

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Broadway Alternative High School

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Grades 9-12



Principal

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This school is in Trustee Area 4.



Principal's Comments

Broadway High School provides students with a challenging, supportive and flexible learning environment. We focus on academic, employment, and life skills, motivating students to envision and create their own futures. Broadway received a six-year WASC accreditation (Western Association of Schools and Colleges) in 2007 and has been a state-recognized model continuation high school since 2002. Continuation high schools are designed to address the needs of students who are 16 or older. Students are enrolled on a continuous basis throughout the school year.

Broadway's policies and programs assist students in earning their high school diploma by offering a variety of credit recovery options. Flexible scheduling and varied delivery systems enable students by providing opportunities and support they often need to be successful. Teachers provide a standards-based curriculum, which prepares students for post-secondary education and/or employment.

The Young Families Program at Broadway is located on the campus and provides educational opportunities to expecting or current young parents of school age. The program offers on-site daycare services for infants and toddlers and provides students with daily instructional opportunities for engaging in optimal parenting. The Young Families Program collaborates with a wide variety of family centered community-based organizations and works with students to gain an understanding of how to engage with external support systems.

Principal's Experience

Stephanie Ogden was appointed principal of Broadway High School in July of 2008. Ms. Ogden has worked with San Jose Unified for the past ten years as both teacher and high school administrator. Prior to SJUSD, Ms. Ogden lived in Victoria, Canada and worked with the Canadian Mental Health Association serving children and youth who were designated at risk in school.

Major Achievements

- Met all AYP indicators and raised our API by 31 points
- Increased credit recovery options by offering a variety of 7th period classes to students.
- Purchased new computers for the computer lab to support advanced multi-media options for students.
- Increased the technology available to all teachers in order to provide online learning options for students.
- Engaged students in district wide leadership opportunities.
- Strengthened ties with local community colleges in order to facilitate better access for our graduates.

Parental Involvement

Parents and/or guardians of Broadway students are required to attend a parent/student orientation prior to school starting for their students. This orientation provides information to parents with the details of the daily program and the procedures and rules of the school.

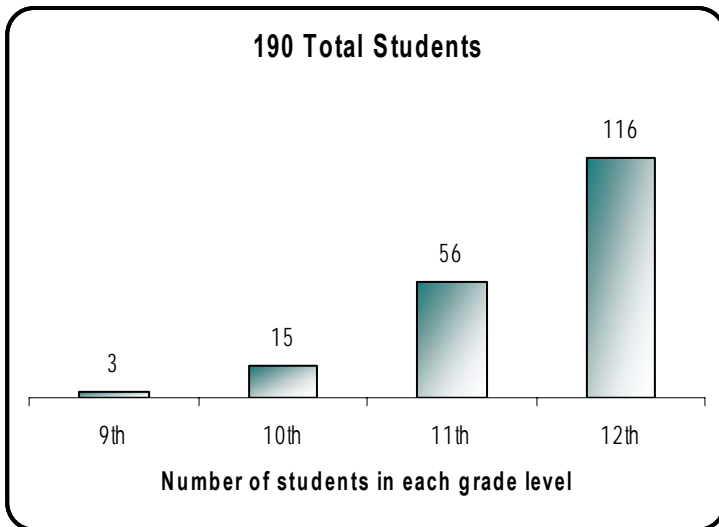
There are two Open House events each year and parents have the opportunity to sign up to volunteer for school committees and school projects. Parents serve as members of the School Site Council and SELAC (Site English Language Advisory Committee). Events such as Student of the Month and semester awards assemblies provide other opportunities for parents to join the staff in recognizing successful students.

The teachers make phone calls home on a regular basis, both for students who are doing well and for those who may need extra attention. The staff also sends "Good News From School" postcards to highlight positive student behavior and achievement. Parents also have the opportunity to meet with the school counselor, Child Welfare and Attendance counselor, and administration at any time regarding their students' academic progress and support services. A parent newsletter is sent home four times a year.

For further information on our parent volunteer program, please contact 535-6285.

