

School Accountability Report Card

Reporting for school year 2010-2011

Published in 2011-2012

San José Unified School District

Hacienda Elementary

1290 Kimberly Drive Phone: (408) 535-6259
San José, CA 95118 Fax: (408) 726-8225

Grades K-5



Principal

Melissa Mohamed
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1999-2000



San José Unified School District

855 Lenzen Avenue
San José, CA 95126
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Superintendent

Vincent Matthews, Ed. D.

Assistant Superintendents

Jason D. Willis
Chris D. Funk

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This school is in Trustee Area 4

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Hacienda Science/Environmental Magnet	District Name	San Jose Unified
Street	1290 Kimberly Dr.	Phone Number	(408) 535-6000
City, State, Zip	San Jose, CA, 95118-1536	Web Site	www.sjUSD.org
Phone Number	(408) 535-6259	Superintendent	Vincent Matthews
Principal	Melissa Mohamed, Principal	E-mail Address	vincent_matthews@sjUSD.org
E-mail Address	melissa_mohamed@sjUSD.org	CDS Code	43696666048722

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

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 12,000 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 for all students. 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 19th 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, Silicon Valley Education Foundation Healthy Habitats Grant, City of San Jose Go Green Grant, Lowe's Helping Hands Grant, Target Field Trip Grant
- Celebrated 40th anniversary of the Outdoor Classroom

Opportunities for Parental Involvement (School Year 2010–11)

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 academic interventions for our students.

All long-term volunteers will need to have TB clearance as well as be fingerprinted at the District Office. Application materials are available in the school office. To learn more about our parent / teacher support

program, please contact HIPS President, Clark Williams, at ClarkWilliams@hotmail.com. You may also call the school office at 535-6259.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	123	Grade 8	0
Grade 1	126	Ungraded Elementary	0
Grade 2	92	Grade 9	0
Grade 3	95	Grade 10	0
Grade 4	94	Grade 11	0
Grade 5	98	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	628

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.5%
American Indian or Alaska Native	0.5%
Asian	14.6%
Filipino	4.9%
Hispanic or Latino	33.6%
Native Hawaiian or Pacific Islander	0.5%
White	36.9%
Two or More Races	1.9%
Socioeconomically Disadvantaged	25.5%
English Learners	26.8%
Students with Disabilities	8.4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	4	0	0	29.4	0	5	0	29.5	0	4	0
1	20.0	4	0	0	30.0	0	3	0	30.0	0	4	0
2	20.0	4	0	0	30.0	0	3	0	30.0	0	3	0
3	30.0	0	3	0	30.0	0	3	0	30.0	0	3	0
4	31.0	0	3	0	31.0	0	3	0	31.0	0	3	0
5	26.5	0	4	0	30.7	0	3	0	30.7	0	3	0
6												
Other					10.0	1	0	0	11.5	2	0	0

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

III. School Climate

School Safety Plan (School Year 2010–11)

Safety

Date safety plan updated: August 2010

Date safety plan last reviewed with staff: August 2010

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. Homework is never new content, but serves to reinforce lessons taught during the school day.

Discipline

Hacienda has a school wide discipline plan based on the District’s 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. Students also become familiar with the LIFESKILLS traits which develop such skills as perseverance, problem solving and patience.

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 (deleted text here), and the Recycling Team.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	1.9%	1.68%	4.6%	11.8%	5.17%	10.8%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.19%	0.3%

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

IV. School Facilities

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

The Hacienda Environmental Science Magnet is 44 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. PreK-2 has new classrooms, and the whole school enjoys a beautiful library, computer lab, music room, as well as a 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.

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x		
Interior: Interior Surfaces			x	There were 2 deficiencies in this area. They included light covers missing in the back room, 3'x4' turf turn under parallel bars and hand glide missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		x		
Electrical: Electrical			x	There were 9 deficiencies in this area. They included lights out, banks out, no floor cover for extension cords in Rm 24, 26, 29, and outlet not working in Rm 32. Missing outlet cover on east wall of CDC 1.
Restrooms/Fountains: Restrooms, Sinks/Fountains			x	There were 3 deficiencies in this area. They included drinking fountain with hard water stains, and no soap in new dispensers in Rm 23.
Safety: Fire Safety,		x		There was 1 deficiency in this area. Fire extinguisher

Hazardous Materials		very low in counselor's room.
Structural: Structural Damage, Roofs	x	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	x	There were 3 deficiencies in this area. They included door sticking at top, inside windows covered with spider webs in Rm 34 and spider webs on outside window frames in Rm 32.
Overall Rating	x	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	28	21	28	1464
Without Full Credential	0	1	1	58
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.83%	4.17%
All Schools in District	94.01%	5.99%
High-Poverty Schools in District	94.08%	5.92%
Low-Poverty Schools in District	92.02%	7.98%

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

VI. Support Staff and Specialized Programs

Academic Counselors and Specialized Programs (School Year 2010–11)

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 grade level 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 trained intervention consultants, or in after school targeted skill development offered by classroom teachers.

