

School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

Bret Harte Middle

7050 Bret Harte Drive
San José, CA 95120

Phone: (408) 535-6270
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Grades 6-8



Principal

Cyndi Majjala
Cyndi_Majjala@sjusd.org



1990, 1992, 1994,
2001



2002

San José Unified School District

*855 Lenzen Avenue
San José, CA 95126
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Superintendent

Vincent Matthews, Ed. D.

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

Board of Education

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Richard Garcia Trustee Area 2
Pamela Foley Trustee Area 3
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This school is in Trustee Area 5.



Principal's Comments

A National Blue Ribbon School with grades 6-8, Bret Harte establishes a learning community that motivates all students to achieve. Bret Harte Middle School is committed to creative, critical thinkers within a caring school climate. Bret Harte is where students are loved and where students love to learn. In partnership with parents, a staff of caring professionals provides a structured and sequential program rich in basic and advanced Math, Literature, Science, History, Geography, Technology, and the Arts. A safe, orderly environment is maintained in classrooms and throughout the campus. Our partnership with the City of San Jose provides more resources for our students. These include our Homework Center and Allstars programs, which provide activities from 2:45 p.m. to 4:00 p.m., daily.

At Bret Harte, all students in our diverse population successfully develop academically, physically, emotionally and socially to reach their maximum potential during this special period of growth. We create a safe and secure learning environment where students are creative and are motivated to greater academic success and preparation. By deepening their reservoir of knowledge and experiences, we prepare students for their lives beyond formal schooling. We plan instruction addressing multiple intelligences and learning styles, establish a positive and supportive environment, and provide extended and enrichment activities in all disciplines including the arts, technology, and communication.

The Bret Harte community promotes:

- Adherence to high standards and expectations
- Success and academic accountability
- Responsibility and civic commitment
- Integrity, honesty, and fairness
- Importance of family and heritage
- Teamwork, consensus and respect for others

Principal's Experience

Cynthia Majjala is the current principal at BHMS. Prior to becoming Principal of Bret Harte, she was Principal at Booksin Elementary for three years. In the 2010 school year Booksin was recognized as a California Distinguished School. Altogether Cynthia has been an administrator for ten years. She taught a total of seven years at the elementary and middle school levels as well as providing coaching support for teachers.

Dominic Bejarano was Principal at BHMS for the past three years. Prior to becoming Principal at Bret Harte he was Assistant Principal at Gunderson High School for five years.

Major Achievements

- Over 100 Bret Harte students are currently enrolled in Geometry and over 500 are enrolled in Algebra or Algebra HE, 105 in Spanish, and 35 in French, all high school equivalent courses.
- 77% of Bret Harte students score Proficient or Advanced in Math; 81% in Language Arts; 74% in History/Social Science; 85% in Science with the school receiving an API score of 909.
- Bret Harte met 22 out of 25 AYP targets.
- More than 700 students participate in leadership activities, sports, and the various clubs and activities.
- Parents from 300 Bret Harte families have contributed as volunteers.
- Over half of our students achieved a 3.5 or higher grade point average.
- Over 350 students are straight A students

