvement (School Year 2010–11)

Parents are always welcome at Grant Academy. Parent involvement has increased greatly during the past year. We have a new Parent/Teacher Association (PTA), under the support of the Parent Liaison, provides opportunities for parents to participate in fundraisers, help in the classrooms and organize fundraising and community activities such as the Harvest Festival, Thanksgiving dinner, spaghetti dinner, school-wide clean up days and the International Festival.

Parenting classes and ESL classes are held on Grant's campus. The School Site Council and Site English Learner Committees are held monthly to create a collaborative effort of school staff and parents to make instructional decisions about Grant School.

For further information on parent involvement, please contact the Parent Liaison, James Landa, at 535-6227.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
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<b>Kindergarten</b>	86	<b>Grade 8</b>	0
<b>Grade 1</b>	80	<b>Ungraded Elementary</b>	0
<b>Grade 2</b>	97	<b>Grade 9</b>	0
<b>Grade 3</b>	81	<b>Grade 10</b>	0
<b>Grade 4</b>	89	<b>Grade 11</b>	0
<b>Grade 5</b>	71	<b>Grade 12</b>	0
<b>Grade 6</b>	0	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	0	<b>Total Enrollment</b>	504

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
<b>Black or African American</b>	2.0%
<b>American Indian or Alaska Native</b>	0.4%
<b>Asian</b>	5.6%
<b>Filipino</b>	1.0%
<b>Hispanic or Latino</b>	84.5%
<b>Native Hawaiian or Pacific Islander</b>	0.6%
<b>White</b>	3.2%
<b>Two or More Races</b>	1.0%
<b>Socioeconomically Disadvantaged</b>	88.7%
<b>English Learners</b>	70.2%
<b>Students with Disabilities</b>	9.5%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19.4	5	0	0	19.8	5	0	0	28.5	0	2	0
<b>1</b>	19.3	3	1	0	20.2	3	2	0	30.0	0	1	0
<b>2</b>	17.5	2	0	0	18.8	4	0	0	28.0	0	2	0
<b>3</b>	26.0	0	3	0	27.5	0	2	0	29.0	0	2	0
<b>4</b>	29.3	0	3	0	25.0	0	3	0	29.0	0	2	0
<b>5</b>	28.7	0	3	0	29.7	0	3	0	30.0	0	1	0
<b>6</b>												
<b>Other</b>	24.0	0	1	0	26.3	1	2		27.6	1	5	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

## III. School Climate

### School Safety Plan (School Year 2010–11)

#### Safety

Date safety plan updated: October 2011

Date safety plan last reviewed with staff: October 2011

A Grant schoolwide discipline plan was written by the staff and is reviewed by the staff and updated yearly. We schedule fire and disaster drills regularly. A three-way pledge between parents, students, and teachers is created to insure full participation in the students' academic success.

Yard duty supervisor patrols the campus at all times to ensure the safety of students.

Eagle Tickets are given by staff to reward good behavior and to promote fairness and compliance with the school rules. Students exchange these tickets for prizes. Monthly awards assemblies recognize students for behavior, attendance, and life skills.

#### Homework

Students in grades 1-5 are expected to do homework nightly. In addition to written homework, all students are expected to read for a minimum of 20-30 minutes each night, and to fill out the "Read and Respond" worksheet.

Grant had the After School All-Stars program which runs after school for 3 hours. Students are assigned

daily homework, 20 minutes of reading for *Success For All* and additional math homework .

**Discipline**

The Grant staff is committed to maintaining a positive learning environment where all students are treated with respect and everyone expects respect. Teachers and parents developed our school discipline plan. A copy is provided to each parent at the beginning of every school year along with the District’s Behavior Handbook. A three-way pledge is signed by students, parents, and teachers to ensure the policies of the discipline plan and District Handbook are followed. Eagle Tickets are given to students who follow rules and who play and act fairly. Student Council leaders reinforce the rules and provide models. Visitors to our school always comment on the excellent behavior on the part of the students. The suspension rate at Grant is very small compared to other schools.

