

# 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

Lupe Mendoza-Ramirez  
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## San José Unified School District

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**This school is in Trustee Area 2.**

## Principal's Comments

Bachrodt Charter Academy is the first dependent elementary charter school 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 technology, 2) implementation of a Two-Way Bilingual Immersion strand (currently K-1) 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 Charter Academy made remarkable gains in 2009-2010. The school met the Adequate Yearly Progress (AYP) targets 2009-2010. This goal was met schoolwide, and for all significant subgroups: Hispanics, English Learners, and socioeconomic disadvantaged students. Bachrodt also gained 42 points on the Academic Performance Index (API).

Bachrodt values parents and community support as we implement research-based educational practices and engaging learning experiences for kindergarten through fifth grade students. As a Title I school, Bachrodt is rich in resource personnel. The Title I Resource Teacher supports Bachrodt's reading and writing instruction. Two Instructional Coaches assist teachers with full and successful implementation of our state-adopted programs. They also assist teachers in the implementation of instructional best practices by providing coaching cycles. The English Learner Instructional Coach oversees the progress of all English learners and the instructional programs in which they are enrolled. Attendance is monitored by the Drop-out Prevention counselor. He also assists families during times of crisis and special need. The computer technician coordinates and supports two computer labs, as well as schedules K-2 classrooms for Keys to Achievement, a software based, self-paced piano lesson program. In addition, Bachrodt teachers are committed to meeting weekly in grade level meetings to refine teaching practices, share best practices, and develop motivational strategies that encourage students to work to their potential. Teachers are trained in the district's data analysis system, Edusoft, and use it to evaluate student performance in math and language arts. Pacing Calendars in math and language arts are utilized to support the instruction of California Content Standards at every grade level.

During the 2009-2010 school year, Bachrodt Charter Academy enjoyed partnerships with the Kiwanis Club, the Rosemary Garden Association, American Assistance League, Bellarmine High Volunteer Program, and the Sunrise Rotary Club. Bachrodt Charter Academy's PTA is growing in leaps and bounds. Bachrodt's PTA parents have been instrumental in increasing parental involvement and promoting creative arts enrichment for students after school.

## Principal's Experience

Lupe Mendoza-Ramirez, Bachrodt's principal, is an experienced administrator with over 25 years of experience in education. This 2010-11 school year was her third year as a principal. She is bilingual in Spanish and English, and is focused on raising achievement for all students.

## Major Achievements

Met all No Child Left Behind AYP targets: schoolwide and all significant subgroups on the CST in Language Arts and Math  
Gained 42 points on the API (Academic Performance Index).

Met the Title III Annual Measurable Achievement Objectives #1 & #2 (AMAO) for English Learners

Bachrodt Charter Academy's PTA continues to grow in strength. PTA activities continue to bring Bachrodt families together for fun and relaxation on the school site.

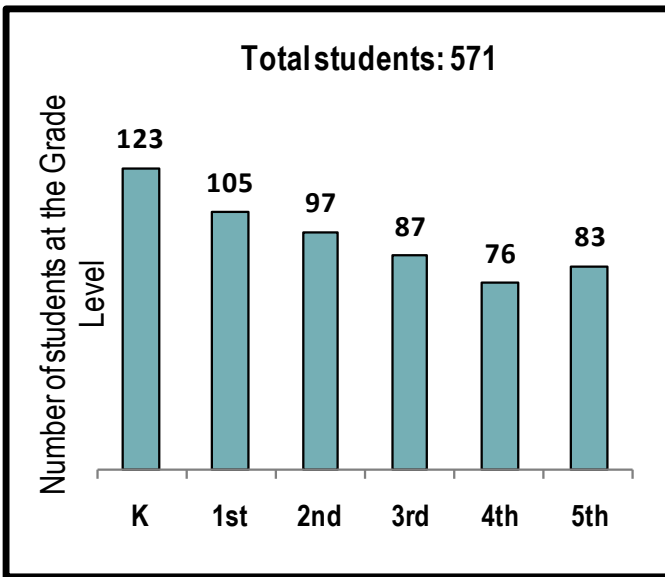
Added 2.5 TWBI classes at the second grade level bringing the school to a total of 8.5 TWBI classrooms

## 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 2009-2010 school year.



Student Enrollment by group	
African American	2.1 %
American Indian or Alaska Native	0.53 %
Asian	3.15 %
Filipino	4.38 %
Hispanic or Latino	78.63 %
Pacific Islander	1.05 %
White (Not Hispanic)	6.48 %
Multiple or No Response	%
Socioeconomically disadvantaged	84.00 %
English Learners	54.00 %
Students with disabilities	12.00 %



## Class Size

### Average Class Size and Class Size Distribution

Grade	2007-2008			2008-2009			2009-2010		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	19.0	5		20.0	5		19.3	6	
1	19.3	4		18.8	5		16.7	6	
2	17.5	4		20.0	3		16.6	5	
3	25.0		2	20.0	3		17.0	3	
4	27.5		2	21.3		3	19.7	1	2
5	26.5		2	19.3	3		18.3	3	
6									
K-3	18.0	1		20.0	2		19.0	1	
3-4							15.0	1	
4-8	28.0		1	18.0	1		21.0		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).

