

Brooktree Elementary 2005-06

School Accountability Report Card

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School Description and Mission Statement

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

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.

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Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	80
Grade 1	80
Grade 2	75
Grade 3	69
Grade 4	85
Grade 5	93
Total Enrollment	482

Student Enrollment by Group

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

Groups	Percent of Total Enrollment	Groups	Percent of Total Enrollment
African American	4%	White (not Hispanic)	5%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	48%	Socioeconomically Disadvantaged	37%
Filipino	24%	English Learners	41%
Hispanic or Latino	18%	Students with Disabilities	9%
Pacific Islander	1%	-----	

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	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	32+		1-20	21-32	32+		1-20	21-32	32+
K	20	3			20	3			20	4		
1	20	4			20	3			20	4		
2	19.5	4			20	3			20	3		
3	19.8	5			30	2		2	20.3	2	1	
4	27		4		27.7		3		28		3	
5	28		3		27		3		30.7		3	
K-3	20	2			20	2			20	1		
3-4	8	1										
4-8												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School 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.

School Discipline Practices

The district takes great efforts to ensure that all schools are safe, clean, and functional. To assist in this effort, the district regularly reviews the condition of the school facility, and places the highest priority on those safeguards that impact the fire, life and safety protection of the children and school.

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 that emergency repairs are given the highest priority.

In 2004-05, there were no apparent deficiencies in the area of emergency facility needs. These areas cover gas leaks, nonfunctioning heating and air conditioning systems, fire sprinklers, electrical power failure, major sewage line stoppage, major pest or vermin infestation, broken windows or exterior doors that will not lock, abatement of hazardous materials, or structural damage that would make the school inhabitable.

Cleaning Process and Schedule:

The district has established cleaning standards for all of its schools. A summary of these standards can be requested from the maintenance office. 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. The school is currently staffed with one day custodian and one night custodian.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school

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building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the district has budgeted \$500,000 for the entire deferred maintenance program. This represents approximately 1% of the district's general fund budget.

Deferred Maintenance Projects/Site Improvement:

For the 2004-05 school year, the district's governing board reviewed and adopted plans to address the repair and replacement of roof systems and HVAC systems for all schools throughout the district. A similar plan was adopted for improvement of the site's grounds.

Modernization Projects:

During the 2004-05 school year, local bond funds from Measure B, and state matching funds were used to renovate all classrooms, multi-purpose room, library, administration office, and school bathrooms to bring them up to current code and standards. In addition, modernization included wiring for technology, and provided an upgraded electrical service. The work on this project started in June 2004 and was completed in the Spring of 2005.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Number of Suspensions	2	8	6	294	431	250
Rate of Suspensions	0.004	0.16	0.008	0.035	0.051	0.029
Number of Expulsions	0	0	0	14	7	8
Rate of Expulsions	0	0	0	0.002	0.001	0.001

III. School Facilities

School Facility Conditions and Improvements

The district takes great efforts to ensure that all schools are safe, clean, and functional. To assist in this effort, the district regularly reviews the condition of the school facility, and places the highest priority on those safeguards that impact the fire, life and safety protection of the children and school.

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School Facility Good Repair Status

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

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
	Yes / No	
Gas Leaks	Yes	
Mechanical Systems	No	Replacing HVAC in summer of 2007
Windows/Doors/Gates (interior and exterior)	Yes	
Interior Surfaces(walls,floors,and ceilings)	Yes	
Hazardous Materials (interior and exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical(interior and exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (inside and outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	No	Replacing Roof in summer of 2007

IV. 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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	26	22	23	381
Without Full Credential	3	4	1	11
Teaching Outside Subject Area of Competence	0	0	0	0

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	5.5	2	0
Total Teacher Misassignments	5.5	2	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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	88.0%	12.0%
All Schools in District	85.0%	15.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	87.0%	13.0%

Substitute Teacher Availability

We have high standards for both permanent and substitute personnel. Substitute teachers are required to meet the minimum certification requirements set forth by the California Commission on Teacher Credentialing, and are assigned in accordance to the degree of their permit/credential authorization.

Teacher Evaluation Process

The Berryessa Union School District evaluates teacher performance to ensure effective instruction based on district standards and California Content standards. Our principal evaluates each teacher through classroom observations and conferences, and provides a final written performance evaluation. Permanent/tenure teachers are evaluated at least every other year and less experience teachers at least once a year.

