

School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

Burnett Middle

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Grades 6-8



Principal

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Principal's Comments

Burnett Middle School (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 mission is to develop internationally minded people who help to create a better and more peaceful world. Our commitment is to give our students the edge to excel in any endeavor in which they choose to participate. During the past three years, the Burnett staff has worked aggressively to refocus our school learning program to prepare our students for the exciting challenges of 21st Century. In addition to the IB/MYP program, we have Gateway to Technology, a state of the art engineering program, and have a competitive speech and debate program.

Principal's Experience

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

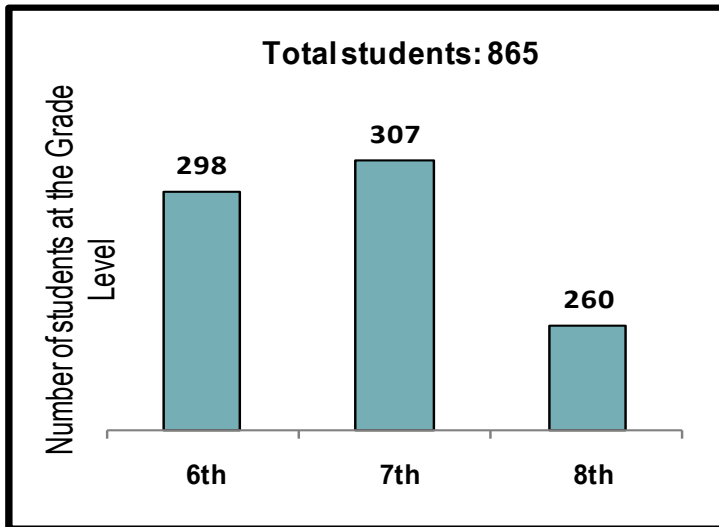
Major Achievements

During the past four years, Burnett Middle School 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 instructional program and benchmark testing is used to assess student learning. We are committed to continuously increasing academic achievement and giving our students the best educational experience possible. Additionally, Burnett Middle School has implemented the Gateway to Technology (GTT) program. Through Gateway to Technology, students are exposed to basic engineering elements (of all the engineering fields) to create interest in the field. Additionally, the GTT curriculum incorporates national standards in math, science, and technology. As the class is "activity oriented" students are reinforcing standards-based instructional concepts in an engaging manner. The products created in the GTT classes help students to understand the IB/MYP technology design cycle.

Additionally, Burnett Middle has implemented Positive Behavior Implementation System (PBIS). Our focus is the 3Rs; respect, responsibility and reflection. We are in our second year of implementation and starting to see the 3R language campus wide.

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.



African American	2.2 %
American Indian or Alaska Native	0.58 %
Asian	4.51 %
Filipino	2.43 %
Hispanic or Latino	82.43 %
Pacific Islander	0.81 %
White (Not Hispanic)	5.9 %
Multiple or No Response	%
Socioeconomically disadvantaged	85.00 %
English Learners	38.00 %
Students with disabilities	9.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	2007-2008				2008-2009				2009-2010			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	23.9	23	46		23.3	32	27	8	26.9	24	59	
Mathematics	23.7	13	21	1	24.1	12	19	4	23.3	10	28	
Science	25.4	8	21	1	23.6	11	23		22.2	4	26	1
Social Science	28.6		17		30.7		14	4	25.3		28	

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).

Parental Involvement

During the past three years, Burnett Middle School has expanded and increased the opportunities for parents to participate in school programs. Burnett Middle School has monthly School Site Council meetings, monthly PTA and SELAC meetings, Open House, monthly Student Recognition receptions, athletic activities and numerous community events. Additionally, parent volunteers work in classrooms, at community night and weekend events with student groups. 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.

Climate for Learning

Safety

Date safety plan updated: 08/09

Date safety plan last reviewed with staff: 08/22/09

Burnett Middle School'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.

Burnett is a closed campus, uniform school. 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.

Suspensions and Expulsions—3 year comparison

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.

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	48.5%	31.1%	10.4%	13.6%	11.8%	5.17%
Rate of Expulsions	0.5%	0.2%	0.69%	0.2%	0.2%	0.19%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Discipline

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. 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.

Additionally, Burnett Middle has implemented Positive Behavior Implementation System (PBIS). Our focus is the 3Rs; respect, responsibility and reflection. We are in our second year of implementation and starting to see the 3R language campus wide.

Facilities

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. 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.

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	✓				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓				
Electrical: Electrical	✓				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓				
Safety: Fire Safety, Hazardous Materials		✓			There were 2 deficiencies in this area. They were for TV not strapped in G-4 and H-1
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of September 9, 2010

Facility Condition	Exemplary	Good	Fair	Poor	
Overall Rating	✓				Inspected by Santa Clara County Office

Williams Uniform Complaint

On October 22, 2008 a Williams Complaint form was filed against Burnett Middle School. The complaint was regarding insects and pests at the school. On November 1, 2008 the District sprayed for insects and set traps for pets.

On November 12, 2008 a complaint was filed regarding the unpleasant odor in Portables J and K. On November 18, 2008, air quality tests were performed in the portable buildings J and K to check contaminant levels. The air quality tests indicated no levels of mold or contaminant and the buildings were deemed safe for teachers and students.