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.

## Parental Involvement

Parents are welcome at Bachrodt Charter Academy. The importance of parent participation at Bachrodt is stressed at monthly Site English Language Advisory Committee (SELAC) and PTA meetings and newsletters. The principal also holds regular informal Principal's Coffee meetings with parents. 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 when visiting the school. Teachers 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 Charter Academy has a full-time parent/community liaison who works closely with San Jose Unified's Parent Involvement Department to provide parents with appropriate parent education classes. The most successful programs continue to be Rosetta Stone English classes and computer classes in Spanish.

To learn more about Bachrodt's parent volunteer program and parent education classes, 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: 2009-2010**

**Date safety plan last reviewed with staff: 2009-2010**

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

### 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.

### Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Rate of Suspensions</b>	6.6%	11.8%	6.3%	13.6%	11.8%	5.17%
<b>Rate of Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.2%	0.19%

This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

### Discipline

Classroom teachers provide parents with their classroom behavior expectations and their system for receiving rewards and consequences. Bachrodt is in the initial stages of planning for PBIS (Positive Behavior Intervention System) implementation. This is a school-wide system that will establish school-wide behavior expectations. Implementation with students will begin in the fall of 2010. Parents also receive a copy of our School Compact that outlines the expectations of students, parents, and staff. Each Monday morning the Principal reinforces high standards of

behavior, reminds students of procedures for handling conflict. A DOP counselor works with individuals and groups of students to build social skills. 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 prizes. 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.

### 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

**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	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary - 99% - 100%	Good 90% - 98.99%	Fair 75% - 89.99%	Poor - 0% - 74.99%	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior:</b> Interior Surfaces	✓				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		✓			There were 2 deficiencies in this area. It included floors and walls that needed cleaning, web removal, sinks on rooms needed cleaning and restrooms need cleaning and removal of wads of TP on ceiling
<b>Electrical:</b> Electrical			✓		There were 3 deficiencies in this area. They included lights out (most of them), lights cover missing, alarm sensor to exit door in supply room of K-1 is loose.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		✓			There was 1 deficiency in this area. It was for towel dispenser empty.
<b>Safety:</b> Fire Safety, Hazardous Materials		✓			There was 1 deficiency in this area.
<b>Structural:</b> Structural Damage, Roofs	✓				
<b>External:</b> Playground/School Grounds, Windows/ Doors/ Gates/Fences	✓				

### Overall Summary of School Facility Good Repair Status as of August 25, 2010

Facility Condition	Exemplary	Good	Fair	Poor	
<b>Overall Rating</b>		✓			Inspected by Santa Clara County Office of Education

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	27	30	30	1360
Without Full Credential	1	0	2	59
Teaching Outside Subject Area of Competence	1	0	0	2
<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>				

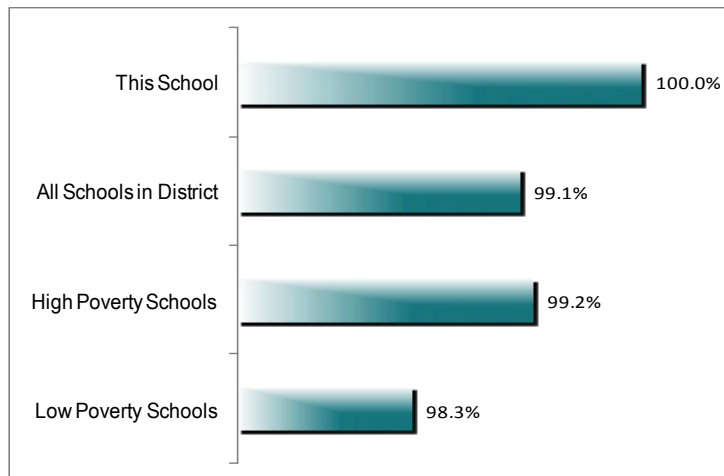


### Teacher Misassignments and Vacant Teacher Positions

Indicator	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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher misassignments (teachers assigned without proper legal authorization)</li> <li><input type="checkbox"/> <b>Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.</b></li> <li><input type="checkbox"/> 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 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/>.

classrooms and the Media Center.

In August 2009, Bachrodt's field was reinstalled with a new sprinkler system and grass. A new backstop was installed and a large field for sports has provided a valuable sports area. Two modernized kinder classrooms replaced an outdated kinder classroom. The media center area was remodeled and four classrooms were restored to accommodate a growing staff and support personnel. Other renovations or installations include a new play structure and shade structure.

## Teacher and Staff Information

### Evaluating/Improving Teachers

Bachrodt teachers are fully credentialed. Retention of outstanding teachers is a priority at Bachrodt Academy. Temporary and probationary teachers are assessed at least two times 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 instructional coaches, and resource teachers. The principal conducts observations and evaluations and meets with teachers regularly throughout the school year.

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### Professional Development

Resource teachers regularly conduct staff development workshops for 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. They provide frequent feedback on regular classroom visits 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, as well as sharing best practices.

