



# **Leadership Public Schools San Jose**

Annual Charter School Report to the  
Santa Clara County Office of Education  
2011-2012



Submitted by Vanessa Sifuentes, Principal  
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## Highlights

Three major highlights at LPS San Jose for the 2011-2012 school year include:

### **Continued API Growth**

Over the past five years, LPS San Jose has experienced a consistent rise in academic performance, as measured by the school's Academic Performance Index (API) score. Because of the focused effort of students, staff, and families at LPS San Jose throughout the 2010-2011 school year, the school experienced yet another increase in its API score, most recently earning a score of 693. This 71-point jump from 2010 has created tremendous momentum on campus and has generated a campaign for "Operation 750," setting the stage for continued academic growth for all students.

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
506	543	595	622	693

### **Increased Use of Data to Inform Academic Interventions**

Continuing with efforts to increase student achievement, the team at LPS San Jose successfully launched a CAHSEE tutorial for all 10<sup>th</sup> grade students in August of 2011. The tutorial program is designed for all 10<sup>th</sup> graders where they participate in a targeted intervention course in Language Arts and Math until March, when they take the CAHSEE, or until they pass the test. These courses are taught by credentialed teachers and take place three times per week.

In that same vein, starting in November of 2011, the school will expand its targeted interventions to 9<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades to address individual student needs. Based on their quarterly benchmark data and teacher recommendations, students will be placed in subject-specific interventions in Language Arts, Math, and Science and will participate in these courses three times per week until they demonstrate sufficient progress to be placed in additional enrichment courses.

### **Addition of Media Production Program and Partnership with CreaTV**

In the Spring of 2011, LPS San Jose was selected as one of the recipients of a \$50,000 grant through CreaTV and the Media Access Project. As a result of this partnership, students are able to learn the technical processes necessary for successful production with digital media. Students learn valuable skills in filming, editing, and screenwriting. Students will produce thirty minutes of programming per month using state of the art camera equipment and software, all housed in the LPS San Jose Digital Media Lab.

## School Location and Facility

LPS San Jose is located at 1881 Cunningham Avenue in San Jose. The school is adjacent to W.C. Overfelt High School and the Overfelt Adult Education Center and is in the sixth year of a ten-year lease with the East Side Union High School District. The LPS San Jose facility is housed in 24 portable buildings, which include 17 classrooms and can accommodate a total of 480 students.

The school also houses 2 administrative offices, a staff workroom, a multi-purpose room, two fully functional computer labs (Digital Media and PC), and a Martial Arts training room. The facility has a quad in the center of the campus along with a basketball and handball court adjacent to the rear of the school.

## Enrollment/Registration

Throughout the summer of 2011 and into the beginning of the fall semester, the recruitment team at LPS San Jose developed a strategy to increase the number of students in 9<sup>th</sup> and 10<sup>th</sup> grade. Included in this strategy was a targeted effort to recruit students from surrounding middle schools such as Ocala, Fischer, and Renaissance Academy to increase the overall number of students from the Alum Rock School District served at LPS San Jose. As a result of these efforts, the student population at LPS San Jose grew by 10% overall and continues to grow. The current enrollment and demographic data for the school are demonstrated in the following table.

Grade Level	Grade Total	American Indian or Alaskan Native	Asian and/or Pacific Islander	Hispanic or Latino	Black or African American (not Hispanic)	White (not Hispanic)	Unclassified
9	117	1	6	104	1	4	1
10	116	1	10	96	2	7	0
11	76	1	1	66	2	6	0
12	57	1	7	41	6	2	0
<b>TOTAL</b>	<b>366</b>	<b>4</b>	<b>24</b>	<b>307</b>	<b>11</b>	<b>19</b>	<b>1</b>
		1%	6.5%	83.8%	3%	5.1%	0.2%

The recruitment and enrollment plan at LPS San Jose is comprised of the following strategies:

- Presentations at local middle schools in the Alum Rock Union and Franklin McKinley School Districts along with local charter middle schools within the boundaries of the East Side Union High School District beginning in November and continuing through the spring semester.
- Direct mailers to families that reside within the boundaries of the East Side Union High School District that include school information, academic statistics, as well as an application.
- Presentations and tabling at local community centers, libraries, and houses of worship.
- Door to door canvassing in targeted neighborhoods/apartment communities with a high concentration of school-age children.
- A two-week Summer Bridge program for all accepted and waitlisted 9<sup>th</sup> grade students.
- A 9<sup>th</sup> grade leadership retreat at Santa Clara University for all fully enrolled 9<sup>th</sup> grade students.

