

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Bachrodt Charter Academy

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Grades K-5



Principal

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This school is in Trustee Area 2.

Principal's Comments

In 2008-09, Bachrodt converted to the first dependent elementary charter in San Jose Unified School District. The conversion was a team effort that included involvement from staff, parents, and district. The building blocks of the charter establish four major areas of focus: 1) integration of the technology, 2) implementation of a Two-Way Bilingual Immersion strand beginning with Kinder in 08-09 and adding an additional grade each year, 3) integration of creative arts, and 4) increasing parental involvement.

The vision of the Bachrodt community is for our students to acquire knowledge, skills, and values that promote success, positive self-worth, responsibility, and a desire for lifelong learning in a healthy, safe, and orderly environment. Active and ongoing engagement of parents and community members supports an educational environment that enables Bachrodt students to become self-motivated, competent, and lifelong learners.

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.

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; our new Two-Way Bilingual Immersion program resource teacher supports staff in the implementation of the TWBI kindergarten classes ; 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 2008-09 school year, Bachrodt Academy enjoyed partnerships with the Kiwanis Club, 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 2008-09 school year was her second year as a principal. She is bilingual in Spanish and English, and is focused on raising achievement for all students.

Major Achievements

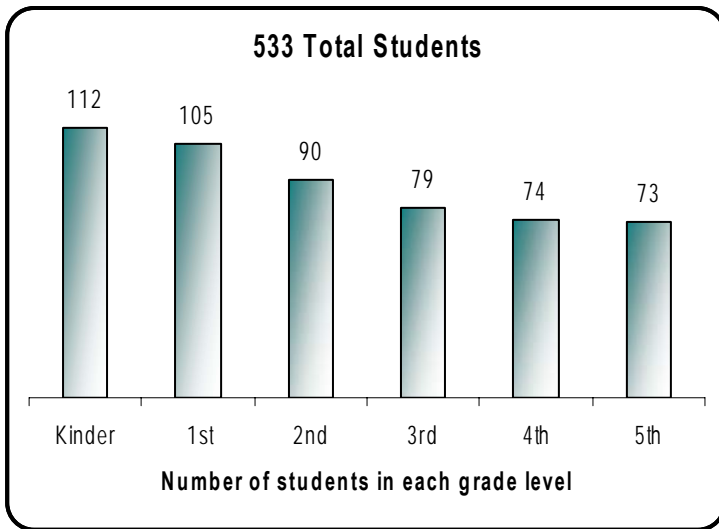
- In spring 2009, two significant subgroups (English Learners & Socio-Economically Disadvantaged) made significant progress on the CST in Language Arts to reach "safe harbor".
- Bachrodt Charter Academy's PTA continues to grow in strength. PTA activities continue to bring Bachrodt families together for fun and relaxation on school site.
- Bachrodt successfully added 3 TWBI classes at the kindergarten level.
- Los Dichos continues to be 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 Public Charter School Grant to implement to support the conversion to charter status.

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.

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



Student Enrollment by group	
African American	1.88 %
American Indian or Alaska Native	0.75 %
Asian	3.94 %
Filipino	4.88 %
Hispanic or Latino	79.74 %
Pacific Islander	1.31 %
White (Not Hispanic)	4.13 %
Multiple or No Response	3.38 %
Socioeconomically disadvantaged	76.00 %
English Learners	58.00 %
Students with disabilities	11.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2006-2007				2007-2008				2008-2009			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.6	5			19.0	5			20.0	5		
1	19.8	4			19.3	4			18.8	5		
2	17.3	4			17.5	4			20.0	3		
3	30.0		2		25.0		2		20.0	3		
4	26.0		1		27.5		2		21.3		3	
5	26.5		2		26.5		2		19.3	3		
6												
K-3					18.0	1			20.0	2		
3-4	30.0		1									
4-8	24.0		1		28.0		1		18.0	1		
Other												

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Parental Involvement

Parents are welcome at Bachrodt Charter Academy. The importance of parent participation at Bachrodt is stressed at monthly SELAC and PTA 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.

Bachrodt works closely with San Jose Unified's Parent Involvement Department to provide parents with appropriate parent education classes. The most successful programs were Rosetta Stone English classes and computer classes in Spanish.

To learn more about parent volunteer program and parent education classes, please contact Olga Garcia: 408.535.6211 or via email at Olga_Garcia@sjusd.org

Climate for Learning

Safety

Date safety plan updated: 2008-2009

Date safety plan last reviewed with staff: 2008-2009

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	5.5%	6.6%	11.8%	12.6%	13.6%	11.8%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Facilities

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 2009 spring and summer. In May 2009, Bachrodt’s field will begin to undergo 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. Each area/classroom of the school is inspected. A “deficiency” is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems Gas leaks, Mechanical/HVAC, Sewer	✓				
Interior Interior surfaces		✓			There was 1 deficiency in this area. Inside drinking fountain was stained.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 2 deficiencies in this area. The boys restroom in the B wing needs to be cleaned. Outdoor water fountains need to be cleaned.
Electrical			✓		There were 4 deficiencies in this area. A light was out and the covers dirty in Room F3. Box in front of electrical panel in B wing electrical room. Lights need to be replaced in B Building. .multi-purpose room. Light needs to be placed in K-4
Restrooms/Fountains Restrooms, Sinks/Fountains				✓	There were 5 deficiencies in this area. Paper towel dispenser missing in K4. B wing boys restroom needs cleaning. Drinking fountain in B wing is stained. Toilet seat needs repair in restroom in B building multi-purpose room. No toilet tissue in 1 stall in C wing girls restroom.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of August 26, 2009