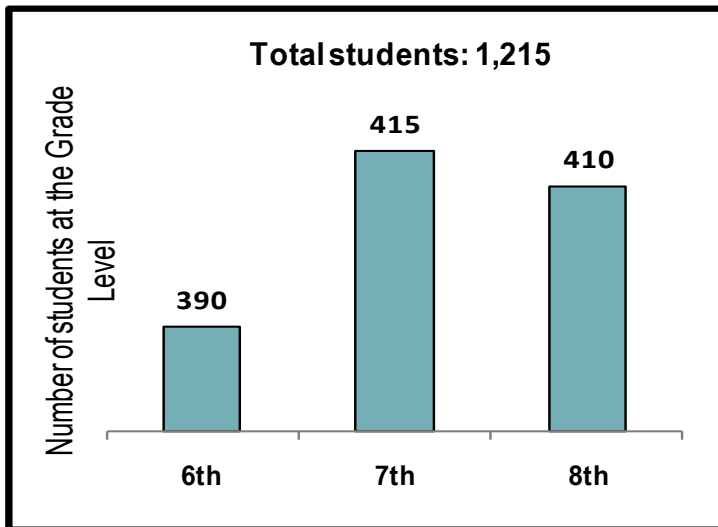
Parental Involvement

Bret Harte takes great pride in its parental involvement and the role parents play in keeping excellence as our goal. Our Community Club (our equivalent to PTA) holds monthly meetings and has a number of committees to provide parent/school interaction. Our ever-supportive parents volunteer in high numbers (about 300 or more families last year). Our parents work with staff on our Site Leadership Teams, assist in the Media Center, help plan Attitudes for Achievement and the Cultural Fair, assist at the Sixth Grade Orientation Day, work as Student Mentors, work food carts to provide more points of service to students on a daily basis and assist in classrooms as needed. Parent donations have resulted in the purchase of new computers, projectors, interactive white boards, sound systems, printers, electronic sign, and classroom materials to enhance our student's learning. Parent donations and community partnerships led to funding of Project Lead the Way, a hands on lab where students learn the principles of engineering and design. Parent funding also allowed for a refresh of the technology in our school Television Production Studio.

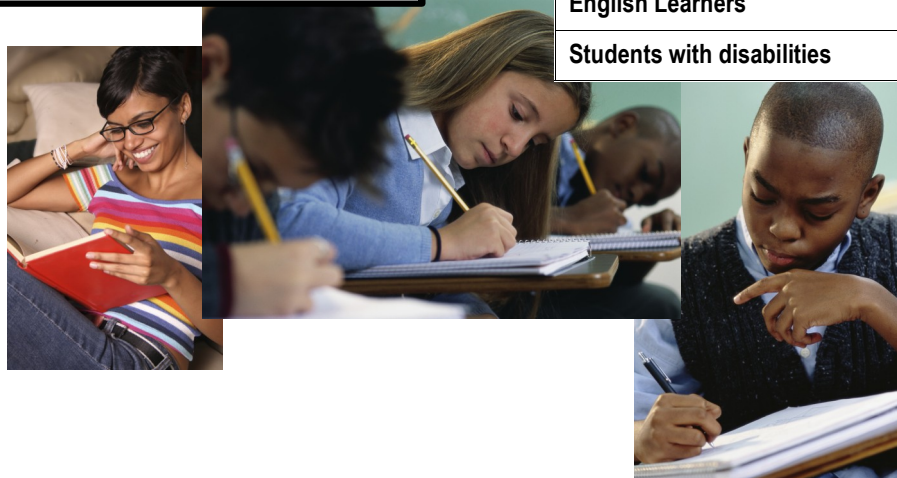
Our Booster Club supports our athletic and club programs. BHMS's athletic program is one of largest sports program offered at a middle school and is continuously growing as we offer cross country, tennis, volleyball, track, soccer, baseball, softball, flag football, wrestling,

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 | .09 % |
| American Indian or Alaska Native | 0.66 % |
| Asian | 41.86 % |
| Filipino | .89 % |
| Hispanic or Latino | 14.88 % |
| Pacific Islander | 0.25 % |
| White (Not Hispanic) | 39.8 % |
| Multiple or No Response | % |
| Socioeconomically disadvantaged | 13.00 % |
| English Learners | 7.00 % |
| Students with disabilities | 8.00 % |



Class Size

Average Class Size and Class Size Distribution

| Subject | 2007-2008 | | | | 2008-2009 | | | | 2009-2010 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| English | 27.2 | 10 | 27 | 9 | 26.6 | 8 | 39 | 4 | 24.2 | 16 | 30 | 8 |
| Mathematics | 29.9 | | 26 | 12 | 30.2 | | 28 | 10 | 27.4 | 6 | 36 | 7 |
| Science | 31.3 | 1 | 27 | 10 | 31.0 | | 27 | 11 | 28.9 | 2 | 30 | 8 |
| Social Science | 28.8 | 4 | 30 | 9 | 28.8 | 2 | 43 | 1 | 28.7 | 4 | 33 | 9 |

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

basketball, La Crosse, fencing, spirit team, and dance. Many sports are offered both semesters. Booster Club also sponsors over 25 clubs, providing an extended opportunity for student involvement and participation.