As a result of these efforts, the impact of LPS San Jose extends beyond the local community. The following table demonstrates that, while the majority of students at LPS San Jose reside within the boundaries of the East Side Union High School District, the total school community is comprised of students from throughout Santa Clara County as well as a small portion from neighboring Alameda County. We attribute this wide reach to the school's positive reputation in the community as well as word of mouth advertising from students and parents.

East Side Union HSD	San Jose USD	Campbell USD	Milpitas USD	Fremont Unified SD	Fremont Union HSD	Gilroy USD	Santa Clara USD
92.6%	3.8%	1.9%	0.5%	0.3%	0.3%	0.3%	0.3%

Along with attracting a population from various communities, the student community at LPS San Jose also represents a varied socio-economic population. As illustrated below, three quarters of the student population qualify for Free/Reduced lunch, while one quarter does not.

Free	Reduced	Paid
59.3%	15.8%	24.9%

Parent education levels are also included in the following table. These statistics show that over 80% of the students at LPS San Jose will be the first in their families to go on to complete a four-year college degree.

Grad/ Post-Grad	College Grad	Some College	High School Grad	Not High School Grad	Decline to State
0.8%	7.9%	11%	22.2%	47.7%	10.4%

According to the data for the graduating class of 2010, LPS San Jose had a total retention rate of 65.5%. Attrition for this class can be attributed to families leaving the Silicon Valley due to financial constraints as well as students transferring because the academic program was not the best fit for their needs. Based on this trend, retention and attrition data for all grades is now being tracked and monitored by the school administration to ensure all students' needs are being met.

### Teachers and Classified Staff

	Total	% Staff of Color	Asian	Filipino	Latino	Mixed	White	Male	Female	Avg. years exp.	Masters
Teachers	18	45%	1	3	5	1	12	9	9	4	13
Administrators	4	100%	2		2			1	3	9	4
Support	3	100%			2			1	2	7	

LPS San Jose retained 72% of its teachers from 2010-11. Two teachers moved out of the area/state and one part-time teacher returned to graduate school, two transferred to district schools and one teacher may have left the profession. LPS is committed to compensating teachers for experience, competency, professional advancement, continuous learning, and demonstrated skill acquisition. Teacher salaries are calculated to include base pay, supplements for professional certifications, responsibility stipends, and group performance-based recognition (see Appendix A). At this time, salary ranges for administrators and classified staff are not published documents.

### Board Members

LPS San Jose is governed by a Board of Directors that also oversees the entire LPS network. The board is comprised of members from the education, technology, and private sector. Members of the board represent the broader community, LPS parents, students, and staff, including a staff and student representative from LPS San Jose. Members serve three-year terms with 40% being in their second term. Board terms are staggered so as to maintain historical knowledge and consistency. The demographic data of the board representatives is included in the table below (see Appendix B for Board roster).

American Indian or Alaskan Native	Asian and/or Pacific Islander	Hispanic or Latino	Black or African American (not Hispanic)	White (not Hispanic)	Unclassified
0	0	4	5	11	0

LPS complies with all applicable federal, state and local laws, including the applicable sections of the Ralph M. Brown Act, the Political Reform Act, and the California Public Records Act. LPS Board members participate in yearly Brown Act and Conflict of Interest training. All members sign conflict of interest forms and recuse themselves from any Board actions that might involve a conflict of interest.

## Satisfaction Surveys

LPS San Jose administers satisfaction surveys twice yearly to staff. Staff is surveyed on categories such as school strengths, areas of improvement, support for teachers, connection to the mission and vision, and instructional leadership on the part of the network and school administration team. The results of the most recent survey administration from February of 2011 indicate that staff feels supported by the team on campus, specifically other teachers and the administration. The school team also identified supports and professional development on how to serve English learners and teacher coaching as areas of improvement. As a result, the school's administration has implemented several school-wide initiatives and professional development including the DynEd program, Read 180, and System 44 to better serve English learners. To date, no student or family surveys have been collected but it is the intention of LPS to incorporate this into our practice going forward to better inform our academic and school culture planning.

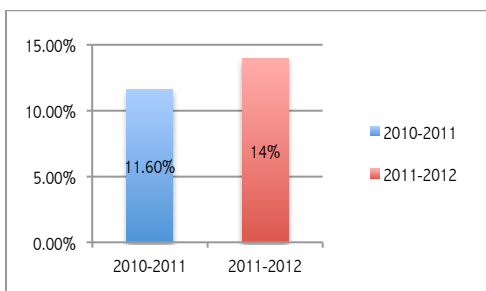
## Growth Plans

Leadership Public Schools has no plans to open additional schools at this time.

