

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Peter Burnett Middle

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Grades 6-8



Principal

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This school is in Trustee Area 2.



Principal's Comments

Burnett Academy (grades 6-8) has been authorized to offer the International Baccalaureate Middle Years Program (IB/MYP) to all students. This rigorous program prepares students for high school, college, and life in general. As an IB/MYP school, our aim is to develop internationally minded people who help to create a better and more peaceful world. During the past three years, the Peter Burnett staff has worked aggressively to refocus our school learning program to prepare our students for the exciting challenges of 21st Century. Our teachers have been trained in the most current, researched based practices and technology is becoming an integral tool in our academic program(s). Our commitment is to give our students the edge to excel in any endeavor in which they choose to participate.

Principal's Experience

Ms. Lisa Aguerria Lewis, the Principal at Burnett Academy, has been Principal at Burnett for three years. Prior to this assignment, she was Assistant Principal at Burnett for four and has five years of classroom teaching experience.

Major Achievements

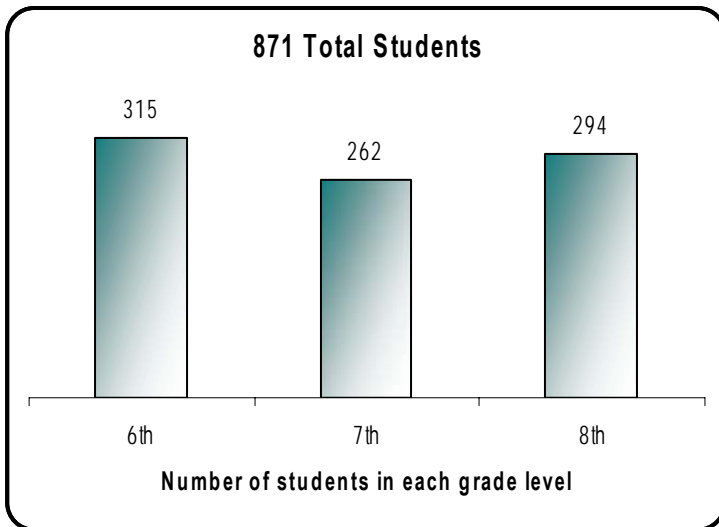
During the past four years, Peter Burnett Academy has invested in teacher training and professional growth. Activities are directly related to raising student achievement, student participation and student motivation. By adding two full computer labs, one digital art lab and a number of mobile computer labs, technology is becoming an everyday occurrence in every student's educational experience. The California Standards drive our learning program and testing is based on what students learn and how they put what is learned in action. We are committed to continuously increasing academic achievement and giving our students the best educational experience possible.

Parental Involvement

During the past three years, Peter Burnett Academy has expanded and increased the opportunities for parents to participate in school programs. Peter Burnett Academy has monthly School Site Council meetings, monthly PTA and SELAC meetings, Open House, monthly Student Recognition receptions, athletic activities and numerous community events. We are pleased with the number of programs and opportunities that we provide our parent community. If you have any questions regarding parent involvement activities, please feel free to contact Assistant Principal, Kristin Luz.

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	2.07 %
American Indian or Alaska Native	0.34 %
Asian	4.82 %
Filipino	2.53 %
Hispanic or Latino	81.75 %
Pacific Islander	0.57 %
White (Not Hispanic)	6.89 %
Multiple or No Response	1.03 %
Socioeconomically disadvantaged	81.00 %
English Learners	43.00 %
Students with disabilities	10.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	2006-2007				2007-2008				2008-2009			
	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+
English	24.1	30	50		23.9	23	46		23.3	32	27	8
Mathematics	26.8	10	19	4	23.7	13	21	1	24.1	12	19	4
Science	26.9	6	19	5	25.4	8	21	1	23.6	11	23	
Social Science	25.5	9	21		28.6		17		30.7		14	4

This table displays, by subject area, 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: 08/08

Date safety plan last reviewed with staff: 08/26/08

Peter Burnett Academy's safety plan is reviewed and updated on a quarterly basis. The plan is reviewed with the faculty as well as the School Site Council at the beginning of the school year. Each time there is a revision, the plan is reviewed with the faculty.

Peter Burnett is a closed campus, uniform school. Peter Burnett follows all policies of San Jose Unified School District. Burnett has a safety committee consisting of certificated and classified representatives from the school. This committee develops and monitors the school safety plan. Yearly, the school safety plan is reviewed, revised, and approved by the entire staff. The safety plan is practiced by students and staff throughout the year.

Homework

Teachers assign homework on a regular basis. Homework is assigned as an extension of the classroom-learning program and is a critical component of classroom success. Parents can expect 30 minutes of homework for our core (Language Arts, Humanities, Math, and Science) academic subjects each day. In addition, students are expected to read for 30 minutes each night.

