

# ***School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: LUCHA Elementary School***

## **Introduction**

Since November, 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal *No Child Left Behind Act* (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving its goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

## **Principal's Message**

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Dear Parents, Students, and Friends,

Welcome to **L.U.C.H.A.**!

We are now embarking on our fifth year as an elementary school in the Alum Rock School District! Over the past four years, our **L.U.C.H.A.** leaders have demonstrated that with a committed and empowered community, academic success will occur. We have undergone many transitions in the past four years; new campus, new teachers, new principal, new administrative assistant; but throughout these changes we have maintained our high expectations for our students to ensure that they will have the knowledge and skills necessary to be successful in top quality high schools, colleges, and the competitive world beyond.

At **L.U.C.H.A.** we know that the pathway to success does not only involve our students. In order to be successful, the parents, staff, and students of **L.U.C.H.A.** must all partner together and each person must do their part to foster an environment in which every child can succeed. If each of us makes this a reality, it will ensure everyone's success. Remember, we are ALL **L.U.C.H.A.** leaders!

I am looking forward to a successful and positive year. Please feel free to reach any of your child's teachers or me at any time.

Sincerely,  
Kristin Henny  
Principal

# **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: LUCHA Elementary School**

## **Executive Summary School Accountability Report Card, 2007-08 Learning in an Urban Community with High Achievement (L.U.C.H.A.) School**

Address: 1250 South King Rd. , San Jose CA 95122

Phone: 408-928-8300

Principal: Kristin Henny

Grade Span: K - 4

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### **About This School**

#### **School Vision and Mission**

***L.U.C.H.A. is empowered students, united with invested parents and families, a relentless staff, and the greater community, building academic, social, and personal success while developing into conscientious leaders.***

The purpose of schooling is for all students to learn to use their minds and hearts well. Students learn best in schools where they are known well, where expectations are high, support is strong, and where their voice and their parents' voice is valued. Research indicates that these conditions exist in quality small schools and that in such schools students, especially low income and English-language learners, achieve at a high level (Cotton, 1996; Wasley & Lear, 2001). Now at full capacity, L.U.C.H.A. is such a small school that serves approximately 227 students, grades K-5.

The community of L.U.C.H.A has realized the academic success and potential of all Alum Rock students through **high expectations, high academic standards**, and the **inclusion of parents in the school community**.

#### **ESSENTIAL ELEMENTS**

##### **High Expectations –**

At L.U.C.H.A., we design everything with the end in mind through the foundations of backwards planning. After completing grades K - 5 at L.U.C.H.A., students will exit the learning community as **independent, responsible, highly competitive, socially active citizens, and critical thinkers**. These characteristics and skill sets are core elements that comprise an 'educated' person in the 21<sup>st</sup> century. L.U.C.H.A. students are intended to be prepared to excel in middle and high school as active learners who proceed to matriculate to college. Our students are lifelong learners who are poised to make positive contributions to the global society.

##### **L.U.C.H.A.'s Four Core Values:**

1. Responsibility – Responsibility is a key core value at L.U.C.H.A. This value ensures that students are responsible learners and participants at L.U.C.H.A. Consequently, the students take their own initiative in the learning process and take ownership of the school. At L.U.C.H.A., the goal is not only that students achieve higher levels of academic achievement, but also that students and families recognize their own personal responsibility regarding the success of themselves and L.U.C.H.A. Students, parents, teachers, and teachers at L.U.C.H.A. are expected to be personally responsible to

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ensure not only their own success, but also the success of all.