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



Student Enrollment by group	
African American	1.58 %
American Indian or Alaska Native	0.53 %
Asian	1.58 %
Filipino	0.53 %
Hispanic or Latino	76.84 %
Pacific Islander	2.11 %
White (Not Hispanic)	15.79 %
Multiple or No Response	1.05 %
Socioeconomically disadvantaged	62.00 %
English Learners	33.00 %
Students with disabilities	10.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	2006-2007				2007-2008				2008-2009			
	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+
English	14.3	16	0		13.7	19	0		11.6	22	0	
Mathematics	31.9	2	1	5	15.9	12	1		12.5	15		
Science	20.6	6	2		15.8	8			17.0	9		
Social Science	13.5	25	1		12.3	29			13.9	20		

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Climate for Learning

Broadway High School's Safety Plan is revised and reviewed annually with all stakeholders. The most current plan was updated in August of 2008 and reviewed by the staff in September of 2008. The plan includes emergency contact information, evacuation procedures, and the steps to take in the event of emergency and community resources.

Administrators, the campus supervisor, and all teachers at Broadway share in the supervision of the campus. The staff receives annual training in the areas of student safety and the school works closely with outside agencies to assure safety on campus. Broadway regularly participates in district-wide emergency and disaster drills, including Code Red drills (armed intruder on campus) with the San Jose Police Department.

Students at Broadway follow the rules as set forth in the District's Student and Parent Information Handbook. In addition, each family is required to attend an orientation prior to enrollment in which student responsibilities are reviewed. Students attend an all day orientation class prior to starting classes to meet other new students and to ensure that each student understands the expectations of the school.

Homework

Homework is a policy of the District and is a part of the program at Broadway. As students often have outside responsibilities, teachers often provide the opportunity for work to be completed after school in their classrooms.

Discipline

Broadway High School follows all San Jose Unified School District's guidelines. Broadway staff, parents, students, and community representatives collaborated to formulate Student Expectations and Behavior Standards specific to Broadway. The administration works with students and families to develop intervention plans and strategies for both school and home.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	36.2%	22.2%	13.5%	12.6%	13.6%	11.8%
Rate of Expulsions	3.2%	0.5%	3.2%	0.2%	0.2%	0.2%

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

Facilities

Broadway High School has been on its current site since April of 2000. There are 12 classrooms and three toddler infant rooms, providing services to 200+ students and up to 40 infants and toddlers, respectively. Physical Education classes utilize the adjoining fields for outdoor recreational purposes. There are two sets of bathrooms for the students, which are fully operational and sanitary. The facility is clean, safe and well maintained by custodial and grounds personnel.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems Gas leaks, Mechanical/HVAC, Sewer		✓			There were 4 deficiencies in this area. They were for lightbulbs that need to be replaced, a bank that needs repair.
Interior Interior surfaces		✓			There was 1 deficiency in this area. A light cover in the faculty workroom is broken.
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical			✓		There were 9 deficiencies in this area. They were all for the need to replace burned out light bulbs.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There was 1 deficiency in this area. The drinking fountains outside office need to be cleaned.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of August 27, 2009

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-090
With Full Credential	15	13	14	1503
Without Full Credential	1	1	0	77
Teaching Outside Subject Area of Competence	0	0	0	0
<p>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.</p>				

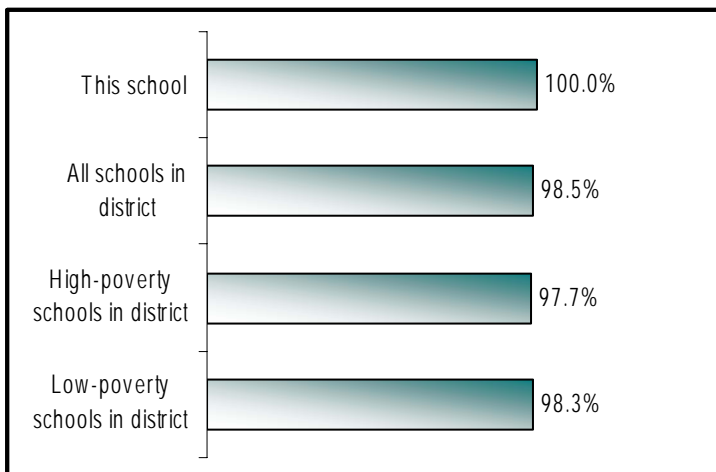


Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0
<ul style="list-style-type: none"> Teacher misassignments (teachers assigned without proper legal authorization) Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. 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). 			

