

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Hacienda Environmental Science Magnet School

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Grades K-5



Principal

Melissa Mohamed
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1999-2000

San José Unified School District

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Board of Education

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This school is in Trustee Area 4.



Principal's Comments

Hacienda Environmental Science Magnet School provides an educational program that empowers the entire community to be protectors of the natural environment. We have the skills and strategies necessary to be lifelong learners, reaching for the highest level of excellence possible in all aspects of life within a highly diverse society.

Hacienda Environmental Science Magnet School accomplishes this mission within the context of a safe, supportive, nurturing, and enjoyable learning environment. Our school community affirms that all students and adults can learn when the intelligence of all individuals is respected, and we believe that all of us are valuable, contributing members of this school community.

Hacienda Environmental Science Magnet, a California Distinguished School, is dedicated to teaching students to explore, understand, and appreciate their natural world. Our unique one-acre outdoor classroom features California native plant and pond communities. All students study science with a resource teacher and their classroom teachers. The staff emphasizes academic achievement through specialized instruction in science, including scheduled indoor and outdoor laboratory lessons and a computer-training center. An outstanding balanced music program accommodates the extended day.

Hacienda's literacy program encompasses the Accelerated Reading Program in first through fifth grades. Over 11,000 items in our Media Center support our reading programs. We incorporate Accelerated Math in grades three through five. Approximately 90 gifted students are integrated into our program while receiving enrichment activities. The Resource Specialist Program teacher provides for the identified special needs of our students.

Through use of data, we are working to achieve the goal of having all students scoring at Proficient or Advanced on the CSTs. Our staff is committed to making learning a reality. We are also working together to continue our pursuit of offering all students an equitable educational experience that results in high quality instruction and increased academic achievement.

Principal's Experience

Mrs. Melissa Mohamed became Hacienda's principal in October of 2005. This is her 17th year as a school administrator. She comes to SJUSD with 13 years of administrative experience including serving as Director in K-12 American international schools in Poland and Sudan, and in K-5 public schools in Washington State. Melissa has a MA in Educational Administration, and administrative credentials in Washington and California.

Major Achievements

- Hacienda Involved Parents and Staff (HIPS) raised more than \$90,000 to support classrooms, science, music, library, and art programs.
- Community Partnership with San Jose Water Company.
- Received numerous grants including: City of San Jose Youth Watershed Grant, Keep San Jose Beautiful Grant PG&E Teacher Wish, City of San Jose Go Green Grant
- Nominee for Project Cornerstone recognition

Parental Involvement

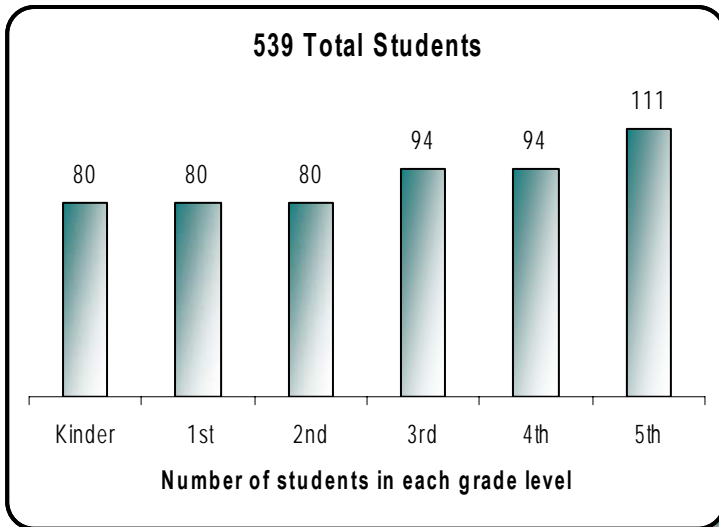
At Hacienda, involved parents are assisting in the classroom, at outdoor classroom workdays, publishing lab, teaching art as part of Art Vistas, and anywhere else there is a need.

Every year, Hacienda Involved Parents and Staff (HIPS), earn and spend over \$100,000 enhancing the educational experience for all students. Through the generous donations of our school community Hacienda is able to have a full-time music teacher, school assemblies, fieldtrips, Art Vista, an augmented science program, Accelerated Math, and computers.

All long-term volunteers will need to have TB clearance as well as be fingerprinted at the District Office. To learn more about our parent volunteer program, please contact HIPS President, Crystal Ruocchio, at Crystal.Ruocchio@ins.com. You may also call the school office at 535-6259.

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 2007-2008 school year.



African American	1.86 %
American Indian or Alaska Native	2.04 %
Asian	17.07 %
Filipino	3.71 %
Hispanic or Latino	32.65 %
Pacific Islander	0.19 %
White (Not Hispanic)	39.52 %
Multiple or No Response	2.97 %
Socioeconomically disadvantaged	22.00 %
English Learners	15.00 %
Students with disabilities	11.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	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+
K	20.0	4		20.0	4		20.0	4	
1	20.0	4		20.0	4		20.0	4	
2	20.0	4		20.0	4		20.0	4	
3	27.3		4	29.0		3	30.0		3
4	31.0		3	31.3		3	31.0		3
5	28.5	1	3	31.0		3	26.5		4
6									
K-3									
3-4									
4-8	31.0		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

Date safety plan updated: August 2008

Date safety plan last reviewed with staff: August 2008

Each year the School Safety Plan is reviewed, revised, and signed off by the school safety committee consisting of parents, staff, and administration. The plan is reviewed by the staff to ensure successful implementation.