2. **Compassion** – Compassion is a value that is often lacking in schools that include over five hundred students. It is difficult to create the type of environment that nourishes this core value. At L.U.C.H.A., the smaller population of students and families ensure that the school is better able to meet the individual needs of everyone in the community. This ensures that each individual is not only taught well, but also taught and listened to in a manner that is compassionate and understanding. Consequently, this value is consistently modeled for the students and better enables them to act compassionately amongst themselves and throughout the entire school.
3. **Respect** – Respectfulness is not only value, but it is a clear expectation at L.U.C.H.A. The students at L.U.C.H.A. are expected to respect each other, the teachers, their learning, the school, their parents, and the entire community surrounding L.U.C.H.A. We expect the students to participate in L.U.C.H.A. in a respectful manner, which ensures better learning opportunities for all students at L.U.C.H.A. In addition, the teachers of L.U.C.H.A. teach the core value of respect to the students in order to ensure their continued respect for their families and surrounding community. It is incredibly important that the students of L.U.C.H.A. recognize that they are a significant part of an entire community and it is their duty to respect and contribute to this community in a productive and positive manner.
4. **Hard Work** – At L.U.C.H.A., we recognize the fact that many of our students are several grade levels behind. In fact, the few students that are at grade level are still academically behind other students in other areas of California. Consequently, this core value of hard work is an essential component of the academic expectations of L.U.C.H.A. The students at L.U.C.H.A. need to work especially hard in order to ensure their academic success. In addition, this core value of hard work is an important value because it reminds students that success does not often come easily. Rather, success often requires hard work.

### **Goals**

As expressed in the Single School Plan, LUCHA's goals are:

- As part of the AYP target, 35.2% of students in grades K-5 will achieve the performance level of proficient/advanced on the California Standards Test in English/Language Arts.
- As part of the AYP target, 37.0% of students in grades k-5 will achieve the performance level of proficient/advanced on the California Standards Test in Mathematics.
- All English Learners will increase two proficiency levels for students at proficiency level 1 and one proficiency level for students at proficiency levels 2-5 in one year's time as evidence on the annual CELDT.

### **Progress Monitoring**

1. **Use of state and local assessments to modify instruction and improve student achievement.**  
LUCHA has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, CELDT, etc.), district assessments, and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based,

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work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and observations of student performance are used to measure whether all students are meeting the standards.

In addition to state data, these local assessments are used to monitor teaching and learning:

- ◆ District Writing Assessment
  - ◆ Reading Lions Assessments/Houghton Mifflin Curriculum Embedded Assessments
  - ◆ Saxon Math Unit Assessments
  - ◆ Marie Clay Observational Survey
  - ◆ DRA (Developmental Reading Assessment)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.
- ◆ LUCHA uses the following state and local assessments to modify instruction and improve achievement:
    - ◆ California Standards Test/STAR Testing
    - ◆ District Writing Assessment
    - ◆ Houghton Mifflin Lectura Reading Lions Assessments
    - ◆ DRA fluency assessment
    - ◆ CELDT test program
    - ◆ Entry level placement and diagnostic tests for Holt Literature and Language Arts, High Point, pre-algebra and algebra
    - ◆ Formative assessments based on California State Standards.
    - ◆ Standards Based Tests in Spanish
    - ◆ Observation Survey to assess Kindergarten preparedness

### **Schoolwide Programs**

- ◆ After School Enrichment/Intervention Program
  - This program provides differentiated instruction for students falling below benchmark on Language Art assessments. Students receive 8 weeks of intensive instruction per cycle.
  - Every student at LUCHA attends the after school enrichment program. It is our belief that children will continue to develop academically through different learning modalities. Thus, students attend art, music, drama and sports classes through our after school enrichment program.
- ◆ Saturday Academy
  - This program provides intensive English instruction for our 2<sup>nd</sup> and 3<sup>rd</sup> grade students in preparation for the end of the year CST (California Standards Test).
- ◆ Homework Center
  - Students are provided assistance with their homework as well as tutoring in small groups.