School Accountability Report**V. Support Staff****Academic Counselors and Other Support Staff**

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 Counselors		
Library Media Teacher (Librarian)		--
Library Media Services Staff (Paraprofessional)		--
Psychologist		--
Social Worker		--
Nurse		--
Speech/Language/Hearing Specialist		--
Resource Specialist (non - teaching)		--
Other		--

VI. Curriculum and Instructional Materials**Quality, Currency, and Availability of Textbooks and Instructional Materials**

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	Houghton Mifflin - 1 per student	100%
Mathematics	Harcourt Brace - 1 per student	100%
Science	Houghton Mifflin - 1 per student	100%
History-Social Science	Scott Foresman - 1 per student	100%
Foreign Language		0%
Health		0%
Science Laboratory Equipment (grades 9-12)		0%

School Accountability Report**VII. School Finances****Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)**

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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	\$3,056,896	\$737,487	\$2,319,409	\$54,663
District				\$58,856
Percent Difference – School Site and District				7%
State			\$4,743	\$58,725
Percent Difference – School Site and State			-48802%	7%

Types of Services Funded**Teacher and Administrative Salaries (Fiscal Year 2004-05)**

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,040	\$38,554
Mid-Range Teacher Salary	\$60,091	\$62,649
Highest Teacher Salary	\$77,956	\$76,437
Average Principal Salary (Elementary)	\$97,395	\$95,882
Average Principal Salary (Middle)	\$102,361	\$98,355
Average Principal Salary (High)		\$93,105
Superintendent Salary	\$150,500	\$150,227
Percent of Budget for Teacher Salaries	47%	44%
Percent of Budget for Administrative Salaries	6%	5%

VIII. Student Performance**California Standards Tests**

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as

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performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	47%	52%	56%	45%	49%	52%	36%	40%	42%
Mathematics	53%	55%	54%	48%	55%	56%	34%	38%	40%
Science	36%	39%	49%	30%	42%	50%	25%	27%	35%
History-Social Science				44%	41%	49%	29%	32%	33%

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
Asian	66%	67%	55%	
Filipino	54%	57%	47%	
Hispanic or Latino	32%	28%	25%	
White (not Hispanic)	80%	50%		
Male	55%	57%	45%	
Female	58%	52%	53%	
Economically Disadvantaged	42%	41%	22%	
English Learners	45%	49%	29%	
Students with Disabilities	18%	15%	0%	

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	50%	43%	50%	50%	51%	49%	43%	41%	42%
Mathematics	65%	64%	64%	64%	67%	65%	51%	52%	53%

School Accountability Report**NRT Results by Student Group -- Most Recent Year**

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Asian	62%	72%
Filipino	50%	77%
Hispanic or Latino	23%	25%
Male	38%	62%
Female	66%	68%
Economically Disadvantaged	29%	44%
English Learners	54%	62%

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	0	0	0	0	44	0	0	0	0
1	0	0	0	0	41	28	0	0	0
2	0	70	85	0	48	4	0	0	0
3	0	76	71	0	59	8	0	27	60
4	0	58	56	0	55	24	0	7	28
5	0	48	57	0	48	27	0	16	22

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	4%
7	
9	

School Accountability Report**IX. Accountability****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	2003-04	2004-05	2005-06
Statewide	7	8	7
Similar Schools	1	3	1

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	21	-13	20	808
American Indian or Alaska Native			814	
Asian	6	9	3	858
Filipino	52	-15	42	814
Hispanic or Latino			17	667
Economically Disadvantaged	9	5	-12	731
English Learners			9	812

State Award and Intervention Programs**AYP Overall and by Criteria**

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

School Accountability Report**Federal Intervention Program**

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.00%

XI. Instructional Planning and Scheduling**School Instruction and Leadership**

All teachers' materials are aligned with California Content and Standards. Teachers meet regularly with grade level colleagues and plan and discuss instructional programs. There is time during monthly staff meetings to discuss curriculum and classroom management. Brooktree has a leadership team that consists of the Principal and one representative from each grade level. Teachers serve on a variety of committees and share information with the rest of the staff.

Professional Development

The district provided three full days of staff training for teachers and administrators plus additional training opportunities throughout the school year. Training offers teachers new instructional methods, teaching strategies, classroom organization techniques, and ideas about improving pupil performance in all core subject areas.

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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	43200	36000
1	50872	50400
2	50872	50400
3	50872	50400
4	54590	54000
5	54590	54000

Minimum Days in School Year