Both Community Club and Booster Club have contact information on our website www.sjUSD.org/bretharte for anyone interested in volunteering.

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Climate for Learning

Safety

Date safety plan updated: August 2010

Date safety plan last reviewed with staff: August 2010

Safety is paramount at Bret Harte. Our safety plan was updated during the summer prior to the school year and reviewed with the staff in August. Bret Harte has a police officer on campus five days a week along with campus supervisors. The campus is monitored, before and after school, lunchtime, and during passing periods, by our police, campus supervisors, teachers, and administrators. Staff members are located at all entrances during brunch and lunch to make sure all visitors sign in prior to coming on campus. Bret Harte is a very secure and safe campus.

Homework

Homework is given every day of the week at Bret Harte. Students and parents can expect 20-30 minutes of homework per academic subject. The workload increases when projects are due. We provide students with a planner designed to track homework. Homework is used to reinforce the lesson or allow students to more fully explore subject matter. Extra Academic support for 7th and 8th graders experiencing academic distress is provided by our Academic Counselor. She provides After School Study Skills sessions and also works with students and classrooms during the regular academic day.

Suspensions and Expulsions—3 year comparison

| | School | | | District | | |
|---|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Rate of Suspensions | 16.3% | 11.2% | 5.10% | 13.6% | 11.8% | 5.17% |
| Rate of Expulsions | 0.4% | 0.1% | 0.08% | 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

Bret Harte cares about students. Bret Harte won the 2005 award for Caring School Climate by the Cornerstone Project. Bret Harte works hard to create a caring school climate. The Bronco Attitude is the focus of our discipline plan this year. This Bronco Attitude focuses on positive attributes we are striving to build in our students. These attributes include Cooperation, Responsibility, Respect, Honesty and Self Confidence. The Bronco Attitude helps to create a safe positive environment both in and out of the classroom. During the first two weeks of school students are taught the Bronco Attitude and what it looks like on campus. For students needing extra support with the Bronco Attitude, Bret Harte has the Responsibility Center to help reinforce expectations and provide conflict resolution.

Facilities

Since Bret Harte is 43 years old, maintenance is an ongoing need. The District and the various members of our school community make continual structural and safety improvements: A few years ago, the boys and girls locker rooms were completely renovated and a weight room added. In addition, the staff and nurse’s bathrooms were brought up to ADA standards and a TV station was created to broadcast our live news show. Also, each classroom has been upgraded (shelving, closet). Our science and art classrooms received new counters and sinks. Recently, we added our third computer lab, completely renovated the cafeteria and serving areas, reconfigured the outside basketball courts, installed an electronic sign in front of the school, and installed solar panels on the roof and on the back fields. The grounds are maintained by our excellent staff and the campus is continually cleaned. Custodians are on campus from 7:00 am to 11:00 pm working to ensure all facilities are ready for our school population.

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 | | ✓ | | | There were 4 deficiencies in this area. They were for the need to clean AC/heating vents. |
| Interior: Interior Surfaces | | | ✓ | | There were 10 deficiencies in this area. They were for water stains in ceiling tiles in offices, missing tile, loose tile, ceiling paint cracked, and paint on ceiling peeling. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | ✓ | | | | |
| Electrical: Electrical | | | ✓ | | There were 13 deficiencies in this area. They were for the need to replace burned out light bulbs or repair banks of lights that are not working, no extension cover on floor to overhead projector in C-1 and C-3, and a missing light cover. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | ✓ | | | | |
| 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 September 28, 2010.

| Facility Condition | Exemplary | Good | Fair | Poor |
|--------------------|-----------|------|------|------|
| | | ✓ | | |

Teacher and Staff Information

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 53 | 55 | 53 | 1360 |
| Without Full Credential | 0 | 0 | 0 | 59 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 2 |