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

Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

The administration at Broadway conducts formal evaluations that follow contractual and district guidelines, which include pre-conferences, informal and formal observations, post conferences, and the completion of written evaluation. The school is committed to hiring and retaining teachers who not only have expertise in their field, but also have the dedication and enthusiasm required to address the needs of a highly diverse population of students.

Professional Development

Professional development at Broadway focuses on supporting teachers in expanding educational practice and technique to address the individual needs of our students. Staff meets on a weekly basis to collaborate on students, grade level curriculum, and core best practices. All staff members have input in developing the focus and agendas for staff development.

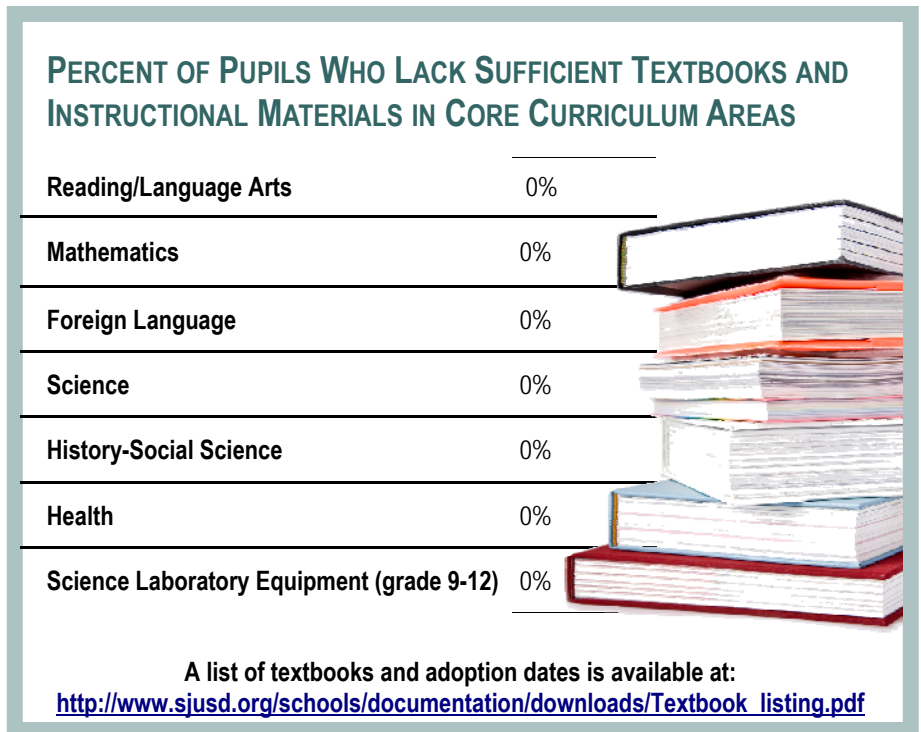
During the district wide staff development days this year, teachers focused on a variety of school specific trainings, including technology and student support. Teachers also worked together to review and strengthen the standards based curriculum through evaluation of student work, assessment data, and grading policies.

Substitute Teachers

Broadway maintains a list of qualified substitute teachers who have prior experience teaching either at Broadway or in alternative programs. This helps maintain continuity when regular teachers must be away for illness or staff development.

Textbooks

Broadway updates and purchases textbooks for all core classes according to the State adoption criteria and guidelines.



Curriculum

Broadway courses are based on California State Standards and utilize standards based textbooks and support materials. Teachers are encouraged to use a variety of instructional techniques that are less conventional and more interactive. By using a variety of instructional strategies and resources, teachers are better able to respond to students' diverse needs and learning styles.

