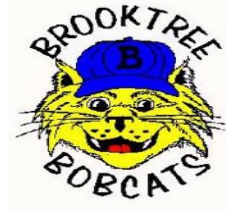


Brooktree Elementary 2007-08
School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



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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 at the California Department of Education (CDE) Web site 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

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.

II. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Brooktree opened in 1975. The main building houses 20 regular classrooms, a combined library and media center, a multipurpose room for assemblies and physical education, and a computer center. We have six portable rooms including three classrooms and three for the Santa Clara County Office of Education. The district has recently upgraded and modernized our campus, and our staff and community are collaborating to install a new playground. The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public. Please let us know if you think we're succeeding. We welcome your suggestions for improvements.

School Vision and Mission

Brooktree staff, students, parents and community will work together to create successful learning experiences for every student, recognize and celebrate diversity, and prepare our students academically and socially for the future.

What all students should know, understand, and be able to do:

California State Standards direct instruction for all students

Expectations of positive character traits:

All students at Brooktree are exposed to and get instruction in cooperative learning strategies and problem solving strategies and have input on classroom rules and expectations.

Current research and practice:

Instructional strategies used by teachers include direct teaching, small and large group instruction, guided and independent practice, hands-on activities, peer tutoring, cooperative groups, multiple assessments, student portfolios, and use of rubrics.

Collaboration among all segments of the school community:

Collaboration includes meetings between various groups: grade and cross grade level, site leadership, School Site Council, Family Support Team, PTA, GATE Advisory Council, English Language Advisory Council, Berryessa Education Foundation, Berryessa Art Festival, Berryessa District Advisory Council, City of San Jose, Santa Clara County Reading Council, and various local businesses.

Other elements of the school vision and mission:

School programs include supplementary instruction during and after school for our lower performing students, homogeneous grouping for reading and math, Young Authors Faire, Science-O-Rama, Fall-Back to School Night, Spring-Open House, parent-teacher conferences, Book Fairs, Music Concerts, Literacy Night, Math and Science Night, classroom presentations, Performing Arts Festival, Monthly Awards Assemblies for Academics and Citizenship, Volunteer Listeners, Second Cup of Coffee, 5th grade Science Camp, and grade level study trips aligned to the curriculum.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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We invite parents to participate on our School Site Council, which approves plans to improve student achievement and makes decisions about the school budget. Our PTA works with the school to plan fundraisers and other parent education events. Our English Learners Advisory Committee provides information to parents of ELL students. We've also developed a program that brings community members into our school to read with students. Teachers encourage parents to volunteer in the classroom and invite parents to our Curriculum Night in the fall to learn more about what we teach to students of each grade level. Children can showcase their work at our spring open house.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	86
Grade 1	82
Grade 2	81
Grade 3	94
Grade 4	71
Grade 5	75
Total Enrollment	489

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.29 %	White (not Hispanic)	4.09 %
American Indian or Alaska Native	0.20 %	Multiple or No Response	0.20 %
Asian	46.01 %	Socioeconomically Disadvantaged	32.00 %
Filipino	25.15 %	English Learners	45.00 %
Hispanic or Latino	18.40 %	Students with Disabilities	7.00 %
Pacific Islander	1.64 %	N/A	N/A

Average Class Size and Class Size Distribution (Elementary)

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).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	4			20.0	3						
1	20.0	4			20.0	3			20.0	7		
2	20.0	3			19.0	4			20.0	3		
3	20.0	2	1		18.0	4			20.0	4		
4	28.0		3		32.0		2		27.0		2	
5	31.0		3		33.0		1	1	32.0		2	
K-3	20.0	1			20.0	2			20.0	3		
3-4												
4-8					33.0			1	27.0		1	

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

We update our school safety plan each year, conduct monthly fire and earthquake drills, and require participation in an annual school wide disaster simulation. We assign teachers to supervise the playground during lunch and recess, and to oversee student-crossing guards before and after school. We use the school newsletter to alert parents about safety and traffic concerns, and hold assemblies to educate students about bicycle, pedestrian, and fire safety.

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	8	9	8	382	377	301
Rate of Suspensions	0.017	0.008	0.016	0.046	0.046	0.036
Number of Expulsions	0	0	0	9	20	17
Rate of Expulsions	0	0	0	0.001	0.002	0.002

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school’s grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The district takes great efforts to ensure that all schools are safe, clean, environmentally friendly, and mechanically functional. To assist in this effort, the district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings:

Brooktree was opened in 1975. This school has 22 regular classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are six portable classrooms that have been added to accommodate class size reduction and instructional programs for the Santa Clara County Office of Education.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. The district has established cleaning standards for all of its schools. The principal, with the assistance of the Director of School Facilities, works daily with the custodial staff to ensure that the cleaning standards are met, and that every bathroom is maintained and cleaned regularly.