Discipline

Peter Burnett has a school-wide discipline policy that was created by representatives from all school stakeholders. This policy is reviewed with students and parents throughout the school year in newsletters and during assemblies. The policy is printed in the student Binder Reminder. The IB/MYP Learner Profile of the Middle Years Programme is focused on building character education. Peter Burnett incorporates the IB/MYP Learner profile to stress the importance of appropriate behavior that leads to responsible, World Citizens. The Learner Profile is infused into the classroom curriculum.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	40.4%	48.5%	31.1%	12.6%	13.6%	11.8%
Rate of Expulsions	1.0%	0.5%	0.2%	0.2%	0.2%	0.2%
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

Thanks to our voting community, Peter Burnett has just recently completed an extensive facilities remodeling project in our elective classes. Because of two bond measures passed by our community, the remodeling projects include air conditioning in all classrooms, technology upgrades for current and future technology expansions, new floors, paint, pavement, and state of the art technology. We are a litter-free school with a recycling program that is a component of our International Baccalaureate Program. Under the state Williams Plan, Burnett must meet very stringent criteria regarding campus safety, cleanliness, and adequacy of all facilities. To date, Burnett has successfully met all Williams Plan guidelines and criteria. Please come to the school office for more information regarding the Williams Plan.

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	✓				
Interior Interior surfaces		✓			There were 2 deficiencies in this area. Carpet is torn in Room E1. Carpet is stained in F1.
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical				✓	There were 8 deficiencies in this area. Some lights out in cafeteria. Cracked and falling diffusers in C6 and E2. Lights not working in E1, E4, H2, I2, 39B and F8. Diffuser missing in F5.
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs		✓			There were 2 deficiencies in this area. Water stains on ceiling in Office and C2.
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of September 9, 2009

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	40	38	39	1503
Without Full Credential	4	7	6	77
Teaching Outside Subject Area of Competence	5	0	0	0

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



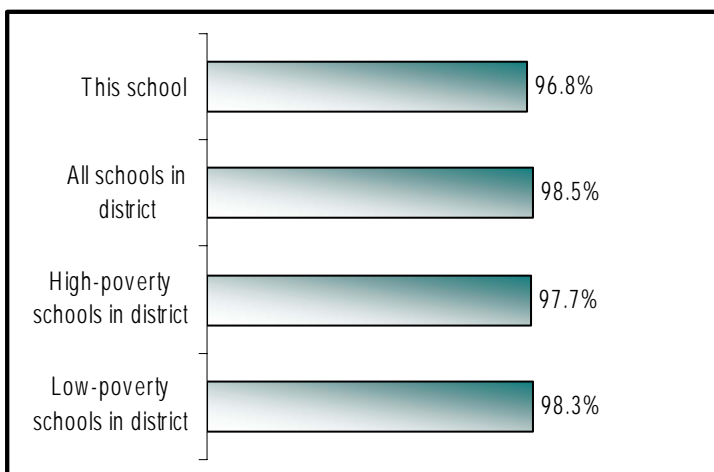
Teacher Misassignments and Vacant Teacher Positions

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

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

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

Core Academic Classes Taught by NCLB Compliant Teachers



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

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

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

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

Peter Burnett teachers are evaluated by the Standard District Evaluation Criteria. All teachers have received additional training and support and are evaluated accordingly. On average, teachers are evaluated every two years using the district teacher evaluation document.

Professional Development

Over the past three years, Peter Burnett teachers and administrators have received extensive training in the following: Direct Instruction; COMP (Classroom Organization and Management); Understanding by Design, backward mapping lesson planning; and ELD training in addition to training in support of our International Baccalaureate Programme. Peter Burnett teachers were given several opportunities throughout the year to revisit their training through Departmental and Grade Level meetings. During the past year, all teachers were trained in reading enhancement strategies (Reciprocal Teaching), providing a quality education for our English Language Learners and Oral Language Development Skills. All teacher trainings are research based and are aligned with the State and District Learning Standards. Trainings are also correlated with the teacher evaluation instrument to ensure that teachers are trained to meet District expectations. All new teachers attend training to keep pace with the existing faculty. On average, 3 days during the school year are dedicated to staff development.

Substitute Teachers

Substitute teachers are assigned when the regular teacher is not in class. Substitutes are available through the District Substitute system.

Support Staff

Burnett has 1 full-time and 1 part-time academic counselor. Additionally, we are staffed five days a week with social/emotional counselors as well as a Drop-Out Prevention Counselor. Burnett has a part-time Librarian to keep the Library a central hub of the school.

Curriculum

Reading and Writing

All students reading achievement is monitored and assessed through the school wide Accelerated Reader Program. Additionally, students who need reading intervention classes are placed in L! or High Point intervention class. Writing is supported school wide by all subject areas. Our students take four school wide practice writing assessments, which are graded by all teachers and staff and returned to students for rewrites if needed. This is done in support of the state writing examinations that take place in March.

Math

The core Math program focuses on acquiring and improving computational skills and improving problem-solving abilities. All math teachers have received specialized training on implementing the new State adopted textbooks and have been trained in Larson's Math, our new math program that utilizes the computer lab to enhance and reinforce math skills. Students are placed in math classes based on their academic ability. Burnett Academy offers up through High School Geometry on site. Burnett Academy partners with our feeder high schools for any student who needs math beyond Geometry.

