

## *School Accountability Report Card*

*Reporting for school year 2007-2008 • Published in 2008-2009*

# Walter L. Bachrodt Elementary Grades K-5

## **SAN JOSÉ UNIFIED SCHOOL DISTRICT**

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

### **Superintendent**

Don Iglesias

### **Assistant Superintendents**

Dr. William J. Erlendson  
Chris D. Funk

### **Board of Education**

Pam Foley  
Richard Garcia  
Jorge González  
Veronica Grijalva Lewis  
Leslie Reynolds



*Principal*

Lupe Mendoza-Ramirez

Lupe\_Mendoza@sjusd.org



**Grades K-5**

102 Sonora ▼ San José, CA 95110

Phone: (408) 535-6211 ▼ Fax: (408) 535-6388

**Trustee Area 2**

Richard Garcia, Board Member

## Principal's Comments

Bachrodt Academy strives for our students to acquire knowledge, skills, and values, which promote success, positive self-worth, responsibility, and a desire for lifelong learning in a healthy, safe, and orderly environment.

Our Mission is:

- To provide students with equal access to a quality educational program with an integrated core curriculum and opportunities for dual language development;
- To practice core curriculum skills and enhance learning and leadership through the creative arts and use of technology
- To promote academic achievement while teaching students to think critically and creatively, and to solve problems individually and cooperatively;
- To provide an integrated environment which promotes values, cultural awareness, and self-worth;
- To provide a self-learning environment which promotes respect for others and self;
- To provide a comprehensive educational experience for the whole child;
- To provide staff with support to attain the skills, knowledge, and attitude necessary to ensure appropriate instruction;
- To maintain a positive working environment where there is team building, collaboration, and share decision-making;
- And to encourage parents and community with support and involvement opportunities.

Bachrodt Academy invites parents and the community to support our school as we implement research-based educational practices and engaging learning experiences for our kindergarten through fifth grade students. As a Title I school, Bachrodt is rich in resource personnel: our Title I Resource Teacher supports Bachrodt's reading and writing instruction; our Literacy Coach assists teacher with full and successful implementation of our state-adopted Language Arts curriculum – Houghton Mifflin; our Instructional Coach assist teachers with the instruction of all subjects; the media/computer technician supervises the library and supports two computer labs; our English Language Coordinator supervises the ALA bilingual program; and a counselor assists our families during times of crisis and special need. In addition, Bachrodt teachers meet weekly in grade level meetings--to refine teaching practices, discuss best practices, and develop motivational strategies that encourage our students to work to their potential. Bachrodt is proud to utilize GLAD (Guided Language Acquisition Design) strategies to enhance language skills, Edusoft programs to evaluate student performance in Math, and Curriculum Maps/Pacing Calendars that support the California Standards at every grade level.

During the 2006-07 school year, Bachrodt Academy enjoyed partnerships with Network General, Siemens, the Rosemary Garden Association, and the Sunrise Rotary Club. Bachrodt Teachers pride themselves in inspiring students with support from parents and partnerships.

## Principal's Experience

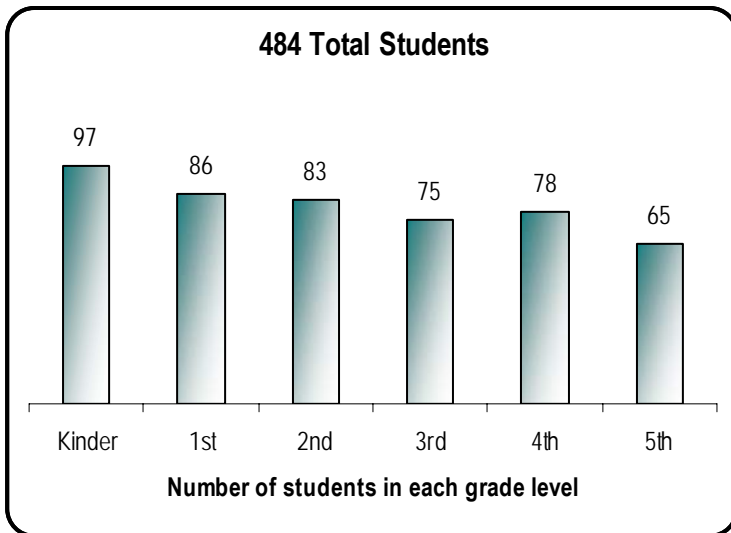
Lupe Mendoza-Ramirez, Bachrodt's principal, is an experienced administrator with over 25 years of experience in education. This 2007-08 school year was her first year as a principal. Previously, she was a district level administrator in the office of Bilingual Education.