In 2007-08, there were no apparent deficiencies in the area of emergency facility needs.

School Facility Good Repair Status. (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	—	✓	—	
Mechanical Systems	✓	—	—	
Windows/Doors/Gates (interior and exterior)	—	✓	—	
Interior Surfaces(walls, floors and ceilings)	—	✓	—	
Hazardous Materials (interior and exterior)	✓	—	—	
Structural Damage	✓	—	—	
Fire Safety	✓	—	—	
Electrical (interior and exterior)	—	✓	—	
Pest/Vermin Infestation	✓	—	—	
Drinking Fountains (inside and outside)	—	✓	—	
Restrooms	✓	—	—	
Sewer	✓	—	—	
Playground/School Grounds	✓	—	—	
Roofs	✓	—	—	
Overall Cleanliness	✓	—	—	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

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Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	—		—	—

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	23	23	25	377
Without Full Credential	1	0	0	22
Teaching Outside Subject Area of Competence	0	0	1	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers
 (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	96.7	3.3
High-Poverty Schools in District		
Low-Poverty Schools in District	96.9	3.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K – 5 Houghton Mifflin © 2003 A Legacy of Literacy (BUSD 06-18-02)	0
Mathematics	K – 2 Macmillan © 2009 California Mathematics Concepts, Skills, and Problem Solving (BUSD 06-10-08) 3 – 5 Scott Foresman © 2009 enVisionMath (BUSD 06-10-08)	0
Science	K-5 Houghton Mifflin © 2007 California Science (BUSD 05-15-2007)	0
History-Social Science	K - 5 Pearson Scott Foresman © 2006 (BUSD 06-13-06)	0
Foreign Language	N/A	0
Health	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0
Visual and Performing Arts	N/A	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,028	\$4,518.00	\$1,040	\$56,700
District	N/A	N/A	\$938	\$64,628
Percent Difference – School Site and District	N/A	N/A	-11 %	12 %
State	N/A	N/A	\$5,300	\$64,702
Percent Difference – School Site and State	N/A	N/A	80 %	12 %

Types of Services Funded (fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 Certificated 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	\$44,859	\$40,667
Mid-Range Teacher Salary	\$65,685	\$66,167
Highest Teacher Salary	\$83,327	\$84,142
Average Principal Salary (Elementary)	\$101,551	\$104,640
Average Principal Salary (Middle)	\$107,892	\$107,227
Average Principal Salary (High)		
Superintendent Salary	\$158,295	\$167,564
Percent of Budget for Teacher Salaries	44.3 %	42.3 %
Percent of Budget for Administrative Salaries	5.9 %	5.4 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 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.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	56	54	55	52	53	57	42	43	46
Mathematics	54	55	56	56	55	59	40	40	43
Science	49	58	63	50	50	59	35	38	46
History-Social Science				49	42	50	33	33	36

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	47	33	*	
Asian	63	69	71	
Filipino	59	54	72	
Hispanic or Latino	34	31	38	
Pacific Islander	*	*	*	
White (not Hispanic)	46	54	*	
Male	50	55	63	
Female	57	55	64	
Economically Disadvantaged	40	45	48	
English Learners	51	59	33	
Students with Disabilities	18	*	*	

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	4.0
7	0
9	0

X. Accountability

Academic Performance Index

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 API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	7	7	7
Similar Schools	1	1	2

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	20	1	-4	806
African American				
American Indian or Alaska Native				
Asian	3	2	-8	848
Filipino	42	1	-1	813
Hispanic or Latino	17	-18	21	686
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-12	3	1	745
English Learners	N/A	8	-11	808
Students with Disabilities	N/A			

Adequate Yearly Progress

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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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.

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	N/A

Federal Intervention Program (School Year 2008-09)

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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	14.3

XII. 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.

The BUSD Professional Development plan is aligned with the goal of ensuring that all students become proficient on the CSTs. The focus is on providing multiple opportunities for staff to understand the needs of our EL population, gain multiple use data to inform instruction, strategies to differentiate instruction, become sensitive to the cultures that represent our schools, and have professional conversations about teaching and learning.

At Brooktree, a Site Professional Development committee was formed to give focus to the site professional development days available throughout the year. The committee looks at the various site needs and uses its expertise to plan professional development for Brooktree staff.