Science

Sixth grade students study Earth Science that includes geography and climate. Seventh grade students study Life Sciences that include the biological studies of humans, plants, and animals. Eighth grade students study Physical Science that includes Physics, Chemistry, and Astronomy. All Science classes are standards based and students are assessed on the acquisition of standards.

Social Studies


Our Humanities (Social Studies) program emphasizes the learning and acquisition of skills and knowledge. We expect our students to receive a rich Humanities curriculum that allows them to make connections between the past and present.

Textbooks

Our textbooks are current and State and District adopted. Each student was issued a textbook in all Core Academic Subjects to take home. Each Core teacher has a class set of books in the classroom to be used on a daily basis. Our current years of adoption are as follows: Social Studies, 2007-2008; Science, 2007-2008; Mathematics, 2008-2009; and Language Arts, 2003-2004. All textbooks used by student are in good condition. Peter Burnett meets all textbook criteria under the Williams Plan.

PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

Reading/Language Arts	0%
Mathematics	0%
Foreign Language	0%
Science	0%
History-Social Science	0%
Health	0%
Science Laboratory Equipment (grade 9-12)	0%



A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Specialized Programs

GATE

GATE students' needs are met in the regular classroom through differentiated program instruction. The GATE Committee meets five times per year to review and approve the GATE plan and to provide input and receive trainings on the needs of the GATE students.

Special Ed

The Special Education Program is provided by two full-time Special Education teachers and two full-time resource teachers, supported by instructional associates. The teachers meet on a regular basis to discuss student needs and are supported by a variety of district resources and personnel. All identified special education students have opportunities to participate in mainstream programs. Burnett Academy has full inclusion for all Resource students.

At-risk students

At risk students are monitored throughout the year. Burnett has two full-time and one half-time academic counselors who meet with at-risk students on a one-to-one basis. Teachers are encouraged to initiate a Student Study Team (SST) Plan for students at risk. At risk students and their parents are invited to attend "Academic Success Night" where parents are made aware that their child is at risk of not being promoted to the next grade. Parents and at risk students are encouraged to 'tap' into all available resources to ensure promotion onto the next appropriate grade. At risk students are mandated to attend summer school as an intervention as well.

English language learners

The English Language Learner Program consists of beginning, intermediate, and advanced classes in English Development. Students who indicate that another language other than English is spoken in the home are assessed and placed in the appropriate classes. Identified students are also assessed in language proficiency by the CELDT test.

Students with disabilities

Burnett is staffed by two Special Education Teachers and two Resource Specialist Teachers. Students with identified learning disabilities have full access to the core-curriculum and related programs, i.e. After School All Stars.

After-school programs

Burnett Academy's state recognized award-winning program runs four days a week from 2:15 p.m. – 6:00 p.m. We currently have over 150 students participating in the program along with an extensive wait list. The program includes a one-hour tutorial combined with a variety of enrichment activities and clubs. We are fortunate to have the After School All Stars Inc. as our supportive partner

Tutoring

Besides the After School All Stars tutorial programs, Burnett provides two Saturday Math Academy sessions for "at-risk" students; classroom tutorial services provided by the categorical programs. The majority of our staff always have students in the classrooms before and after school receiving academic assistance. Our tutorial services also extend into our lunch program.

Peer tutoring

During lunch, students are offered peer math tutoring help three days a week.

School Finances (Fiscal Year 2007-2008)

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	\$9,993	\$4,785	\$5,208	\$64,419
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	5.16%	18.29%	-4.58%	-7.63%
State			\$5,512	\$65,905
Percent Different - School Site and State			-5.52%	-2.25%
<p>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/.</p>				

Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. 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 2007-08)

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards

Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

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>] <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>] <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	23	26	28	48	51	54	43	46	50
Mathematics	24	25	27	46	48	50	40	43	46
Science	35	46	36	42	50	52	38	46	50
History-Social Science	13	21	18	39	43	49	33	36	41

California Standards Test (CST) by Student Group—Most Recent Year

Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	25	0	*	*
American Indian or Alaska Native	*	*	*	*
Asian	45	62	62	38
Filipino	41	41	*	*
Hispanic or Latino	26	24	33	16
White (not Hispanic)	42	32	50	22
Male	24	27	38	19
Female	33	27	34	18
Economically Disadvantaged	28	26	34	17
English Learners	8	13	14	1
Students with Disabilities	4	10	0	0
Students Receiving Migrant Education Services	12	19	29	0

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	2006	2007	2008
Statewide	2	2	2
Similar Schools	5	2	2

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
	2006-07	2007-08	2008-09	2009
All students at this school	-1	-2	17	659
Hispanic or Latino	1	-4	25	645
White (Not Hispanic)				
Socioeconomically disadvantaged	0	-2	31	653
English Learners	-15	-15	18	597
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
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.		

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 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
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
7	27.2	26.4	19.1

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that

San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

(408) 535-6650 ▼ Fax (408) 535-2302

<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.