

School Accountability Report Card

Reporting for school year 2010-2011
Published in 2011-2012

San José Unified School District

Bachrodt Elementary

102 Sonora Avenue
San José, CA 95110

Phone: (408) 535-6211
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Grades K-5



Principal

Rigo Palacios
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San José Unified School District

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Superintendent

Vincent Matthews, Ed. D.

Assistant Superintendents

Jason D. Willis
Chris D. Funk

Board of Education

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This school is in Trustee Area 2

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Walter L. Bachrodt Elementary	District Name	San Jose Unified
Street	102 Sonora Ave.	Phone Number	(408) 535-6000
City, State, Zip	San Jose, CA, 95110-1457	Web Site	www.sjUSD.org
Phone Number	(408) 535-6211	Superintendent	Vincent Matthews
Principal	Rigo Palacios, principal	E-mail Address	vincent_matthews@sjUSD.org
E-mail Address	rigo_palacios@sjUSD.org	CDS Code	43696666048730

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

Principal's Comments

Bachrodt Charter Academy is the first dependent elementary charter school in San Jose Unified School District. The conversion to charter status 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-3) and adding an additional grade each year, 3) integration of creative arts, and 4) increasing parental involvement.

Bachrodt Charter Academy's Vision:

Bachrodt Charter Academy students 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.

Our Mission is:

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

Bachrodt Charter Academy made remarkable gains in 2009-2010. The school did not meet the Adequate Yearly Progress (AYP) targets 2010-2011. The school did meet AYP targets in math school-wide and for our Hispanic and EL subgroups. Bachrodt also gained 18 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. Bachrodt is designated a school-wide Title 1 school. The Title I Resource Teacher supports Bachrodt's reading and writing instruction by providing reading intervention to fourth and fifth grade students. An Instructional Coach (IC) assists teachers with full and successful implementation of our state-adopted programs. This school year the IC assisted teachers in the implementation of instructional best practices such as Direct Instruction (DI) 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 2010-2011 school year, Bachrodt Charter Academy enjoyed partnerships with the Rosemary Garden Association, American Assistance League (Readers are Leaders), Bellarmine High Volunteer Program, the Sunrise Rotary Club, and our two new partners are the DoubleTree Hotel and Santa Clara University. Bachrodt is pleased Santa Clara University students who provided direct student tutoring or other support services. The DoubleTree Hotel worked in conjunction with the school for an annual Food

Drive to raise student awareness of need to help others in our own community who suffer hunger. Bachrodt Charter Academy's PTA continues to grow 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 fourth year as a principal at Bachrodt. She is bilingual in Spanish and English, and is focused on raising achievement for all students.

Major Achievements

- Met AYP targets in Math: school-wide, Hispanic, EL subgroups
- Gained 18 points on the API (Academic Performance Index).
- Met the Title III Annual Measurable Achievement Objectives #2 & #3 (AMAO) for English Learners
- Bachrodt Charter Academy's PTA continues to grow in strength and numbers. PTA activities continue to bring Bachrodt families together for fun and relaxation on the school site.
- Added 2 TWBI classes at the third grade level bringing the school to a total of 11 TWBI classrooms
- 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

Opportunities for Parental Involvement (School Year 2010–11)

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 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 part-time parent/community liaison that works closely with San Jose Unified's Parent Involvement Department to provide parents with appropriate parent education classes. The most successful program continues to be the Rosetta Stone Spanish classes.

To learn more about Bachrodt's parent volunteer program and parent education classes, please contact Arturo Magaña at 408.535.6211 or via email at Arturo_Magaña@sjusd.org

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	124	Grade 8	0
Grade 1	124	Ungraded Elementary	0
Grade 2	106	Grade 9	0
Grade 3	92	Grade 10	0
Grade 4	72	Grade 11	0
Grade 5	88	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	606

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.3%
American Indian or Alaska Native	0.5%
Asian	4.1%
Filipino	3.6%
Hispanic or Latino	76.2%
Native Hawaiian or Pacific Islander	0.8%
White	7.3%
Two or More Races	2.3%
Socioeconomically Disadvantaged	74.4%

English Learners 57.6%
Students with Disabilities 9.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	5	0	0	19.3	6	0	0	19.5	6	0	0
1	18.8	5	0	0	16.7	6	0	0	19.5	6	0	0
2	20.0	3	0	0	16.6	5	0	0	18.8	5	0	0
3	20.0	3	0	0	17.0	3	0	0	18.5	4	0	0
4	21.3	0	3	0	19.7	1	2	0	20.3	3	0	0
5	19.3	3	0	0	19.3	3	0	0	18.0	4	0	0
6												
Other	19.3	3	0	0	18.3	2	1	0	15.3	4	0	0

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

III. School Climate

School Safety Plan (School Year 2010–11)

Safety

Date safety plan updated: 2010-20101
 Date safety plan last reviewed with staff: 2010-2011

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.

Discipline

This is Bachrodt’s second year implementing Positive Behavior Intervention Systems (PBIS). Staff identified five behavior expectations and revised their school pledge to reflect the changes. 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. Weekly assemblies recognize students for earning Eagle Pride positive reward tickets. 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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	11.8%	6.3%	8.9%	11.8%	5.17%	10.8%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.19%	0.3%

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

IV. School Facilities

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

Bachrodt provides a safe and clean environment for learning. The facility is 55 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.

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. A day custodian and a night crew maintain facilities clean and efficient. The outstanding day custodian ensures that the grounds are always kept clean and free of debris.