English

The English department uses a Character-Based Literacy Program as the core program including ELD, RSP, and SDC. CBL is a value-themed literacy program that uses a wide selection of novels and support materials to meet California Reading-Language Arts Standards. The comprehensive program includes daily written, oral, and visual language with linked instruction in coping, cooperation, and thinking skills. This combination helps to build literacy while increasing positive thoughts, values, and behaviors in diverse classrooms.

Classes are also offered for our English Language Learners. These classes promote English Development through leveled reading and writing activities, as well as the daily use of the Rosetta Stone English computer lab.

Social Science

Broadway offers world history, US history and government/economics. Broadway instructors employ a variety of formal and informal assessments, a variety of cooperative group projects, portfolios, performances, and presentations for instructional strategies.

Mathematics

The math department offers coursework in Algebra I, Algebra II and Geometry. A general math class and CAHSEE math classes are also offered utilizing skill set units, making it easier to monitor student progress, identify key areas of student deficiency, implement immediate change in the program, and report results back to students. Individual learning plans developed by the math department address students' specific learning needs and provide a mechanism for monitoring students' academic progress.

Science

In conjunction with the textbook and teacher-generated units, teachers use an online science program that supplements the science program. Developed by the University of California at Berkeley, the WISE program can be used from any computer to add to a unit or to offer a complete module. A program called "Too Good For Drugs and Violence" is also used in the classrooms. The program is divided into 12 independent, interactive units dealing with conflict resolution, anger management, and the prevention of alcohol and tobacco use.

Electives

In addition to a standards-based academic curriculum, the master schedule includes courses in parenting, exploratory work experience, P.E., leadership, personal social development, computer classes, art, community service projects, and music.

Independent Studies

Broadway has an onsite Independent Study (IS) Program that is available for students who are at risk of dropping out due to poor attendance, illness, full-time employment, the need to be at home to assist family members, and behavior issues. Pregnant and parenting students who need an interim program before returning to a full day schedule also use the Independent Study Program. Students meet one-on-one with the teacher once a week so that the teacher can monitor their progress and learning. Students who are on Independent Study often return to the regular Broadway Program when they are ready.

Other

Broadway provides additional social and emotional support for students through one-on-one and group counseling services, as well as a variety of community support programs identified by students needs. Students have access to post-secondary academic and vocational programs through visitations to colleges, vocational schools, and on campus presentations by educational representatives. Students may participate in the Central County Occupational Center Program, attend Community College classes, and receive Adult Education services on campus. There are also five Regional Occupational Classes conducted on campus in computer technology.

Special Ed

The special education program at Broadway is designed to specifically meet the needs of students with learning disabilities through the Resource Specialist Program or Special Day Class. Instruction is provided in math, English, science, and social studies. Students are mainstreamed into elective and academic classes based on academic achievement and assessment.

School Finances (Fiscal Year 2007-2008)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$17,104	\$6,742	\$10,362	\$77,669
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	79.99%	66.67%	89.85%	11.37%
State			\$5,512	\$65,905
Percent Different - School Site and State			87.99%	17.85%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,165	\$42,065
Mid-Range Teacher Salary	\$74,634	\$67,109
Highest Teacher Salary	\$90,708	\$86,293
Average Principal Salary (Elementary)	\$110,863	\$107,115
Average Principal Salary (Middle)	\$114,513	\$112,279
Average Principal Salary (High)	\$123,169	\$122,532
Superintendent Salary	\$251,999	\$216,356
Percent of Budget for Teacher Salaries	37.80 %	39.40 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America’s students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen.

Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

Note: Only a sample group of California’s schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The **California Standards Tests (CST)** show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

The **CAPA and CMA** are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [<http://star.cde.ca.gov>]<http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>]<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	6	4	6	48	51	54	43	46	50
Mathematics	0	29	4	46	48	50	40	43	46
Science	7	9	4	42	50	52	38	46	50
History-Social Science	3	6	3	39	43	49	33	36	41

California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native				
Asian	*	*		*
Filipino				
Hispanic or Latino	7	5	5	3
White (not Hispanic)	*	*	*	*
Male	5	6	0	5
Female	7	0	8	0
Economically Disadvantaged	5	0	0	3
English Learners	0	*	*	0
Students with Disabilities	0	*	*	0
Students Receiving Migrant Education Services	*	*		*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