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	27	27	30	1503
Without Full Credential	0	1	0	77
Teaching Outside Subject Area of Competence	1	1	0	0

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



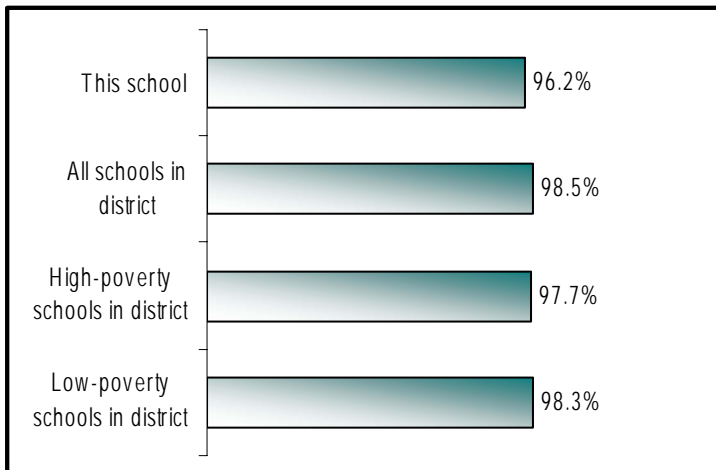
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	1	0

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

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

Core Academic Classes Taught by NCLB Compliant Teachers



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

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

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

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

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

Teacher and Staff Information

Evaluating/Improving Teachers

Bachrodt teachers are fully credentialed, except for the following teachers: one VIF (Visiting Foreign Teacher) who has Sojourn credential. 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.

The principal conducts observations and evaluations and meets with teachers regularly throughout the school year.

Professional Development

Resource teachers regularly conduct staff development workshops for our teachers. Three staff development days are utilized each year to reinforce research-based pedagogy. Additional professional development is conducted through weekly grade level collaboration meetings and staff meetings. To fulfill the requirements of the federal magnet grant in technology, several classroom teachers are participating in technology training as a cohort. This cohort serves as model classrooms exhibiting the use of technology in delivering instruction. Resource teachers and classroom teachers attend District and State sponsored conferences and trainings.

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.

Academic Counselors

Bachrodt has 1.0 FTE outreach counselor for its 535 students.

Curriculum

Reading and Writing

Bachrodt uses Houghton-Mifflin reading program for language arts period: K-90 mins., 1st-3rd – 2.5 hours, 4th-5th -2 hours. During the language arts period, teachers work with small groups to reteach concepts as needed. Classroom instruction is delivered using research-based strategies with the goal of having 100% student engagement. Teachers administer 6-week language arts benchmarks to track student progress. Teachers also administer weekly mini quizzes to monitor student progress toward standards mastery between benchmarks.

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.

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

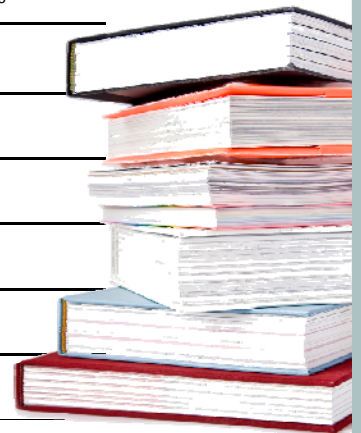
The social studies program follows the California State Framework to prepare for each succeeding grade and middle school. The curriculum integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacies, and 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%
Mathematics	0%
Foreign Language	0%
Science	0%
History-Social Science	0%
Health	0%
Science Laboratory Equipment (grade 9-12)	0%



A list of textbooks and adoption dates is available at:

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

Specialized Programs

GATE

GATE students 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 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. Three paraprofessionals support English Learners in the classrooms. Schedules are determined by results of district assessments. 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 2007-2008)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$9,905	\$4,717	\$5,188	\$64,069
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	4.23%	16.61%	-4.95%	-8.13%
State			\$5,512	\$65,905
Percent Different - School Site and State			-5.88%	-2.79%
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at http://www.cde.ca.gov/ds/fd/cs/ .				

Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

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

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2007-2008)

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

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

National Assessment of Educational Progress

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

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

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

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

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

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

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

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

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

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

Student Performance

Standardized Testing and Reporting Program

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

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

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

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

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [<http://star.cde.ca.gov>] <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>] <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

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

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

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	25	27	30	48	51	54	43	46	50
Mathematics	41	47	40	46	48	50	40	43	46
Science	7	34	17	42	50	52	38	46	50

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

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science
African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	38	56	*
Filipino	65	69	*
Hispanic or Latino	27	37	17
White (not Hispanic)	*	*	*
Male	21	37	16
Female	38	43	18
Economically Disadvantaged	29	38	17
English Learners	23	37	8
Students with Disabilities	11	17	17
Students Receiving Migrant Education Services	12	38	*

Academic Performance Index (API)

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

API Ranks

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

API Rank	2006	2007	2008
Statewide	1	2	2
Similar Schools	1	2	2

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	54	31	-20	687
Hispanic or Latino	42	38	-17	676
White (Not Hispanic)				
Socioeconomically disadvantaged	66	14	-4	679
English Learners	45	41	-3	673
Students with Disabilities				

Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<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	In PI	In PI
First Year of Program Improvement Implementation	2004-2005	2009-2010
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.2	12.5	3.6

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/tq/pf/>.

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

San José Unified School District

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

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

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<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.