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, many of our teachers provided Target Time- a short-term 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

Due to the constraints of time, we were not able to have our Cross-age Tutoring program this year.

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

VII. Curriculum and Instructional Materials

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

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

Curriculum

Reading and Writing

Hacienda has a strong literacy program that includes the Accelerated Reading Program in first through fifth grade classes. An exemplary tutoring program assists Kindergartners to achieve grade level in reading. Houghton Mifflin is our basal reading text. *Step Up to Writing* has been implemented school wide 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 09-10, 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. A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Year and month in which data were collected: <u>Sept 2011</u>		
Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	No	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,829	\$3,164	\$5,665	\$73,337
District			\$6,084	\$67,256
Percent Difference – School Site and District			-6.9%	+9.0%
State			\$5,455	\$69,207
Percent Difference – School Site and State			+3.9%	+6.0%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor.

Money that is designated for specific purposes by the district or governing board is not considered

restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2009-10)

San José Unified School District spent an average of \$9,225 per student in the 2009-10 school year, compared to \$8,545 per student spent on average by all unified districts in the state. Total operating expenses for the 2009-10 year were \$281,302,275. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us). These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Teacher and Administrative Salaries (Fiscal Year 2009–10)

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

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

IX. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three

through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	65%	73%	70%	54%	56%	57%	49%	52%	54%
Mathematics	69%	70%	74%	50%	51%	53%	46%	48%	50%
Science	76%	79%	86%	52%	57%	60%	50%	54%	57%
History-Social Science	0%	0%	0%	49%	50%	51%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	53%	60%	51%
All Students at the School	70%	74%	86%	0%
Male	69%	76%	90%	0%
Female	72%	71%	80%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	82%	85%	88%	0%

Filipino	38%	71%	0%	0%
Hispanic or Latino	57%	60%	79%	0%
Native Hawaiian or Pacific Islander				
White	85%	84%	92%	0%
Two or More Races	57%	64%	0%	0%
Socioeconomically Disadvantaged	48%	55%	72%	0%
English Learners	44%	63%	0%	0%
Students with Disabilities	59%	68%	0%	0%
Students Receiving Migrant Education Services	38%	54%	0%	0%

Note: **Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.00%	33.70%	16.30%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the

lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	1	1	1

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	8	19	4
Black or African American			
American Indian or Alaska Native			
Asian	38	9	11
Filipino			
Hispanic or Latino	0	19	14
Native Hawaiian or Pacific Islander			
White	12	27	16
Two or More Races	N/D		
Socioeconomically Disadvantaged	1	3	21
English Learners		-5	31
Students with Disabilities			

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

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

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

Group	Number of Students	2011 Growth API				
		School	Number of Students	LEA	Number of Students	State
All Students at the School	373	874	23,642	798	4,683,676	778
Black or African American	7		738	758	317,856	696
American Indian or Alaska Native	2		166	786	33,774	733
Asian	62	926	2,205	941	398,869	898
Filipino	21	817	374	850	123,245	859
Hispanic or Latino	133	813	11,980	716	2,406,749	729
Native Hawaiian or Pacific Islander	0		7		26,953	764
White	134	929	6,455	878	1,258,831	845
Two or More Races	1		153	787	76,766	836
Socioeconomically Disadvantaged	101	773	11,520	712	2,731,843	726
English Learners	106	821	8,287	701	1,521,844	707
Students with Disabilities	32	770	2,265	583	521,815	595

Adequate Yearly Progress

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

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

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

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

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

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		30.8%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

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

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. In addition, the teacher evaluation process allows teachers to focus on areas of need or to request feedback on specific areas. (new location)

Professional Development is offered in whole group workshops, individual support and as requested by selected coaches or resource teachers. A District-wide Professional Development focus this year was Direct Instruction. A continued Professional Development focus was the Thinking Maps program, which is being

used K – 5.

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.

**Hacienda
Science/Environmental Magnet**

San Jose Unified

**School Accountability Report
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