On January 21, 2010 two (2) Williams Complaint Forms were submitted against Burnett Middle School. These complaints were regarding the temperature in the gymnasium. A draft was consistently blowing and students and the staff were very cold during the times they were in the gym. By January 29, 2010, the District's Maintenance staff had replaced a motor that was broken on the heating unit. Both complainants received notification from the principal that the problem had been solved.

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	38	39	44	1360
Without Full Credential	7	6	2	59
Teaching Outside Subject Area of Competence	0	0	0	2

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



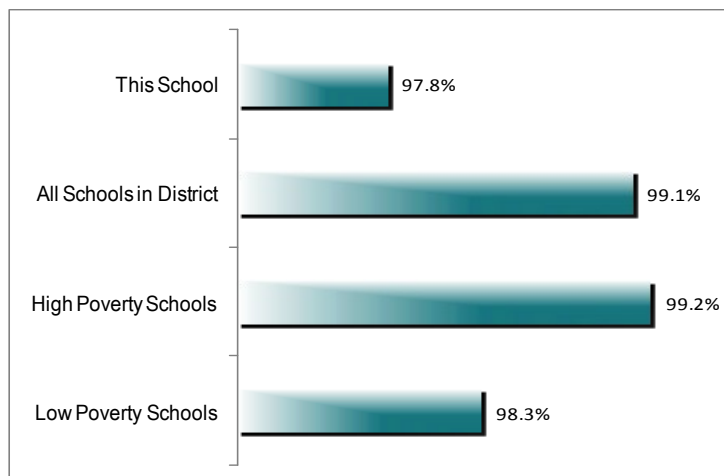
Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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).

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 the 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/>.

Additionally, Burnett Middle has implemented Positive Behavior Implementation System (PBIS). Our focus is the 3Rs; respect, responsibility and reflection. We are in our second year of implementation and starting to see the 3R language campus wide.

Evaluating/Improving Teachers

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, 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. 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. Burnett Middle School does not have regular difficulties in securing qualified substitute teachers. When needed, our dedicated faculty help out in emergency substitute situations.

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 into Sopris West, *Language!*, or Heinle Cengage, *Milestones*. Writing in the content area 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 Middle School offers up through High School Geometry on site. Burnett Middle School 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. Burnett meets all textbook criteria under the Williams Plan.

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 Middle School 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 Middle School'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. Additionally, Burnett offers MESA, Girls on Track, and Girls for a Change.

Tutoring

Besides the After School All Stars tutorial programs, Burnett provides two Saturday Math Academy sessions for "at-risk" students;

QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS



	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/ Language Arts	0%	No
Mathematics	0%	Yes
Foreign Language	0%	Yes
Science	0%	Yes
History-Social Science	0%	Yes
Health	0%	K-5 Yes 6-8 No
Science Laboratory Equipment (grade 9-12)	0%	Yes

A list of textbooks and adoption dates is available at:

http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

School Finances (Fiscal Year 2008-2009)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	9,890.73	4,711.12	5,179.61	63,371.15
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	6.32%	16.66%	-1.61%	-4.23%
State			5,681.00	68,170.00
Percent Different - School Site and State			-8.83%	-7.04%

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

Types of Services Funded

San José Unified School District spent an average of \$9,303 per student in the 2008-09 school year, compared to \$8,825 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$279,871,911. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,969	\$42,377
Mid-Range Teacher Salary	\$71,000	\$67,667
Highest Teacher Salary	\$86,290	\$87,102
Average Principal Salary (Elementary)	\$106,935	\$108,894
Average Principal Salary (Middle)	\$111,600	\$113,713
Average Principal Salary (High)	\$134,522	\$124,531
Superintendent Salary	\$245,309	\$223,323
Percent of Budget for Teacher Salaries	37.10 %	40.20 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

The CAPA and CMA are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found at <http://starsamplequestions.org/welcome.html>

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

California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	26	28	30	51	54	56	46	50	52
Mathematics	25	27	26	48	50	51	43	46	48
Science	46	36	42	50	52	57	46	50	54
History-Social Science	21	18	19	43	49		36	41	44

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

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57	52	57	50
All Students at the School	30	27	41	19
Male	27	27	43	22
Female	34	25	41	16
African American	53	20	*	*
American Indian or Alaska Native	*	*	*	*
Asian	62	65	83	50
Filipino	48	56	*	*
Hispanic or Latino	26	23	37	16
Native Hawaiian or Pacific Islander	*	*	*	*
White (not Hispanic)	46	32	47	13
Two or More Races				
Socioeconomically Disadvantaged	28	25	41	17
English Learners	8	12	16	2
Students with Disabilities	10	16	27	4
Students Receiving Migrant Education Services	9	22	*	*

Academic Performance Index (API)

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

API Ranks

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

API Rank	2007	2008	2009
Statewide	2	2	2
Similar Schools	2	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
	2007-08	2008-09	2009-10	2010
All students at this school	-2	17	17	671
Hispanic or Latino	-4	25	14	654
White (Not Hispanic)				
Socioeconomically disadvantaged	-2	31	15	662
English Learners	-15	18	44	639
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	Pend
<p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p>		

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	25
Detailed information about PI identification can be found at the CDE AYP Web page at 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	18	21.7	35.6

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

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

San José Unified School District

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

San José Unified's SARCs are prepared by the Office of Educational Accountability

(408) 535-6194 ▼ Fax (408) 535-2308

<http://www.sjUSD.org>

Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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. Additionally, Burnett has a morning homework center.

Peer tutoring

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