## Major Achievements

- In spring 2008, Bachrodt gained 31 points on the API (Annual Performance Index).
- In spring 2008, Bachrodt, school-wide and by significant subgroups, met the AYP (Adequate Yearly Progress in Math).
- English Learners made significant progress on the CST in Language Arts to reach "safe harbor".
- Bachrodt Academy filed a petition to convert to a dependent charter. The petition was approved both by the San Jose Unified School District Board and state Board of Education. The charter was designed around 4 major building blocks: 1)Parent/Family Involvement; 2) Creative Arts, 3) Technology, and 4) Languages: Two Way Bilingual Immersion program.
- Through the charter petition process, the School Site Council has been identified as the governance body for Bachrodt.
- Bachrodt Academy's PTA sponsored two family movie nights. These activities brought more than 200 students, parents, and siblings to share in quality family time.
- Los Dichos was established at Bachrodt Academy in 2007-2008. It has been a catalyst in encouraging parents to participate as a parent reader in their child's classroom. The parent reads a story in their primary language and the teacher reads the story in English. This parent involvement program has created a connectedness between home and school.
- Bachrodt Academy was awarded a federal magnet grant to establish a Two Way Bilingual Immersion program, increase parent participation, and to infuse technology into the curriculum. These programs will start fall of 2008.
- Bachrodt also received the QEIA (Quality Education Investment Act)

## 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	4.34%
American Indian or Alaska Native	0.62%
Asian	4.13%
Filipino	4.34%
Hispanic or Latino	78.72%
Pacific Islander	1.24%
White (Not Hispanic)	4.34%
Multiple or No Response	2.27%
Socioeconomically disadvantaged	83%
English Learners	68%
Students with disabilities	11%



## Class Size

### Average Class Size and Class Size Distribution

Grade	2005-2006			2006-2007			2007-2008		
	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	19.8	4		19.6	5		19.0	5.0	
1	20.0	3		29.8	4		19.3	4.0	
2	19.5	2		17.3	4		17.5	4.0	
3	30.0		2	30.0		2	25.0		2.0
4				26.0		1	27.5		2.0
5	26.0		2	26.5		2	27.5		2.0
6									
K-3	17.7	3					18.0	1.0	
3-4	28.0		2	30.0		1			
4-8				24.0		1	28.0		1.0
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).

## Parental Involvement

The importance of parent participation at Bachrodt is stressed at monthly meetings and newsletters. Parents are encouraged to visit the school, to volunteer in the classroom, to assist with school functions, and to join the PTA. To comply with safety procedures, visitors are required to first sign-in to the office before entering a classroom. Teachers will return all parent calls within 24 hours, and parents may request a meeting with the teacher before or after school. Once the parent/teacher meeting has been conducted, a parent may schedule an appointment with the principal to discuss unresolved issues.

To learn more about parent volunteer program, please contact Olga Garcia: 408.535.6211 or via email at [Olga\\_Garcia@sjusd.org](mailto:Olga_Garcia@sjusd.org)

## Climate for Learning

### Safety

**Date safety plan updated: 2007-2008**

**Date safety plan last reviewed with staff: 2007-2009**

The safety plan is revised and reviewed yearly at the start of the school year. Safety drills are conducted each month to ensure that safety procedures are well established for both staff and students.

Bachrodt staff promotes a safe school community. In addition to well-trained yard duty supervisors, Student Council members are trained as conflict managers. Staff monitors the playground a half an hour before the start of school and immediately after dismissal.

### Homework

Bachrodt students are assigned homework Monday through Thursday. Upper grade students are also assigned long-term projects such as state reports or science projects that require work on the weekend. Students are required to read at least 20 minutes per night, seven days a week; parents are required to sign student homework forms. Homework consists of writing, spelling, math, reading, and reports, when applicable. Parents are asked to contact teachers if their children are experiencing repeated difficulty with tasks or subject matter. Modifications will be made to assignments when necessary.