### **Student Enrollment**

Group	Percent
African American	4.85%
American Indian or Alaska Native	0.0%
Asian	2.64%
Filipino	2.2%
Hispanic or Latino	87.22%
Pacific Islander	0.44%
White (not Hispanic)	2.64%

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Multiple or No Response	0.0%
Socioeconomically Disadvantaged	99.0%
English Learners	61.0%
Students with Disabilities	6.0%
<b>Total Number of students</b>	<b>227</b>

**Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	11
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

**School Facilities**

**Summary of Most Recent Site Inspection**

The school was assessed in the following 15 categories: Gas Leaks; Mech/HVAC; Windows/Doors, Gates & Fences; Interior Surfaces; Hazardous Materials; Structural Damage; Fire Safety; Electrical; Pest/Vermin Infestation; Drinking Fountains; Restrooms; Sewer; Roofs; Playground/School Grounds; and Overall Cleanliness.

**Repairs Needed**

There is no heat in B-3. There is broken and missing tile in the cafeteria. There is torn carpet in F-1. In the Kidango portable, there is roof fascia damage. There is roof damage to the outside corner of A-3. There is a missing fire extinguisher in B-1. There is no outlet cover in E-2 and F-2. There are no lights in the electrical room. The drinking fountains in A-2, D-3, and D-1 are not working. The sink in the K-2 bathroom is leaking. The sidewalk outside of the boiler room is lifted. The roof overhang in P-1 and P-2 is damaged and missing a gutter.

**Corrective Actions Taken or Planned**

The HVAC system will be repaired in B-3. The broken and missing tile in the cafeteria will be repaired. The is torn carpet in F-1 will be replaced. The roof fascia damage in the Kidango portable will be repaired. The damage to the outside corner of A-3 will be repaired. The missing fire extinguisher in B-1 has been replaced. The outlet covers in E-2 and F-2 have been replaced. There are lights in the electrical room. The drinking fountains in A-2, D-3, and D-1 will be repaired. The leak in the sink in the K-2 bathroom will be repaired. The sidewalk outside of the boiler room will be repaired. The roof overhang in P-1 and P-2 and the missing gutter will be repaired.

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**Curriculum and Instructional Materials**

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

**School Finances**

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,510
District	\$8,491
State	\$5,300

**Student Performance**

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	50%
Mathematics	67%
Science	62%
History-Social Science	N/A

**Academic Progress**

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	821
Statewide Rank (from 2007 Base API Report)	9
2008-09 Program Improvement Status (PI Year)	Not in PI

**School Completion**

Indicator	Result
Graduation Rate	N/A

**Postsecondary Preparation**

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

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## **2007-08 School Accountability Report Card Report (SARC)**

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 [SARC](#) Web site. 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 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**

#### **Contact Information (School Year 2008-09)**

This section provides the schools contact information.

<b>School</b>		<b>District</b>	
School Name	Learning in an Urban Community with High Achievement (L.U.C.H.A.)	District Name	Alum Rock Union Elementary
Street	1250 South King Rd.	Phone Number	408-928-6800
City, State, Zip	San Jose , CA 95122	Web Site	www.arusd.org
Phone Number	408-928-8300	Interim Supt.	José Manzo
Principal	Kristin Henny	E-mail Address	jose.manzo@arusd.org
E-mail Address	kristin.henny@arusd.org	CDS Code	43-69369-0107748

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

This section provides information about the school's goals and programs.

##### **School Vision and Mission**

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### ***ESSENTIAL ELEMENTS***

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6. Compassion – Compassion is a value that is often lacking in schools that include over five hundred students. It is difficult to create the type of environment that nourishes this core value. At L.U.C.H.A., the smaller population of students and families ensure that the school is better able to meet the individual needs of everyone in the community. This ensures that each individual is not only taught well, but also taught and listened to in a manner that is compassionate and understanding. Consequently, this value is consistently modeled for the students and better enables them to act compassionately amongst themselves and throughout the entire school.
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### **Progress Monitoring**

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### **Schoolwide Programs**

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- ◆ Saturday Academy
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- ◆ Homework Center
  - Students are provided assistance with their homework as well as tutoring in small groups.