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



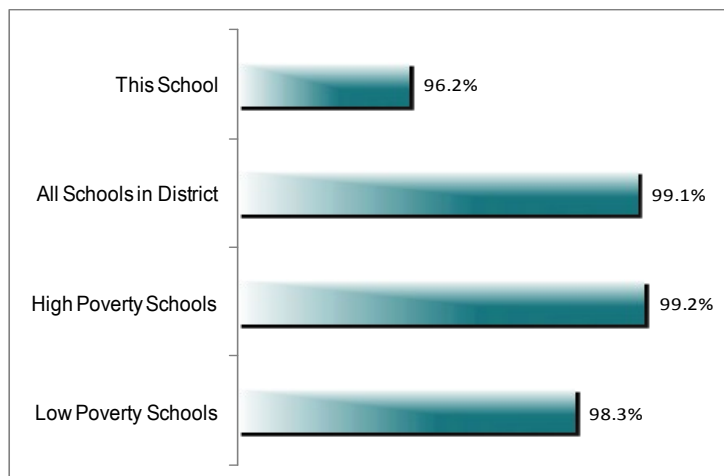
Teacher Misassignments and Vacant Teacher Positions

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

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

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 the free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

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

Evaluating/Improving Teachers

Bret Harte is committed to providing and allowing teachers the opportunity to get better at their craft. Profession Development is provided at the site and district level, concentrating on improving instruction and assessment based on data results. New teachers have a mentor designed to help facilitate their skill. Administrators get in each class weekly providing support to all teachers. Teachers' evaluations and criteria are defined by our bargaining unit contract and are conducted following the time lines contained in the SJTA contract. Per contract, permanent teachers go through the evaluation process every other year, probationary and temporary go through the process every year.

Bret Harte has site and district coaches who work with teachers to improve instructional practices. Support is provided in the areas of Language Arts and Mathematics.

Staff Development

A rich and diverse staff development program exists at Bret Harte. On our three staff development days, teachers are provided a selection of topics designed around their needs as professionals. Expert speakers are brought in so we can learn the best from others. We also give staff an opportunity to present their level of expertise to their peers. The staff fully participates in our staff development planning. During this school year, creating a caring school climate and respect for others has been our focus. Grace Dearborn was contracted to present regarding Brain Based Instruction Teachers are encouraged to participate in after school and weekend professional development. Technology workshops are conducted on campus for staff improvement. They also offered at the district office.

Administrators are available on a daily basis to help teachers with their craft. Teachers also rely heavily on their peers to assist with feedback and refining instructional strategies.

Professional development is a part of each meeting held on campus. On each in-service day 2 hours are devoted to professional development. Standards implementation and training for each teacher are our goals. Workshops are held periodically when the need arises.

Teacher Assignment

Teacher assignment is based on student and curriculum needs using the following criteria: training, credentials, and experience. The Administrative staff uses all the available information to assign teachers to best serve the needs of the students. Each teacher is provided the opportunity to discuss placement and to give his or her input.

Substitute Teachers.

Bret Harte's substitute teachers are treated as guests on campus. Many retired Bret Harte teachers come back on campus to substitute and keep the continuity of learning intact. Teachers develop relationships with substitutes so they can request the same core of substitutes to ensure familiar faces for our students.

Leadership Team

Our School Site Council (SSC) is one of our leadership teams. Comprised of parents, students and staff, they serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. One of their major responsibilities is to approve the *Single Plan for Student Achievement* and the expenditures of the categorical monies. Each body of voices is heard to make sure we have representation from all of our community. Meetings are held six times a year. The SSC is committed to making timely decisions with the goal of improving Bret Harte's instructional program and campus experiences.

A second leadership team is our Rep. Council. The Rep. Council consists of one representative from each department and the administration team. Their focus is to make decisions on topics discussed in department meeting, develop staff development days, develop agendas for staff meetings, and discuss any concerns a department or the school may have. Their goal is to lead the school as one unit.

Another example of a leadership team is the Bret Harte Task Force. The Task Force consists of administrators, teachers, and parents. Their focus is on standards based education, assessment and accountability, school culture, academic intervention and professional development. The Task Force will study other schools with similar demographics to see where our site may need improvement. The Task Force will also analyze the essential elements of Bret Harte to determine our area of focus.