### Discipline

A school-wide discipline plan, which Bachrodt families are required to sign at the beginning of each school year, details student behavioral expectations. Parents also receive a copy of our School Compact that outlines the expectations of students, parents, and staff. Each Friday morning the Principal reinforces high standards of behavior, reminds students of procedures for handling conflict. An outreach counselor works with individuals and groups of students to build social skills. Students are recognized at monthly assemblies for citizenship and best team player. To encourage a positive learning environment during the STAR testing window, students receive "I did my best on the test" coupons that they can redeem for extra-fun activities such as dances and water play. Test Rallies with prize giveaways are held 4-6 times in the spring to encourage students during this stressful time. Monthly awards assemblies recognize students for academic achievement, citizenship, best team player, and most improved. Students are also recognized for their attendance record.

### Suspensions and Expulsions—3 year comparison

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Rate of Suspensions</b>	15.7%	5.5%	6.6%	13.2%	12.6%	13.6%
<b>Rate of Expulsions</b>	0.0%	0.0%	0.0%	0.3%	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

Bachrodt provides a safe and clean environment for learning. The facility is 54 years old, and the renovation of Bachrodt was completed in the summer of 2006. Roofing, carpeting, electrical work, heating, and air conditioning were modernized in 2002. During the summer of 2004, the sewer system was replaced and areas of blacktop were repaired. A full-time custodian cleans the facility during the day, and a nighttime crew cleans buildings and offices after hours. During the summer of 2006, modernizations included new windows, all sinks and cabinets, new inside and outside paint, a newly refurbished front office/work room/staff room, and new air/heating systems in the M building, which includes classrooms and the Media Center.

There are major renovations and installations planned for 2008 spring and summer. In May 2008, Bachrodt's field will have a complete transformation with a new sprinkler system and grass. A new backstop will be installed and a designated soccer field and baseball diamond will be designated. Two modernized classrooms will replace one kinder classroom. Currently, half of the media center is being leased by a county program. The media center, which houses 8 classrooms and the library, will be remodeled to accommodate a growing staff and support personnel. Other renovations or installations include a new play structure and outdoor eating area with canopy.

**This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.**

Date of Inspection—September 11, 2008	Good	Fair	Poor	Repair needed and action taken or planned
Gas leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (Interior and Exterior)	✓			
Interior Surfaces (walls, floors and ceilings)	✓			Ceiling tile in library water stained. Work order submitted.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety			✓	5 fire extinguishers out-dated or not working. Work order submitted
Electrical (interior and exterior)		✓		Many lights out and not red tagged. No GFI outlet next to sink in k2. Work orders submitted 10/08
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Drinking fountain in A wing has low pressure. Work order submitted
Restrooms	✓			
Sewer	✓			
Roofs	✓			Wood rotted in M Wing. Work order submitted
Playground/School Grounds	✓			
Overall cleanliness	✓			

### Overall Summary of School Facility Good Repair Status

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	23	27	27	1496
Without Full Credential	3	0	1	68
Teaching Outside Subject Area of Competence	4	1	1	5
<p>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.</p>				

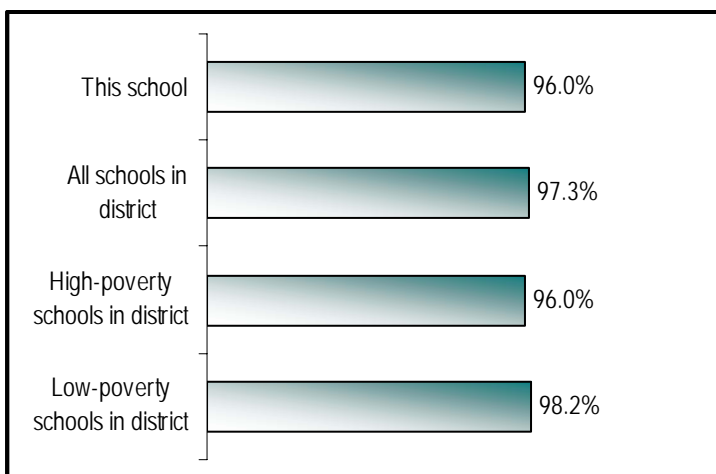


### Teacher Misassignments and Vacant Teacher Positions

Indicator	2006-2007	2007-2008	2008-2009
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	0	0	1
<ul style="list-style-type: none"> <li>Teacher misassignments (teachers assigned without proper legal authorization)</li> <li><b>Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.</b></li> <li>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).</li> </ul>			