### **Opportunities for Parental Involvement (School Year 2007-08)**

**FOR MORE PARENT INVOLVEMENT INFORMATION, PLEASE CONTACT  
KRISTIN HENNY AT 408-928-8300**

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

L.U.C.H.A. operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership and will have many opportunities to participate in their child's education. Throughout the charter development process and beyond, L.U.C.H.A. will involve parents as key stakeholders in the school. During the planning phase, parents have already been invited to join a planning committee that the school will establish to help with funding, community support, and outreach.

Parents are a critical component of L.U.C.H.A. because they ensure that the school is not invested solely in educators or teachers. Rather, the school is invested in parents, families, and directly with the community. These parents will participate in the leadership and governance of the school and will also make various other commitments to L.U.C.H.A. The commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises.

In addition, volunteer hours will be required from parents. Parents and families will be required to fulfill 30 volunteer hours per year. These volunteer hours may be fulfilled through volunteering at the school, reading with students, coaching sports, attending community meetings, participating in activities at school (carnivals, fundraisers), attending parent/family meetings on weeknights or weekends, and helping in other ways as needs arise. Parents will also be encouraged to participate in biannual family community service days, where students, parents, and teachers spend a Saturday participating in community service projects. Other opportunities for parent involvement include report card pick up, parent night, open house, family literacy and celebration nights, and local and out-of-state field lessons.

#### **Community Involvement:**

Building strong links with the local community is critically important to L.U.C.H.A.'s success. L.U.C.H.A. will seek to collaborate with individuals and organizations in the community that are dedicated to helping students obtain their academic goals. L.U.C.H.A. will continue to reach out to a wide range of organizations such as these and to enlist participation on several start-up committees.

The school will also create opportunities to involve members of the community in a variety of facets. The school's volunteer program will be composed of community members, the business community, college students, high school students, and parents. Volunteers will perform duties that include reading with students, small group tutorials, office assistance, and serving as guest presenters during life skills classes. Additionally, members from various community organizations may be hired to teach after school classes. The school will partner with various community organizations for community service projects. Community members will also have an opportunity to participate in the governance of the school.

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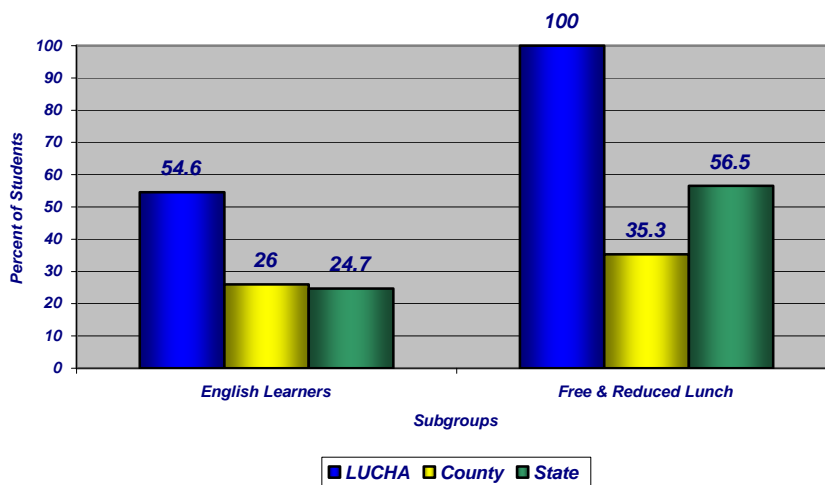
## Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	40
Grade 2	40
Grade 3	40
Grade 4	44
Grade 5	23
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	227

## Student Enrollment by Group (School Year 2007-08)

*2008 Enrollment Comparison: LUCHA Elementary School  
Santa Clara County and California*



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
African American	4.85%
American Indian or Alaska Native	0.0%
Asian	2.64%
Filipino	2.2%
Hispanic or Latino	87.22%