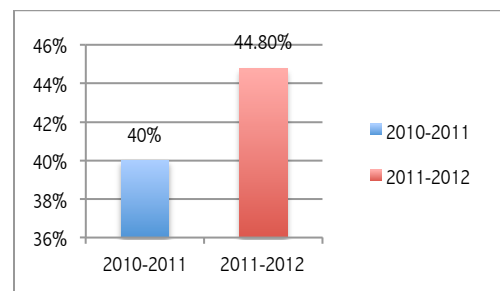
## Special Programs

Because LPS San Jose has developed a reputation for supporting students holistically, there has been an increase in the number of students with IEP's, going from 11.6% in 2010-2011 to over 14% in 2011-2012 (see Table 1). As a result of this increase, the team at the school has implemented several initiatives to address the needs of students with IEP's, starting with collaboration between General and Special Educators on daily lesson plans to automatically build in modifications and accommodations while giving Special Educators information about the grade-level standards being taught in class to support all students during their push-in periods. Students with IEP's also receive a period of Guided Academic Studies each day. This allows for case managers to monitor student progress towards IEP goals while also supporting students with their daily class and homework assignments. The school currently has two full-time Resource Teachers and one full-time Instructional Assistant.

*Table 1: Percentage of students receiving Special Education services*



*Table 2: Percentage of students classified as English Learners*



As of October 1<sup>st</sup>, 2011, 44.8% of students were classified as English learners with another 30% having formerly been classified as English learners but recently redesignated. This is almost a 5% increase from 2010-2012 (see Table 2). English learners are provided targeted support in both the core classes as well as in English Language Development. Support is differentiated by CELDT level and advancement is monitored by progress towards reclassification. Depending on their CELDT level, students are placed in a combination of courses such as DynEd, Read 180, and System 44. In addition to those supports, all students receive English language support in their core classes via SDAIE and content literacy strategies.

## **Fundraising**

Aside from minor bake sales and student activities fundraising, all fundraising and grant development is conducted by the LPS Home Office. LPS San Jose participates in a number of partnerships and grants serving all LPS schools as well as some targeted specifically for this school. Fundraising and grants contribute approximately \$189,054 to the LPS San Jose budget with this amount remaining fairly constant across years.

## **Foundation Donations and Other Grants**

The only Foundation Grants or Donations specifically designated for LPS San Jose include: 1) a CreaTV grant of \$50,000 for digital media equipment to enable students to produce programming for the CreaTV community access channel; and 2) a 21<sup>st</sup> Century Assets Grant for \$160,000 to support academic and extra-curricular activities after school and on weekends. All other grants have been designated for all four LPS schools and funds have been allocated accordingly.

## **Replicable Practices**

LPS San Jose has implemented several best practices since 2009 as a result of collaboration between the four schools across the network, including the CK-12 Reader, an adaptive literacy tool that supports students at a variety of reading levels and allows students to access the core content, and FlexMath in the 9<sup>th</sup> grade Academic Numeracy course. FlexMath is another adaptive tool that reinforces foundational math skills while allowing students to progress in the Algebra curriculum. Both the CK-12 Reader and the FlexMath program have contributed to increased proficiency rates on the California Standards Test in Biology (31% increase) and Algebra (25% increase) since 2009 and continue to yield positive results for student learning. As the school continues to develop its implementation of both programs, learning and positive trends are shared with the other schools in the LPS network to improve student learning across the board.

New to the list of replicable practices for the 2011-2012 academic year are scheduled data analysis cycles. The team has begun these cycles to analyze benchmark data, course grades, attendance, and discipline for individual students and will continue to do so every six to eight weeks. The data collected during these cycles will inform the scheduling of Student Success Team (SST) meetings, academic boot camps, placement in subject-specific tutorials, and mandatory office hours. Because this is a new practice at LPS San Jose, achievement data is not yet available. However, student achievement data from neighboring schools and the Principal's previous experience implementing such cycles lead the LPS San Jose team to believe that such strategies will lead to positive academic and cultural trends throughout the school.

## **School Dates**

The community at LPS San Jose is extremely close-knit, and as a result, has many different opportunities for community participation. Listed below are important dates for the 2011-2012 academic year:

- Back to School Night – September 7, 2011, 6pm;
- School Site Council meetings held the first Wednesday of every month at 5pm;
- Parent-Guardian Association meetings the first Wednesday of every month from 6pm-7pm;
- Winter Student Showcase – December 9<sup>th</sup>, 2011;
- Annual Student Play – April 5<sup>th</sup>-6<sup>th</sup>, 2012;
- Spring Student Showcase – June 1<sup>st</sup>, 2012;
- Graduation Ceremony – June 16<sup>th</sup>, 2012 (time TBD).