**Suspensions and Expulsions**

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	2.7%	2.6%	5.6%	11.8%	5.17%	10.8%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.19%	0.3%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

**IV. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2011–12)**

Grant provides a safe and clean environment for learning. Grant met all the Williams Act inspections for a safe, clean, and adequate learning environment. Grant School is 28 years old. The school’s maintenance is done on a regular basis by our excellent custodian and a night crew. The bathrooms are checked regularly during the school day. The blacktop was renovated in 2008. The office was remodeled in 2005 and ADA bathrooms were installed. In 2005, the renovation of a two-story classroom building took place. Renovation and remodeling of the older buildings on campus took place in the summer of 2003. A beautiful new cafeteria/multi-purpose building was built and inaugurated in August 2007. A new playground was installed in 2005. The grass area was replaced with a soft artificial turf in 2007. The main building underwent renovation during summer of 2007. All classrooms are air conditioned and all classrooms have a document camera and LCD projector.

**School Facility Good Repair Status (School Year 2011–12)**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair/Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			
<b>Interior:</b> Interior Surfaces		x		There was 1 deficiency in this area. It included tiles broken at doorway in Rm F21.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		x		
<b>Electrical:</b> Electrical			x	There were 25 deficiencies in this area. They were for lights and banks out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			x	There were 2 deficiencies in this area. Hand water stains in sink on Rm 36 and have to push hand on handle to shut off sink in Rm 37.
<b>Safety:</b> Fire Safety, Hazardous Materials		x		
<b>Structural:</b> Structural Damage, Roofs			x	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences			x	There were 2 deficiencies in this area. They included the need to fix door latch in Rm B5 and fix key lock from Rm E12.
<b>Overall Rating</b>			x	Summer cleaning going on

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	32	20	24	1464
Without Full Credential	0	0	0	58
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	94.01%	5.99%
High-Poverty Schools in District	94.08%	5.92%
Low-Poverty Schools in District	92.02%	7.98%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff and Specialized Programs

### Academic Counselors and Specialized Programs (School Year 2010-11)

#### Support Staff

Grant has 1.0 FTE Reading Coach and an English Learner Coach. In addition to the coaches, Grant has a Title I resource teacher who focuses on Math, and an Accelerated Reading Resource Teacher who motivates students to read and makes sure they are doing their reading. We also have a full-time speech teacher, an RSP teacher, and an SDC teacher and a full-time counselor. Student's health needs are managed by a health aide and a part time nurse.

### **GATE**

GATE students' needs are provided by differentiating the classroom curriculum for challenging work.

### **Special Ed**

A Family Support Team and Student Study Teams include an administrator, a counselor and special needs staff meet with families of children who have difficulties ranging from attendance and behavior to suspected learning disabilities. Special education students receive direct services from a Speech Therapist, Resource Specialist, and a Special Day Class.

### **At-risk students**

The following services are provided for at risk students: After school tutoring, homework center, small group work with Title I teacher, ALA teacher, Delete SFA, after-school classes, Saturday School and Extended School Year. In addition, the counselor works hard to make sure students attend school, and the Student Success Team meets regularly to discuss students about whom there are concerns.

### **English language learners**

A full-time English Learner Program Coordinator coordinates the program and services to meet the needs of the English learners at Grant. She assists the parents in signing waivers for the Bilingual classes. She coordinates the CELDT testing for the English Learners. She models lessons for bilingual classroom teachers, oversees the ELD program and redesignation process, and teaches small ELD groups-delete. In addition, two Program Assistants help with testing and work with small groups of students. Grant has a full-fledged ALA (bilingual) program in grades K-5. Parents choose to have their children in this program and sign a waiver.

### **Students with disabilities**

K-5 Special Day Class and Adaptive PE as needed. Speech Services and RSP services.  
After-school programs  
After School All Stars is a 3 hour program.