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Pacific Islander	0.44%
White (not Hispanic)	2.64%
Multiple or No Response	0.0%
Socioeconomically Disadvantaged	99.0%
English Learners	61.0%
Students with Disabilities	6.0%

### 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	2			20.5	1	1		20.0	2		
1	20.5	1	1		20.0	2			20.0	2		
2	17.5	2			20.0	2			20.0	3		
3	19.5	2			20.0	2			20.0	2		
4	21.0		2		20.5	1	1		22.0		2	
5					26.0		1		23.0		1	
6												
K-3												
3-4												
4-8												
Other												

## III. School Climate

### School Safety Plan (School Year 2007-08)

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

LUCHA Elementary School has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the LUCHA Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. The LUCHA Safety Plan has a comprehensive, enforceable, and continuous:

- Behavior Policy
- Rules and Regulations
- Dress Code Policy
- Protocols for Safety/Emergency Drills
- Tardy Policy
- Attendance Policy
- Referral Policy
- Nondiscriminatory Policy on Student Rights and Responsibilities

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A comprehensive approach to creating safe and effective schools must include four components that interact and affect the safety of the whole campus. The four components are: the personal characteristics of students, school; community and staff; the schools physical environment; the schools social environment; and the school's culture.

**COMPONENT 1 Activities to Address Personal Characteristics of Students, School, Staff and Community**

It is difficult, if not impossible, to create a safe school plan without a clear knowledge of the people students, families, and staff who will present themselves at the school on a daily basis. Personal characteristics that should be considered include the ethnic and cultural backgrounds and expectations, health concerns, life experiences, and unique qualities that students and staff bring to the school.

This section lists the strengths that are at your site.

**Areas of Strengths:**

**Staff:**

- Students, staff and community feel appreciated.
- Rules and regulations are written and posted in classrooms and are in our school handbook
- Consequences of violating school rules are fair and known to all and are applied consistently
- Positive behavior is acknowledged frequently
- Everyone on this staff has the opportunity to be successful
- The administrators and staff show respect, consideration, and sensitivity to students, parents and community.
- Students learn about safety issues from teachers and members of our extended staff.
- Students, parents, and staff are all intimately familiar with the four core values of the school: responsibility, respect, hard work, and compassion.

**Students:**

- Students feel safe at school
- Everyone is expected to do his or her best at this school
- Students can be successful at this school
- Students have safety assemblies
- Students are empowered and expected to take an active role in their school

**Parents:**

- Parents feel welcome at the school
- Parents are encouraged to participate in the academic lives of their students
- Parents have several workshops that are offered each month
- Parents have a voice in the governance of the school and feel empowered

**School:**

- The classrooms are well maintained and inviting places in which to learn
- School rules and expectations are realistic, practical, fair and relevant to the students and staff
- Coordination exists between the school and other public agencies such as police, City Year, YMCA, MACSA and county mental health personnel
- Racial and ethnic heritage is respected at this school
- Vandalism (broken windows, graffiti, etc.) is quickly repaired
- There are clear procedures to deal with emergencies
- Few conditions on campus could cause accidental injury
- The community of students, parents, and staff actively participate in and lead beautification and safety projects for the school

The agencies/organizations that work with our school and give a brief description of each.

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- City Year Tutoring and in-class services are provided daily
- YMCA After-school program provides strong interventions, literacy strategies, and homework help
- PACT helps with parent empowerment and leadership
- Casa en Casa - Family Resource Center is located in the San Antonio community to assist families in crisis.
- San Jose Police Dept. helps with neighborhood patrol, safety education at school, etc.
- School Linked Services connects health care services to schools and assist with Healthy Start
- MACSA Located in San Antonio community with family outreach services in health care, education, cultural activities,
- Gang prevention and employment skills, etc. In addition, homework support is provided at school site and their own site.
- PRASAD Dental services are provided to students on campus.