### 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 DOP counselor for its 589 students.

# Curriculum

## Reading and Writing

Bachrodt uses Houghton-Mifflin reading program for language arts period: K-90 mins., 1<sup>st</sup>-3<sup>rd</sup> – 2.5 hours, 4<sup>th</sup>-5<sup>th</sup> -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

The math curriculum, a newly adopted Addison-Wesley program, follows the state framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Hands-on materials are integrated extensively into the District-adopted core curriculum to provide concrete experiences and to facilitate acquisition of basic skills.

## 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. All students have access to textbooks and supplementary text materials for class and/or home use in order to complete assigned projects. Additional materials, such as leveled books, Accelerated Reader titles, and manipulative are purchased to supplement the core curriculum. A newly adopted math series by Addison-Wesley was adopted in 2009. Teachers received additional training on the technology pieces to enhance interactive learning. The Houghton Mifflin reading Series was adopted in 2003/2004. All students have access to the core curriculum, including texts and other supplemental materials. A William’s Settlement Site visit at the opening of the 2009-2010 school year affirmed that all students have access to textbooks and other instructional materials in each core subject area.

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

A list of textbooks and adoption dates is available at:  
[http://www.sjUSD.org/schools/documentation/downloads/Textbook\\_listing.pdf](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 a speech and language teacher support the needs of special education students. Bachrodt has both a primary and an upper grade Special Day class, one Resource Class, and a full-time Speech and Language teacher who also supports preschool students throughout the district. Each program, with the exception of speech and language, have an assigned instructional associate to support instruction.

### At-risk students

Student Success Teams are made up of teachers, resource teachers, and a counselor, who meet 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 Student 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. Teachers provide English Language Development to all English Learners. The English Learner Instructional coach provides instructional support by coaching and providing resources for teachers in the Bilingual (transitional and Two-Way Bilingual Immersion) and Structured English classrooms. An English Language Development Academy is provided each summer to continue to support students in developing the English Language.

### 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, Playworks, and CDI, a fee-based agency that is located on Bachrodt's campus provide a variety of after school care or activities for students. Over a hundred children participate in these programs. Individual teachers also provide after-school interventions for their students.

### Tutoring

The Title 1 resource teacher provides students with small group support in reading or writing. Groups are determined based on CST and current benchmark data. Paraprofessionals tutor students reading using Voyager, the district's intervention program. K-1 students are referred for tutoring by their classroom teachers. Third through fifth grade are selected for interventions based on CST and current benchmark data.

### Peer tutoring

Bachrodt teachers frequently use group assignments and paired learning opportunities to reinforce academic concepts and skills. Buddy readers also provide younger students with positive student role models.

## School Finances (Fiscal Year 2008-2009)

### Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$10,520.75	\$4,986.53	\$5,534.22	\$63,999.91
District	\$9,302.70	\$4,038.27	\$5,264.43	\$66,170.00
Percent Difference - School Site and District	13.09%	23.48%	5.12%	-3.28%
State			\$5,681.00	\$68,179.00
Percent Different - School Site and State			-2.58%	-6.12%

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

### Types of Services Funded

San José Unified School District spent an average of \$9,303 per student in the 2008-09 school year, compared to \$8,825 per student spent on average by all unified districts in the state. Total operating expenses for the 2008-09 year were \$279,871,911. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](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 2008-2009)

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

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

## Student Performance

### Standardized Testing and Reporting Program

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

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

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

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

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

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

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

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	27	30	44	51	54	56	46	50	52
Mathematics	47	40	49	48	50	51	43	46	48
Science	34	17	27	50	52	57	46	50	54

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

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science	History– Social Science
All Students in the LEA	57	52	57	50
All Students at the School	43	49	28	
Male	39	49	34	0
Female	48	49	22	0
African American				
American Indian or Alaska Native				
Asian	45	64		
Filipino	62	62		
Hispanic or Latino	41	47	20	
Native Hawaiian or Pacific Islander				
White (not Hispanic)	43	36		
Two or More Races				
Economically Disadvantaged	42	51	25	
English Learners	37	50	14	
Students with Disabilities	13	19		
Students Receiving Migrant Education Services	43	48	*	

## Academic Performance Index (API)

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

### API Ranks

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

API Rank	2007	2008	2009
Statewide	2	2	1
Similar Schools	2	2	1

### API Changes by Student Group -- Three Year Comparison

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

	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All students at this school	31	-20	42	729
Hispanic or Latino	38	-17	39	715
White (Not Hispanic)				
Socioeconomically disadvantaged	14	-4	47	726
English Learners	41	-3	60	733
Students with Disabilities				

### Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<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 2010-2011)

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 2
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	25
Detailed information about PI identification can be found at the CDE AYP Web page at <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 (2009-2010)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	21.2	12.1

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

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

## San José Unified School District

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

San José Unified's SARCs are prepared by the Office of Educational Accountability  
**(408) 535-6194** ▼ Fax (408) 535-2308

<http://www.sjUSD.org>

## Data and Access

### DataQuest

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

### Internet Access

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