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			x	There were 5 deficiencies in this area. Most of them were for the need to clean ceiling vents.
Interior: Interior Surfaces			x	There were 2 deficiencies in this area. It included wallpaper ripped on F-5 and window blinds need to be re-installed in F-4.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		x		There was 1 deficiency in this area. Ramp on H-4 needed to be repainted.
Electrical: Electrical			x	There were 26 deficiencies in this area. Most of them were for lights out or bank outs and wires exposed on phone line by refrigerator in G-2.
Restrooms/Fountains: Restrooms, Sinks/Fountains		x		
Safety: Fire Safety, Hazardous Materials		x		
Structural: Structural Damage, Roofs			x	There was 1 deficiency in this area; slide has a crack of 18" at bottom of slide and 3 triangle rings missing.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		x		
Overall Rating			x	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	30	30	39	1464
Without Full Credential	0	2	0	58
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	94.01%	5.99%
High-Poverty Schools in District	94.08%	5.92%
Low-Poverty Schools in District	92.02%	7.98%

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

VI. Support Staff and Specialized Programs

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

Academic Counselors

Bachrodt has 1.0 FTE DOP counselor for its 611 students.

Specialized Programs

GATE

GATE students are educated in the regular classroom by teachers who accommodate the learning needs of students by differentiating the curriculum. 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.

Special Ed

Full-time special education teachers and a speech and language teacher support the needs of special education students. Bachrodt has an upper grade Special Day class, one Resource Specialist 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, has an assigned instructional associate to support instruction.

At-risk students

Student Success Teams are made up of teachers, resource teachers, principal, and a counselor, who meet 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 also 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. During the 2011 Extended School Year (ESY) bussing was arranged to provide transportation for students who reside near the largest bus stop. The bussing increased the number of students that attended ESY regularly. An English Language Development Academy is provided each summer to continue to support students in developing the English Language.

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 for primary grades. 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.

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

VII. Curriculum and Instructional Materials

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

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

Curriculum

Reading and Writing

Bachrodt uses Houghton-Mifflin reading program for language arts period: K-90 minutes, 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

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 manipulatives are purchased to supplement the core curriculum. A 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 2010-2011 school year affirmed that all students have access to textbooks and other instructional materials in each core subject area.

A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	No	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$11,679	\$5,141	\$6,538	\$66,312
District			\$6,048	\$67,256
Percent Difference – School Site and District			+8.1%	-1.4%
State			\$5,455	\$69,207

**Percent Difference –
School Site and State**

+19.9%

-4.2%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2009-10)

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

Teacher and Administrative Salaries (Fiscal Year 2009–10)

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

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

IX. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	30%	44%	41%	54%	56%	57%	49%	52%	54%
Mathematics	40%	49%	53%	50%	51%	53%	46%	48%	50%
Science	17%	27%	33%	52%	57%	60%	50%	54%	57%
History-Social Science	0%	0%	0%	49%	50%	51%	41%	44%	48%

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

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

Group Percent of Students Scoring at Proficient or Advanced

	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	53%	60%	51%
All Students at the School	41%	53%	33%	0%
Male	33%	48%	35%	0%
Female	49%	57%	30%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	37%	51%	31%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	59%	53%	0%	0%
Two or More Races	58%	67%	0%	0%
Socioeconomically Disadvantaged	39%	52%	32%	0%
English Learners	26%	46%	3%	0%
Students with Disabilities	11%	28%	0%	0%
Students Receiving Migrant Education Services	38%	50%	0%	0%

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at

<http://cahsee.cde.ca.gov/>.

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

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only.

This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.90%	19.20%	11.50%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	API Rank	2008	2009	2010
Statewide		2	1	2
Similar Schools		2	1	2

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-20	42	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-17	39	20
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	-4	47	14
English Learners	-3	60	7
Students with Disabilities			

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

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

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

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	340	747	23,642	798	4,683,676	778
Black or African American	7		738	758	317,856	696
American Indian or Alaska Native	2		166	786	33,774	733
Asian	9		2,205	941	398,869	898
Filipino	1		374	850	123,245	859
Hispanic or Latino	273	735	11,980	716	2,406,749	729
Native Hawaiian or Pacific Islander	1		7		26,953	764
White	15	814	6,455	878	1,258,831	845
Two or More Races	2		153	787	76,766	836
Socioeconomically Disadvantaged	276	740	11,520	712	2,731,843	726
English Learners	209	740	8,287	701	1,521,844	707
Students with Disabilities	37	518	2,265	583	521,815	595

Adequate Yearly Progress

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

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

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

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

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

Federal Intervention Program (School Year 2011–12)

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

Indicator	School	District
Program Improvement Status	In PI	In PI

First Year of Program Improvement
Year in Program Improvement
Number of Schools Currently in Program Improvement
Percent of Schools Currently in Program Improvement

2004-2005	2009-2010
Year 5	Year 3
	16
	30.8%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for

the most recent three-year period.

In August of 2010, teachers received professional development in Thinking Maps, Board Math, PBIS, and the district sponsored Direct Instruction. In January 2011, teachers received a Thinking Maps follow-up training focused on its application in math. Additional professional development is conducted through weekly grade level collaboration meetings and staff meetings.

The instructional coach at Bachrodt offers teachers opportunities for coaching, observations, and trainings before and after school. The IC provides frequent feedback on regular classroom visits regarding the school focus of Direct Instruction, student engagement, best practices 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. The District provides 3 Staff Development Days.

Walter L. Bachrodt
Elementary

San Jose Unified

School Accountability Report Card,
2010-2011

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org