Specialized Staff

Bret Harte has both a part time speech and language specialist and a school psychologist. We have daily counselors available for students. We have a nurse 8 hours a week, and a 5.8-hour (daily) nurse's aide.

Curriculum

Reading and Writing

Reading and writing occur across all grade levels during each student's Language Arts class. All students who scored below the 25 percentile take an intervention Reading course offered 7th period. Daily, all students spend 17 minutes reading self-selected materials in Sustained Silent Reading. The program Accelerated Reader is used across all grade levels.

Math

Bret Harte has over three hundred students enrolled in high school equivalency math courses. All students were tested and accelerated to higher-level courses if warranted. Teachers employed individual and group work, manipulatives, projects (stressing real-world applications), and written and oral explanation to demonstrate conceptual understanding. Courses include: algebra, number theory and operations, mathematical reasoning and geometry. Students who score below the 25 percentile take an intervention math course during after school hours. Bussing is provided for students who live outside the neighborhood.

Science

Science is a hands-on, activity based, laboratory experience for all students. Sixth, Seventh and Eighth graders take a full year of science. Eighth graders study Physical Science, concentrating on Physics, Chemistry, and Astronomy. The use of a classroom set of new Mac Book computers facilitates the learning. Sixth graders concentrate on Earth Science including the weather and the geography of the Earth. Seventh grade curriculum is centered on the Life Sciences; covering the biological study of plants, animals, and man. Brain Pop is used to differentiate and to infuse technology into lessons at home and at school.

Social Studies

Social Studies curriculum provides students with skills related to our American heritage, World Culture, and Geography with an emphasis on how these forces shaped our civilization. Sixth graders take a full year of Social Studies. They study Ancient History including early man, Egypt, China and India. Seventh graders take a full year of Social Studies concentrating on the medieval times, the Renaissance period and beyond. Eighth graders also take a full year of Social Studies and concentrate on the history of early America. Several eighth grade teachers participate in Project Citizen, providing a real life connection through project based learning. Our school continues to receive national and state recognition for Project Citizen work.

Textbooks

All textbooks are current and comply with District standards and have been adopted by the State Board of Education. Teachers were provided with an additional classroom set as well as a book for every student to leave at home.

Students are given an individual textbook in each core subject. The library/media specialist and teachers inspect each book. Only textbooks that are in good condition are assigned to a student. All students are provided materials necessary to be successful at Bret Harte.

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

| | 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

Specialized Programs

GATE

GATE students' needs are met in the regular classroom using differentiated curriculum. Multitudes of school clubs are designed for our gifted students to explore and be intellectually curious.

Special Ed

Bret Harte has one Severely Handicapped class, two Resource Specialist classes, one Special Day class, and one Emotionally Disturbed (ED) class. Students are tested, if requested, for proper placement. We provide for the least restrictive environment, whenever possible, for each special education student. Currently, we incorporate an inclusion model for all our RSP students. They are mainstreamed in all classes. Some may have a Guided Studies class with their case manager. A student's progress is monitored by their individual case manager. Counseling services are provided on a daily basis.

At-risk students

At-risk students are identified and supported through the following services: six-week progress reports, student/parent/teacher/administrator conferences, Coordination of Services Team (COST), Student Success Team (SST), Counseling Services, After School Homework Center, intervention classes, peer and outside tutoring, and the City of San Jose's Safe School Program.

Intervention programs are in place for students who struggle in Math or Language Arts. These classes are provided during the regular academic day.

English Language Learners

Bilingual staff provides support for English Language Learners (ELL) and classrooms. We have ELL classes in Language Arts and Social Studies. We also offer a Reading Lab course during the day to reinforce what they are learning in their other core classes. An EL coordinator works with ELL needs; an Instructional Associate assists in the ELL classes and the Reading Lab. We offer a spring after school intervention program and a testing deconstruction course in order to support our ELL students. Students can also participate in a targeted intervention class offered at Washington Elementary School. This provides an expanded school year for EL's where students can attend Saturday workshops in a convenient location.

Students with disabilities

Students with disabilities are scheduled appropriately in both special education classes but also in our mainstream program. Teachers make accommodations as necessary to ensure each student is successful.