### **Tutoring**

Tutoring for targeted students in grades 1, 2; Teachers provide after school tutoring. Resource teachers have intensive after school classes. Many teachers tutor students after school-delete.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## **VII. Curriculum and Instructional Materials**

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### **Curriculum**

##### **Reading and Writing**

Grant Academy NO SFA uses Houghton Mifflin for reading. The kindergarten curriculum includes letter/sound recognition, excellent literature, and writing about social studies/science themes. Kinder Roots reading is introduced-delete. The first grade curriculum includes sound/letter recognition with grade one level books, listening to excellent literature, speaking, and writing complete sentences. Students at the 2<sup>nd</sup>-5<sup>th</sup> grade reading levels use participate in the SFA Wings curriculum, which utilizes- delete HM textbooks. Students read district adopted Houghton Mifflin fiction and nonfiction, learn good reading strategies, and write often. Progress is monitored every eight weeks and interventions are provided to help students improve. Students read nightly for homework. Every class learns to write in all subjects, and teachers have been trained in Step Up to Writing. Students take the district's Benchmark Assessment every 8 weeks to mark progress toward learning the Language arts standards. All students at Grant are

expected to read on their own every day, and to earn Accelerated Reader points (1 point a week for students in grades 2-5).

In the bilingual classes (ALA), students learn to read in Spanish first while learning English. English learners (ELs) receive daily English Language development lessons daily. Formal transition to English reading occurs in 3<sup>rd</sup> grade. Students have access to all the same materials and curriculum as the English only classes.

### **Math**

Grant Academy teachers use the District adopted Envision series. The Title I resource teacher is helping the Grant teachers to prepare students for the District Math Performance Based Assessments and the six math benchmarks. The basic math facts are reviewed daily using the 50-in-a-Minute Math program. Students take the district's Benchmark Assessment every 8 weeks to mark progress toward learning the math standards. In addition, Grant's Title I Resource Teacher works with small groups of students who are in need of math tutorials. Grant also using the computer based program Jiji to support the math curriculum.

### **Science**

Grant teachers use the District adopted Science series. Fifth grade classes go to Outdoor Science camp. In addition, expository writing about science is implemented with *Step Up to Writing* in which all Grant teachers are trained. New Science materials were adopted this year.

### **Social Studies**

At Grant, teachers use the District adopted Social Studies textbooks and series. Upper grade students are required to do a project or report during the year to show they have mastered the subject matter. The use of the library and the Internet is encouraged to find needed information.

### **Textbooks**

Grant's curriculum includes all recent adoptions of curricular material from the District. The books purchased for the Accelerated Reader program also provide information in all subject matters. Additional books are purchased for the extended homework studies in the after school programs.

All students have access to textbooks and other instructional materials in each core subject area that are current and in good condition, as determined by the Williams Act audit, which Grant has passed.

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)

**Year and month in which data were collected: Sept 2011**

<b>Core Curriculum Area</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	No	0%
<b>Mathematics</b>	Yes	0%
<b>Science</b>	Yes	0%
<b>History-Social Science</b>	Yes	0%
<b>Foreign Language</b>	Yes	0%
<b>Health</b>	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Yes	0%

## **VIII. School Finances**

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$10,185	\$4,336.14	\$5,849	\$71,278
<b>District</b>			\$6,048	\$67,256
<b>Percent Difference – School Site and District</b>			-3.2%	+6.0%
<b>State</b>			\$5,455	\$69,207
<b>Percent Difference – School Site and State</b>			+7.2%	+3.0%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2009-10)

San José Unified School District spent an average of \$9,225 per student in the 2009-10 school year, compared to \$8,545 per student spent on average by all unified districts in the state. Total operating expenses for the 2009-10 year were \$281,302,275. 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).

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,436	\$42,017
<b>Mid-Range Teacher Salary</b>	\$71,772	\$67,294
<b>Highest Teacher Salary</b>	\$87,228	\$86,776
<b>Average Principal Salary (Elementary)</b>	\$108,331	\$108,534
<b>Average Principal Salary (Middle)</b>	\$111,511	\$112,893
<b>Average Principal Salary (High)</b>	\$119,913	\$123,331
<b>Superintendent Salary</b>	\$241,743	\$226,417
<b>Percent of Budget for Teacher Salaries</b>	34.00%	38.00%
<b>Percent of Budget for Administrative Salaries</b>	5.00%	5.00%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	48%	48%	47%	54%	56%	57%	49%	52%	54%
<b>Mathematics</b>	55%	57%	62%	50%	51%	53%	46%	48%	50%
<b>Science</b>	19%	35%	37%	52%	57%	60%	50%	54%	57%
<b>History-Social Science</b>	0%	0%	0%	49%	50%	51%	41%	44%	48%