Hacienda Science Magnet is a very safe place for our students. Morning supervisors in the cafeteria monitor students who arrive at school early. Monthly fire drills and regular disaster and earthquake drills are held. Students are made aware of playground rules and teachers and staff patrol areas to enforce those rules at recesses. Safety Assemblies are held each year.

Homework

Kindergarteners through fifth graders are assigned homework Monday through Thursday. All students are expected to read 20 minutes per night. Homework may consist of writing, spelling, math, reading, science, social studies, or reports.

Discipline

Hacienda has a schoolwide discipline plan based on the Districts Assertive Discipline program. The Cornerstone Project for building the 41 developmental assets that students will need in their life has been added to our program. In addition, we have a part-time Counselor who works with students.

We believe that students who have positive self-esteem and opportunities to receive recognition perform better academically and socially. The student body gains recognition through a variety of programs including Student Council, Cornerstone Leadership Kids, Principal and Teacher Awards, room helpers, lunch helpers, science lab helpers, Fun Bucks for school community service, Cross-Age Tutors, and Recyclones.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	3.1%	2.5%	1.9%	12.6%	13.6%	11.8%
Rate of Expulsions	0.0%	0.0%	0.0%	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

The Hacienda Environmental Science Magnet is 42 years old. In recent years, our media center/computer lab was established with major restoration to part of the school. School modernization took place during the 1998-99 school year. An upper grade play equipment structure was added by parent contributions in the fall of 2000. These projects were completed to provide a safe and comfortable environment for learning. Hacienda's multi-year construction projects are expected to be completed in Fall, 2009. PreK-2 now has new classrooms, and the whole school enjoys a new library, computer lab, music room, as well as a new science lab and classroom strategically located next to the outdoor classroom. Upper grade classrooms and office modernization took place during the summer of the 06-07 school year, with current classrooms receiving updated cabinetry and windows, and the cafeteria / multipurpose room getting a makeover. School grounds are kept clean and well maintained by our custodial and grounds keeping staff. The school also has a detailed Emergency Preparedness Plan and Beautification 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		✓			There was 1 deficiency in this area. The deficiency sited the need to clean AC/Heating vents in 1 room.
Interior Interior surfaces		✓			There was 1 deficiency in this area. Ceiling tile in the office lounge need to be repaired.
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical				✓	There were 16 deficiencies in this area. They were for banks that need repair and lightbulbs that need to be replaced.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There was 1 deficiency in this area. The drinking fountain outside Room 27 needs to be cleaned.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs		✓			There was 1 deficiency in this area. A stair in a portable needs to be fixed.
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 1 deficiency in this area. Window frame is loose in Room 30.

Overall Summary of School Facility Good Repair Status as of September 1, 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	29	27	28	1503
Without Full Credential	0	1	0	77
Teaching Outside Subject Area of Competence	0	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.



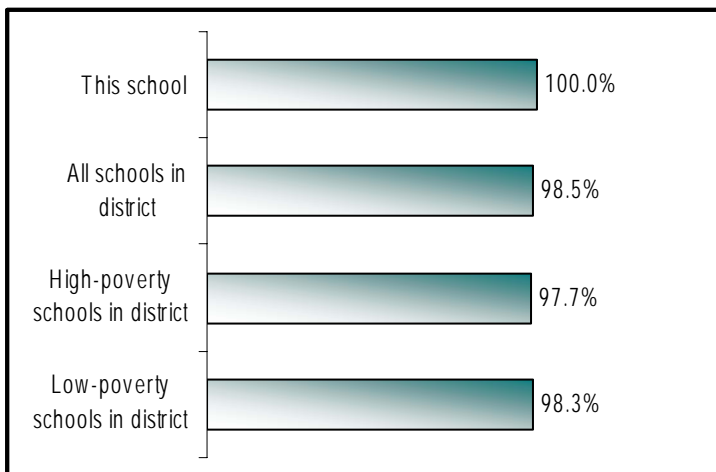
Teacher Misassignments and Vacant Teacher Positions

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

Teacher quality is of paramount importance at Hacienda Science Magnet. Our entire teaching staff carries the designation of Highly Qualified determined under the No Child Left Behind Act. Teachers are evaluated according to the San Jose Unified School Districts teacher contract agreement using the adopted evaluation document. Teachers may receive extra support from a Job Start mentor as approved by the District Professional Development Department.

Professional Development

Professional Development is provided on three State approved days and is based on a needs survey given to the teachers each spring. In addition, professional development is offered during monthly staff meetings. Implementation is monitored by evaluations and continuous improvement cycles of progress.

Professional Development is offered in whole group workshops, individual support and as requested by selected coaches or resource teachers. In addition, the teacher evaluation process allows teachers to focus on areas of need or to request feedback on specific areas.