List the curriculum and special programs that are at your site such as: conflict resolution, parent workshops, etc. and give a brief description of each.

- I Statements Conflict resolution strategy that empowers students to resolve their own problems
- G.A.T.E Gifted and Talented Educational services provided after-school
- County Health (Social Services) How to solve problems
- CORAL Parent Workshops Parent workshops that empower parents to help with student homework, literacy, and in the class as well
- FIRST 5 Parent engagement that attempts to intervene with parents that have students from 0 to 5 years of age and provide resources

List the staff training and give a brief description of each such as: ELD, conflict resolution, etc.

- ELD Training in how to teach English as a Second Language
- GLAD (Guided Language Acquisition Development) ELD strategies training
- Open Court Training in how to implement new Language Arts curriculum
- Saxon Training in how to implement new Math curriculum
- S.J. City Training on gang prevention
- Step Up to Writing Training in how to teach writing
- TRIBES Training on creating strong classroom community and dealing with conflict resolution
- Assessment - Training in how to do a running record
- UbD (Understanding by Design) Training on how to implement a backwards planning, project-based curriculum model
- SJWP (San Jose Writing Project) Training on the implementation of many different types of writing curriculums and genres
- Math Their Way/Math A Way of Thinking Supplemental Math Curriculum
- Code Red Training

### **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
Suspensions	1.0	0.0	0.0	15.0	11.6	10.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0

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## **IV. School Facilities**

### **Facility Conditions and Planned Improvements (School Year 2008-09)**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office. School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. In the event that asbestos and lead containing building materials are found, they are managed and removed according to EPA and State and local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projected are completed in a timely manner.

School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District Maintenance and Grounds staff, in conjunction with day and night custodians, ensures the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained and that the school's buildings, grounds and play areas are safe for use.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides extra yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they well-supervised by staff before, during, and after school.

#### ***Age of School Buildings***

Although the main school campus was constructed in 1966, portable buildings have been added to accommodate the growing school population and diverse program needs.

#### ***Maintenance and Repair***

District maintenance and facilities staff to ensure 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.

#### ***Cleaning Process and Schedule***

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to maintain cleaning schedules to ensure a clean and safe school.

#### ***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 building components. Typically, this includes roofing, plumbing, heating, air conditioning,



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electrical systems, interior or exterior painting, and floors systems.

### ***Modernization Projects***

During the 2007-2008 school year, local Measure A funds and state-matching funds were used to renovate existing facilities. The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Major projects for the past year included painting, heating, flooring, and roofing.

### **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	√			The HVAC system will be repaired in B-3.
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			The broken and missing tile in the cafeteria will be repaired. The is torn carpet in F-1 will be replaced.
Hazardous Materials (interior and exterior)	√			The roof fascia damage in the Kidango portable will be repaired.
Structural Damage	√			The damage to the outside corner of A-3 overhang will be repaired.
Fire Safety	√			The missing fire extinguisher in B-1 has been replaced.
Electrical (interior and exterior)	√			The outlet covers in E-2 and F-2 have been replaced. There are lights in the electrical room.
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)		√		The drinking fountains in A-2, D-3, and D-1 will be repaired. The leak in the sink in the K-2 bathroom will be repaired.
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			The sidewalk outside of the boiler room will be repaired.
Roofs		√		The roof overhang in P-1 and P-2 and the missing gutter will be repaired.
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	LEA Provided			

## 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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	8	11	11	658
Without Full Credential	2	0	2	98
Teaching Outside Subject Area of Competence	0	0	0	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	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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 the [NCLB](#) Web site.