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.**

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group Percent of Students Scoring at Proficient or Advanced

	English- Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	57%	53%	60%	51%
<b>All Students at the School</b>	47%	62%	37%	0%
<b>Male</b>	49%	68%	40%	0%
<b>Female</b>	44%	55%	30%	0%
<b>Black or African American</b>	0%	0%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	0%	0%	0%	0%
<b>Filipino</b>				
<b>Hispanic or Latino</b>	45%	59%	34%	0%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	0%	0%	0%	0%
<b>Two or More Races</b>	64%	88%	0%	0%
<b>Socioeconomically Disadvantaged</b>	46%	61%	34%	0%
<b>English Learners</b>	35%	59%	11%	0%
<b>Students with Disabilities</b>	20%	38%	0%	0%
<b>Students Receiving Migrant Education Services</b>	0%	0%	0%	0%

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.

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	36.10%	4.90%	1.60%
<b>7</b>	0.00%	0.00%	0.00%
<b>9</b>	0.00%	0.00%	0.00%

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest

ten percent 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 ten 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.

<b>API Rank</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Statewide</b>	6	4	5
<b>Similar Schools</b>	10	7	8

### Academic Performance Index Growth by Student Group – Three-Year Comparison

<b>Group</b>	<b>Actual API Change 2008–09</b>	<b>Actual API Change 2009–10</b>	<b>Actual API Change 2010–11</b>
<b>All Students at the School</b>	-13	19	5
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	-17	20	5
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>	-14	22	8
<b>English Learners</b>	-20	37	17
<b>Students with Disabilities</b>			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

<b>Group</b>	<b>Number of Students</b>	<b>2011 Growth API</b>			<b>Number of Students</b>	<b>State</b>
		<b>School</b>	<b>Number of Students</b>	<b>LEA</b>		
<b>All Students at the School</b>	321	789	23,642	798	4,683,676	778
<b>Black or African American</b>	3		738	758	317,856	696
<b>American Indian or Alaska Native</b>	1		166	786	33,774	733
<b>Asian</b>	3		2,205	941	398,869	898
<b>Filipino</b>	0		374	850	123,245	859
<b>Hispanic or Latino</b>	277	777	11,980	716	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		7		26,953	764
<b>White</b>	6		6,455	878	1,258,831	845
<b>Two or More Races</b>	1		153	787	76,766	836

<b>Socioeconomically Disadvantaged</b>	284	782	11,520	712	2,731,843	726
<b>English Learners</b>	239	784	8,287	701	1,521,844	707
<b>Students with Disabilities</b>	37	643	2,265	583	521,815	595

### Adequate Yearly Progress

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

- Participation rate on the state’s standards-based assessments in 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)

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	No

### Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2010-2011	2009-2010
<b>Year in Program Improvement</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>		16
<b>Percent of Schools Currently in Program Improvement</b>		30.8%

Note: Cells shaded in black do not require data.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Two days a year are dedicated to professional development. In addition, every Tuesday is an early release days, and teachers meet every Tuesday to analyze data, share lessons, and plan how to teach the

standards. Professional development is conducted on an on-going basis at weekly staff meetings and after school. Teachers participate in SFA reading meetings at least once a month, from professional SFA trainers. Staff development in the areas of math and English Language Development are also offered by resource teachers. Teachers participated in Thinking Maps professional development and Direct Instruction. Teachers meet in grade level meetings weekly to collaborate on scoring District assessments (benchmarks), to analyze data, and to plan accordingly for student success. Professional Development Coaches models lessons and assists with planning. ELD staff development is provided by consultants and by the ELIC coach.

Staff development is delivered at Grant in a variety of ways: workshops, individual mentoring, conferences, and coaching.

Teachers are supported during implementation through in-class coaching, No SFA, analysis of student assessments, demonstration lessons, release time for planning with grade level teams, teacher-principal observations and meetings, and the Lab classrooms.

**Grant  
Elementary**

**School Accountability Report Card, 2010-  
2011**

San Jose Unified

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