Teachers use coaching and group collaboration and are released to work in grade level teams to disaggregate student achievement data to target instruction to increase student achievement.

Substitute Teachers

We have been fortunate to have qualified substitutes when needed. Many substitutes on our list are former Hacienda parents and retired teachers that help with continuity of our school expectations.

Curriculum

Reading and Writing

Hacienda has a strong literacy program that encompasses the Accelerated Reading Program in first through fifth grade classes. An exemplary cross-age tutoring program assists first and second graders to achieve grade level in reading. Houghton Mifflin is our basal reading text. *Step Up to Writing* has been implemented schoolwide so there is consistency as students move through the grade levels. Writing occurs every day to improve achievement.

Math

Hacienda Elementary uses the District adopted math texts and teachers teach to the standards pertaining to their grade levels. Accelerated Math provides additional math opportunities for our students in third through fifth grade.

Science

Hacienda Elementary has an incredible, 1-acre outdoor classroom with a full time resource teacher and several assistants who instruct all kindergarten through fifth grade students once a week for at least one hour in science. Classroom teachers give follow-up lessons to the science lab lessons in addition to the units associated with the District-adopted curriculum. Students participate in field trips to extend the science lessons. Hands-on learning is preferred for teaching science concepts, using equipment, and animals from our well-stocked indoor lab. In addition, the whole school participates in worm composting, recycling, classroom gardens, and an Earth Day production. Fifth graders attend science camp at Camp Campbell.

Social Studies

At Hacienda, we believe in thematic units where curriculums are blended to produce exciting lessons for students. Using both the District adopted textbooks and standards, many social studies units are integrated with writing, reading, science, and 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 for researching the needed information.


Textbooks

Hacienda's curriculum includes all recent adoptions of curricular material from the District. In addition, students have access to hundreds of copies of trade books and thousands of books for the Accelerated Reader Program. Our Math books were adopted in 02-03, we received new Social Studies textbooks in 2007-08, and new science textbooks were adopted in 2008-2009.

At least one textbook for every child is purchased in all core curriculum areas.

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

Our students, including our GATE students, are educated in the regular classroom by teachers differentiating the curriculum. Achievement data is analyzed to ensure progress. GATE students were encouraged to participate in a Monday lunchtime enrichment activity, which included origami, math games, and working with solar-powered cars.

Special Ed

One part-time resource teacher, two SDC classroom instructors, and two speech and language specialists assist special education students.

At-risk students

We have Student Success Teams made up of teachers, resource teachers, administrators, parents and the counselor. The teams meet with the families of children regarding speech therapy, suspected learning disabilities, attendance difficulties, or behavioral concerns. A part-time counselor and part-time nurse are available to students. Some students are selected to receive additional core subject help from our Academic Interventionist, a retired SJUSD teacher.

English language learners

All English Learners are in classrooms with teachers who are certificated and trained to provide ELD.

Students with disabilities

Students with disabilities receive accommodations from their current IEPs or 504 plans from the required specialists, such as Adaptive PE, Speech, and Language, or classroom accommodations.

After-school programs

A Homework Center provides additional support for our students. In addition, two of our teachers provided Target Time- a skills specific intervention- for selected students, grades 1-5.

Tutoring

Tutoring in the classrooms is provided by parent volunteers, or by middle, and high school students who volunteer to earn their required community service credit.

Peer tutoring

Our award winning Cross-age Tutoring program pairs trained fifth grade students with kinder, first and second grade students to provide extra tutoring in reading.

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	\$9,315	\$3,787	\$5,527	\$75,208
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-1.98%	-6.38%	1.26%	7.84%
State			\$5,512	\$65,905
Percent Different - School Site and State			0.27%	14.12%

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 \$9,784 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	\$45,165	\$42,065
Mid-Range Teacher Salary	\$74,634	\$67,109
Highest Teacher Salary	\$90,708	\$86,293
Average Principal Salary (Elementary)	\$110,863	\$107,115
Average Principal Salary (Middle)	\$114,513	\$112,279
Average Principal Salary (High)	\$123,169	\$122,532
Superintendent Salary	\$251,999	\$216,356
Percent of Budget for Teacher Salaries	37.80 %	39.40 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

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	63	65	65	48	51	54	43	46	50
Mathematics	59	67	69	46	48	50	40	43	46
Science	73	78	76	42	50	52	38	46	50

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
African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	77	81	79
Filipino	*	*	*
Hispanic or Latino	48	52	62
White (not Hispanic)	73	78	78
Male	64	70	80
Female	66	68	72
Economically Disadvantaged	36	51	71
English Learners	41	57	*
Students with Disabilities	56	54	75
Students Receiving Migrant Education Services	*	*	

Academic Performance Index (API)

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

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9	8	8
Similar Schools	1	1	1

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	-21	18	8	852
Asian	23	29	38	906
Hispanic or Latino	-20	11	0	780
White (Not Hispanic)	-34	26	12	888
Socioeconomically disadvantaged			1	748
English Learners				
Students with Disabilities				

Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	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
5	19.4	35.2	27.8

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.