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 subjects taught by NCLB compliant teachers. 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

Bachrodt teachers are fully credentialed, except for the following teachers: three VIF (Visiting Foreign Teachers) have Sojourn credentials. Retention of outstanding teachers is a priority at Bachrodt Academy. Temporary and probationary teachers are assessed twice a year; permanent teachers are evaluated every other year. Evaluations are based upon a District format, which is aligned to the California Standards for the Teaching Profession. Teachers are supported with on-site mentors, BTSA coaches, academic and literacy coaches, and resource teachers.

## Professional Development

Resource teachers regularly conduct staff development workshops for our teachers. The writing resource teacher models lessons and provides feedback on teacher and student work. District resource teachers conduct workshops in math and performance-based assessments. The EL coordinator meets monthly with our ALA teachers and supervises ELD instruction. GLAD trainers work with the staff to update their skills. Two in services days and three staff development days are utilized each year to reinforce research-based pedagogy. Additional professional development is conducted through weekly grade level and staff meetings.

Teachers receive after school training and weeklong trainings off and on the site. Resource teachers and classroom teachers attend District and State sponsored conferences and trainings. Teachers meet monthly to practice hands-on math strategies, including the use of manipulatives and word problems. Bachrodt served as a training site for the District in the GLAD program.

Resource Teachers at Bachrodt offer teachers many opportunities for coaching, observations, and trainings before and after school. The principal provides frequent feedback on regular classroom observations regarding student engagement, best practices, and commendations and recommendation--in order to promote a stimulating and challenging curriculum for all students. Grade level meetings focus on benchmark tests and data analysis, in order to reinstruct students in areas that have been identified as deficient.

## Substitute Teachers

Qualified substitutes are hired to for teachers who are ill or who are required to attend workshop training. Resource teachers or administrators may fill-in for a classroom teacher when necessary. Bachrodt teachers leave detailed lesson plans for substitute coverage to ensure that learning is not impeded due to teacher absence. This year, we have had difficulty in having qualified substitute teachers in place, which often means that the resource teachers or principals have to cover classes.

## Academic Counselors

Bachrodt has 1.0 FTE for its 484 students.

# Curriculum

## Reading and Writing

This year 06-07, Bachrodt completed its first year of implementation of Houghton-Mifflin reading program. Teachers administer 6-week language arts benchmarks to track student progress.

Step Up to Writing has been implemented schoolwide so there is consistency as students move through the grade levels. Writing is encouraged daily in order to build proficiency in a variety of genres. Each year the school celebrates student authors with a school-wide Book Faire.

## Math

Bachrodt's mathematics curriculum is aligned to the state framework, and it is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Harcourt Brace was the District's 2002 adoption, a state-approved curriculum. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. 50 in a Minute is used to develop fluency in basic mathematical operations.

## Science

Science instruction follows the state framework and benchmarked District standards. Our focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. All students are invited to participate in the annual Science Faire, one in which the community and neighborhood businesses are invited to participate as judges.

## Social Studies

The social studies program follows the California State Framework to prepare for each succeeding grade and middle school. The curriculum integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacies, and include civil rights, values, and responsibilities. This year students will develop research skills in the library and on the Internet as they write reports that reinforce social studies concepts.

## Textbooks

New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. Additional reading materials will be purchased to support programs such as Accelerated Reader.

Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials in Core Curriculum Areas				
Reading/Language Arts	0%		Science	0%
Mathematics	0%		History-Social Science	0%
Foreign Language	0%		Health	0%
Visual and Performing Arts			Science Laboratory Equipment (grade 9-12)	0%
A list of textbooks and adoption dates is available at: <a href="http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf">http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf</a>				

## Specialized Programs

### GATE

GATE students are educated in the regular classroom by teachers who accommodate the learning needs of students by differentiating the curriculum. In addition, students are grouped for reading by ability reading level rather than grade level heterogeneous groups. All second grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix; fifth grade students are retested and rescreened. The progress of GATE students is monitored by a GATE coordinator, a Bachrodt teacher who volunteers for this position.