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	0.0
All Schools in District	96.9	3.1
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	90.9	9.1

## 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	N/A	N/A

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Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker	N/A	N/A
Health Clerk	0.4	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other Instructional Coach	1.0	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, 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	100% SBE Approved SRA Open Court (2003) Open Court ELD Adopted in (2003) Hampton Brown Highpoint (2003) Sopris West Language! (2006)	0%
Mathematics	100% SBE Approved Saxon Math (2002) Prentice-Hall PreAlg (2002) McDougall-Littell Course 1(2002)	0%
Science	100% SBE Approved California Science (2006) Focus on Earth (2006)	0%
History-Social Science	100% SBE Approved History/Soc Sci for California (2006) The Ancient World (2006) The Medieval World & Beyond (2006)	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## 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 and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

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<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental)</b>	<b>Expenditures Per Pupil (Basic)</b>	<b>Average Teacher Salary</b>
School Site	\$5,086	\$576	\$4,510	\$49,783
District	N/A	N/A	\$8,491	\$63,248
Percent Difference – School Site and District	N/A	N/A	46.8%	21.3%
State	N/A	N/A	\$5,300	\$64,702
Percent Difference – School Site and State	N/A	N/A	15%	23%

**Types of Services Funded (Fiscal Year 2007-08)**

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

L.U.C.H.A. School provides the following program services to enable under-performing students to meet standards:

- Teachers identify at-risk or low-performing students and provide in-class and after school intervention.
- After-school intervention occurs across all grade levels.
- L.U.C.H.A. invests in the implementation of the YMCA after-school program, which includes at least one hour of homework time, the incorporation of CBO's (Community Based Organizations), and lessons based upon state standards.
- L.U.C.H.A. teachers will implement Reading Recovery where applicable and when resources are available.
- L.U.C.H.A. invests in the implementation of City Year corps members that help assist in classroom activities at school.
- All City Year corps members will receive an introductory session to Reading Recovery strategies and implement these strategies at the appropriate time for interventions.
- All L.U.C.H.A. teachers will receive an introductory session to Reading Recovery strategies so that they are better able to apply these skills to their own classroom.
- Training is provided in differentiated instructional strategies and practices in reading, math, and writing.
- The School Leader/Principal of L.U.C.H.A. will regularly observe classrooms and the learning that occurs in these classrooms. In addition, the school leader will assist teachers in the classroom with various lessons and activities. These observations will also better enable the school leader to identify and personally assist the underperforming students in their classrooms.
- All students will have high expectations of achievement in the class and the teachers will maintain these high expectations daily.

L.U.C.H.A. provides the following categorically funded services to enable under-performing students meet standards:

- Effective practices are used in the YMCA after-school program to help under-performing students meet standards.
- YMCA team leaders are partnered with in order to assist the YMCA after-school ratio and lower the student: teacher ratio so that the interventions are more effective for underperforming students
- Use of class and family educational trips that motivate students and improve reading and writing abilities.
- Para educators are strategically placed to maximize learning opportunities in the classroom.
- All L.U.C.H.A. teachers are thoroughly trained in G.L.A.D. strategies
- Effective intervention and in-class practices are used by City Year corps members to help underperforming students meet standards

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- San Jose Writing Project works with teachers in class to model effective strategies to help underperforming students writing abilities
- School-wide recognition and rewards system recognizes student achievement, effort, and attitude.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45211	\$40667
Mid-Range Teacher Salary	\$70385	\$66167
Highest Teacher Salary	\$82154	\$84142
Average Principal Salary (Elementary)	\$94543	\$104640
Average Principal Salary (Middle)	\$99083	\$107227
Average Principal Salary (High)	\$108,995	\$131,881
Superintendent Salary	\$190266	\$167564
Percent of Budget for Teacher Salaries	41.2 %	42.3 %
Percent of Budget for Administrative Salaries	7.4 %	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.