After-school programs

At Bret Harte we have over 650 of our students participate in some kind of after school program. Clubs are held both at lunchtime and after school. Our extensive sports program extends the school day for many students. We also operate a Homework Center for those wishing to work on their studies or who may need extra help with learning.

Tutoring

High school students provide tutoring everyday in our homework center. Outstanding former students tutor students in a variety of subjects to include Math and Language Arts. Teachers also act as tutors, as employees of the city, in our Homework Center. All other teachers and the Human Relation Administrator, often schedule hours after school when they are available for tutoring.

Peer tutoring

Peer tutoring is provided by our school's California Junior Scholastic Federation (CJSF) Program. Over forty Bret Harte students mentor their peers.

School Finances (Fiscal Year 2008-2009)

| Level | Total Expenditures per Pupil | Restricted (supplemental) expenditures per pupil | Unrestricted (basic) expenditures per pupil | Average Teacher Salary |
|--|------------------------------|--|---|------------------------|
| School Site | 8,471.10 | 3,190.01 | 5,281.09 | 70,914.39 |
| District | 9,302.70 | 4,038.27 | 5,264.43 | 66,170.00 |
| Percent Difference - School Site and District | -8.94% | -21.01% | 0.32% | 7.17% |
| State | | | 5,681.00 | 68,170.00 |
| Percent Different - School Site and State | | | -7.04% | 4.03% |
| <p>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/.</p> | | | | |

Types of Services Funded

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

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

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

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

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

Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

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

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

Percent of students achieving at the proficient or advanced level

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 79 | 81 | 81 | 51 | 54 | 56 | 46 | 50 | 52 |
| Mathematics | 81 | 74 | 77 | 48 | 50 | 51 | 43 | 46 | 48 |
| Science | 86 | 85 | 85 | 50 | 52 | 57 | 46 | 50 | 54 |
| History-Social Science | 74 | 79 | 73 | 43 | 49 | 50 | 36 | 41 | 44 |

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

Percent of students at the proficient or advanced level

| Group | English-Language Arts | Mathematics | Science | History-Social Science |
|---|-----------------------|-------------|---------|------------------------|
| All Students in the LEA | 57 | 52 | 57 | 50 |
| All Students at the School | 80 | 77 | 85 | |
| Male | 77 | 76 | 85 | 75 |
| Female | 85 | 78 | 86 | 71 |
| African American | 64 | 55 | * | * |
| American Indian or Alaska Native | * | * | * | |
| Asian | 92 | 92 | 94 | 86 |
| Filipino | * | * | * | * |
| Hispanic or Latino | 50 | 40 | 52 | 38 |
| Native Hawaiian or Pacific Islander | * | * | * | * |
| White (not Hispanic) | 82 | 76 | 88 | 71 |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 50 | 43 | 56 | 50 |
| English Learners | 24 | 36 | 31 | 19 |
| Students with Disabilities | 35 | 26 | 32 | 15 |
| Students Receiving Migrant Education Services | 29 | 29 | * | * |

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 | 10 | 10 | 10 |
| Similar Schools | 6 | 6 | 5 |

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 | 2009-2010 | 2010 |
| All students at this school | 11 | 2 | -2 | 909 |
| Asian | 8 | -1 | -3 | 981 |
| Hispanic or Latino | -13 | -2 | -19 | 717 |
| White (Not Hispanic) | 15 | 9 | 12 | 907 |
| Socioeconomically disadvantaged | | | 2 | 723 |
| English Learners | | | 41 | 757 |
| 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 | Yes | No |
| Percent Proficient - Mathematics | No | No |
| API | Yes | Yes |
| Graduation Rate | N/A | Pend |
| <p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p> | | |

Federal Intervention Program (School Year 2009-10)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement Implementation | | 2009-2010 |
| Year in Program Improvement | | Year 12 |
| Number of Schools Currently in Program Improvement | N/A | 13 |
| Percent of Schools Currently in Program Improvement | N/A | 25 |
| Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ . | | |

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

California Physical Fitness Test

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 19 | 31.1 | 33.9 |

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/pfi/>.

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.