### Special Ed

Full-time special education teachers and two speech therapists support the needs of our special education students. Bachrodt has both a primary and an upper grade Special Day classes, one Resource Class, and one preschool Special Day classes. Each is supported by one instructional aide.

### At-risk students

Student Success Teams are made up of teachers, resource teachers, and a counselor, who meet regularly to discuss and set goals for students who are have learning and/or behavioral support needs. Parents are invited to participate in this process. A full-time counselor and part-time nurse are available to all students. Special Needs students are serviced through our Success Team that monitors students closely via parent and teacher meetings and extra conferences and updates.

### English language learners

Approximately one-half of Bachrodt students are English learners, and 92% of these students are Hispanic. Bachrodt's English Language Learners received specialized daily instruction, as well as support services from an ELP coordinator. Four paraprofessionals In addition, the Homework Center and one-on-one tutoring programs provide homework assistance and intervention programs.

### Students with disabilities

The facilities have been remodeled to accommodate the needs of disabled children, including ramps and wheelchair access in restrooms.

### After-school programs

Three after school programs support Bachrodt students: All Stars and Sports 4 Kids, a city-sponsored program, and CDI, a fee-based agency that is located on Bachrodt's campus. Over a hundred children participate in these programs.

### Tutoring

Paraprofessionals tutor students in math and reading. English Language Learners may receive reading instruction through a push-in program; these students may also receive math assistance through a pull-out program.

### Peer tutoring

Bachrodt teachers frequently use group assignments and paired learning opportunities to reinforce academic concepts and skills.

## School Finances (Fiscal Year 2006-2007)

### 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	\$9,698	\$4,822	\$4,877	\$61,223
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	6.49%	23.26%	-6.12%	-6.72%
State			\$5,300	\$65,008
Percent Different - School Site and State			-7.98%	-5.82%
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 <a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a> .				

### Types of Services Funded

San José Unified School District spent an average of \$8,553 per student in the 2005–2006 school year, compared to \$7,860 per student spent on average by all unified districts in the state. Total operating expenses for the 2005–2006 year were \$255,329,802. Additional details about San Jose Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us)).

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

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2006-07)

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	\$42,584	\$40,721
Mid-Range Teacher Salary	\$70,360	\$65,190
Highest Teacher Salary	\$85,510	\$84,151
Average Principal Salary (Elementary)	\$87,838	\$104,476
Average Principal Salary (Middle)	\$101,285	\$108,527
Average Principal Salary (High)	\$108,876	\$119,210
Superintendent Salary	\$228,660	\$210,769
Percent of Budget for Teacher Salaries	37.7%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

# Student Performance

## California Standards Test (CST)

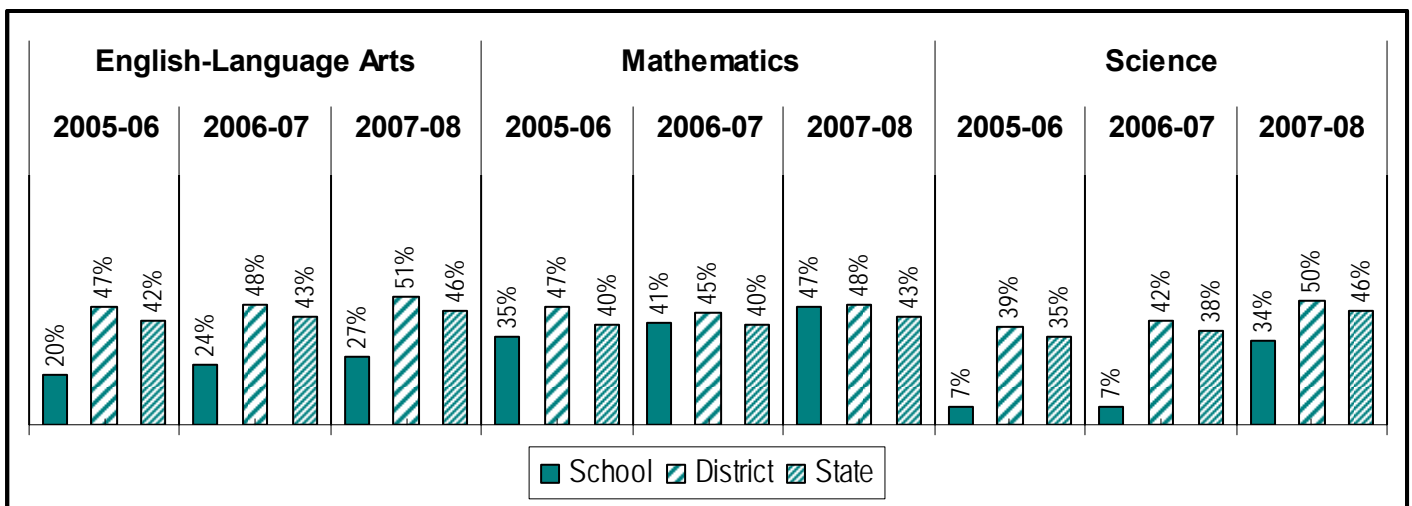
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- 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

Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliverately or inadvertently make public the score or performance of any individual student.*

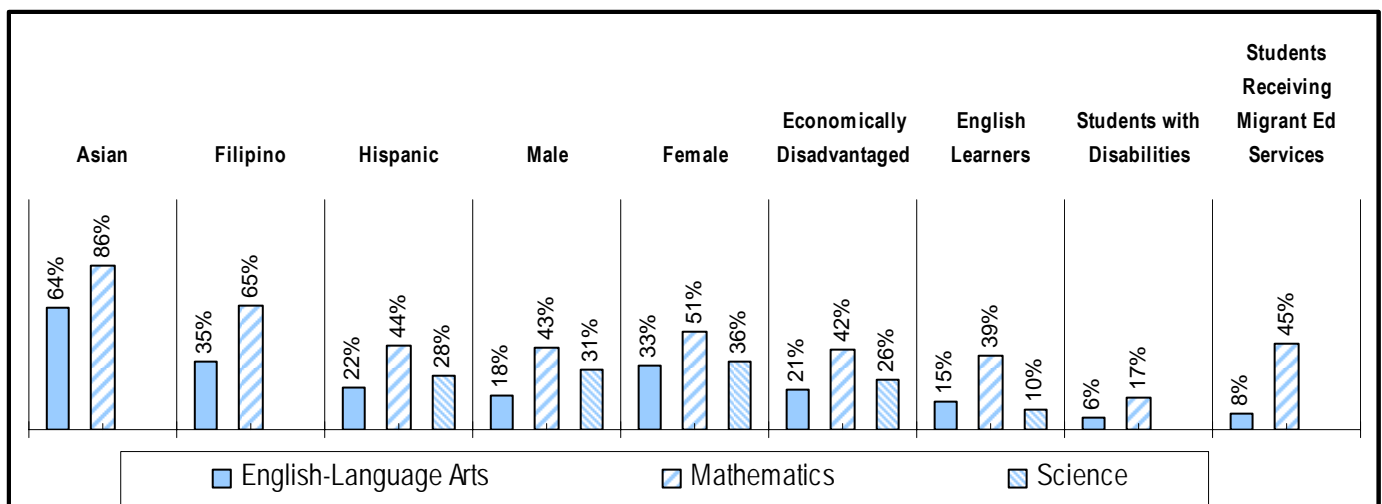
### California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level



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

Percent of students at the proficient or advanced level



## 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	2005	2006	2007
<b>Statewide</b>	1	1	2
<b>Similar Schools</b>	1	1	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			API Score
	2005-06	2006-07	2007-08	2008
<b>All students at this school</b>	-2	54	31	711
<b>Hispanic or Latino</b>	-5	42	38	694
<b>White (Not Hispanic)</b>				
<b>Socioeconomically disadvantaged</b>	-1	66	14	684
<b>English Learners</b>	-13	45	41	679
<b>Students with Disabilities</b>				

### 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
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	n/a	Yes
<b>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.</b>		

## Federal Intervention Program (School Year 2008-09)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement Implementation	2004-2005	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	n/a	6
Percent of Schools Currently in Program Improvement	n/a	11.5%
Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

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 Scoring in the Healthy Zone in all 6 fitness standards
5	0%

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students at this school meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## 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.