### 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	55	65	50	33	33	35	42	43	46
Mathematics	72	82	67	38	41	43	40	40	43
Science	N/A	65	62	21	27	37	35	38	46
History-Social Science	N/A	N/A	N/A	25	27	29	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 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	Mathematics	Science	History-Social

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	Arts			Science
African American	*	*	*	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	*	*		N/A
Filipino	*	*	*	N/A
Hispanic or Latino	48	68	68	N/A
Pacific Islander	*	*		N/A
White (not Hispanic)	*	*	*	N/A
Male	42	62	*	N/A
Female	59	74	64	N/A
Economically Disadvantaged	50	67	62	N/A
English Learners	44	64	*	N/A
Students with Disabilities	*	*	*	N/A
Students Receiving Migrant Education Services	*	*		N/A

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0.0
7	N/A
9	N/A

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## 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.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and 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 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.



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API Rank	2005	2006	2007
Statewide	6	8	9
Similar Schools	N/A	10	10

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0107748

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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	81	44	-55	821
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	46	-49	821
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	44	-55	821
English Learners	N/A	52	-51	815
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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



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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.

### **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.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
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.

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	28.6

## **XI. School Completion and Postsecondary Preparation**

### **Admission Requirements for California Public Universities**

#### **University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

#### **California State University**

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

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## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0	0	0	0	0	0	3.1	3.5	4.4
Graduation Rate	0	0	0	0	0	0	85.0	83.0	79.5

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

## Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Currently, the district is negotiating with the local Trades Union and the feeder high school district to establish a vertical slice career technical educational program partnership which will provide students with structured pathways for immediate entry into technical apprenticeships; prepare them for additional vocational training; and or prepare them to enter 4-year college/university technical programs. However, at this time, there are no Career Technical Education Programs at this school. However, technology is integrated into all curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments as well as to provide them with the skills that are necessary to compete for jobs in a technology-based society.

## Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A

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Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

### **Courses for University of California and/or California State University Admission (School Year 2007-08)**

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

<b>UC/CSU Course Measure</b>	<b>Percent</b>
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

## **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.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Professional development is driven by student data and directly linked to teaching and learning. All professional development opportunities are personalized to address the needs of all teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual needs at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities and teachers have multiple opportunities to select from a menu of ongoing staff development opportunities to broaden their knowledge, enhance their classroom management skills, and learning support strategies. Teachers have multiple opportunities to participate in District workshops; attend conferences; participate in District-sponsored new teacher workshops on classroom management, teaching and learning, etc.; in the Beginning Teacher Support and Assessment Program (BTSA); Peer Assistance and Review (PAR); and many literacy and teaching and learning seminars. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. Teacher selection for paid professional development activities is predicated on the value of the activity to identified student learning needs, teacher needs (based on assignment and performance data), and resource availability. To ensure that all school staff have the same opportunities for ongoing learning, the district offers classified staff a number of professional development activities that are designed to address their individual job descriptions. For example, classes are offered in Excel, eSchoolPlus, and other computer applications; safety and organizational maintenance; landscaping; and computer maintenance and repair. Similarly, administrators are offered ongoing professional development through their monthly meetings, professional organizations (Association of California School Administrators), and conferences.

To ensure that professional development opportunities are effective, teachers and administrators regularly analyze data and use their findings to inform decisions regarding teaching and learning, use of time, and overall professional development program integrity. To support teachers to implement new strategies, the site administrator makes frequent classroom visits and provides timely feedback to increase instructional effectiveness. In addition, the district employs literacy and math coaches who are available to work with teachers in developing and implementing appropriate and innovative instructional strategies that are aligned with the California Standards, are infused with higher level thinking skills, and are differentiated to accommodate the needs of all students.

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Because teachers share “best practices”, work towards common goals, collaboration and collegiality permeate the school culture. Consequently, teachers, as a group, realize the need to reach consensus about curriculum, instruction, discipline, teacher and program evaluation, and school operations. School wide and grade-level meetings are held routinely so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. In addition to collaborating with their peers, our teachers also collaborate with middle schools to articulate curricula, gather data on student performance with which to refine the instructional program, share best practices, and gain new perspectives.