CAHSEE Results for All Students—Three-Year Comparison

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	5.6	17.6	57.9	61.5	59.7	48.6	52.9	52.0
Mathematics	*	5.9	16.7	61.1	59.9	61.3	49.9	51.3	53.3

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

CAHSEE Results by Student Group—Most Recent Year.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	82.4	11.8	5.9	83.3	16.7	0.0
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	78.6	14.3	7.1	80.0	20.0	0.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	100.0	0.0	0.0	91.7	8.3	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period

Academic Performance Index (API)

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

API Ranks

This table displays the school's 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% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% 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	2006	2007	2008
Statewide	B	B	B
Similar Schools	B	B	B
"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by <i>Education Code</i> Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.			

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.

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	-105	-4	31	520
Hispanic or Latino				
White (Not Hispanic)				
Socioeconomically disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes
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.		

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

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.

California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	n/a	n/a	n/a

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that

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 at <http://www.universityofcalifornia.edu/admissions/general.html>.

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 at <http://www.calstate.edu/admission/>.

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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-2006	2006-2007	2007-2008	2005-2006	2007-2008	2006-2007	2005-2006	2007-2008	2007-2008
Dropout Rate (1-year)	15.7	10.9	8.0	2.7	2.9	2.4	3.5	4.4	3.9
Graduation Rate	90.7	85.2	68.2	90.8	85.6	86.1	83.4	80.6	80.2

Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	School	District
All Students	23.4%	70.0%
African American	n/a	70.2%
American Indian or Alaska Native	n/a	68.0%
Asian	n/a	92.4%
Filipino	n/a	78.7%
Hispanic or Latino	15.9%	55.7%
Pacific Islander	n/a	58.8%
White (not Hispanic)	40.7%	82.5%
Socioeconomically Disadvantaged	20.0%	65.8%
English Learners	n/a	32.4%
Students with Disabilities	16.0%	42.3%



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 2008-2009 school year in grade 12, 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 at <http://www.cde.ca.gov/ta/tg/hs/>.

Note: "N/A" means that the student group is not numerically significant (less than 10).

Courses for University of California and/or California State University Admission

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 and completion of courses required for UC/CSU admission can be found on the Dataquest we site at <http://dq.cde.ca.gov/dataquest/>.

	Percent
Students Enrolled in Courses Required for UC/CSU Admission	2.1%
Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center, Central County Occupational Center/Metropolitan Education District (CCOC/MetroEd). CCOC is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for CCOC placement. Students are bused to and from their home school daily, attending CCOC for three hours in conjunction with their regular high school studies. CCOC course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school. However, each of the comprehensive high schools in SJUSD has ROP courses offered on its campus. These courses vary by school and for up-to-date information, the school needs to be contacted.

Measure	School	District
Number of students participating in CTE	37	3,291
Percent of pupils completing a CTE program and earning a high school diploma		77%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education.		84%

Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. As an example, one high school in SJUSD, a technology magnet, has the following strands:

- Multimedia/Advanced Multimedia
- Drafting and Advanced Drafting
- Woods/Woods Advanced/Construction Class offered at CCOC

Currently, the following ROP courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

Broadway High School	Child Development
Gunderson High School	Video Production
	Multimedia Design Level 1 and 2
	Construction Technology
	Drafting Level 1 and 2
Leland High School	Animation
	Computer Applications
	Media Arts
Lincoln High School	Multimedia Design Level 1 and 2
	Commercial Photography
Pioneer High School	Multimedia Design Level 1 and 2
	Construction Technology
	Multimedia Design Level 1 and 2
San Jose High Academy	Multimedia Design/Yearbook
	Commercial Photography
	Computer Applications
Willow Glen High School	Commercial Photography
	Multimedia Design Level 1 and 2
	Multimedia Design/Yearbook

In addition to these career pathways, SJUSD also has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at San Jose High Academy and Leland High School. This is a nation-wide, highly-respected curriculum introducing high school students to engineering.

SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

Each school also has a College and Career Center which affords students the opportunity to explore college and careers by using district approved career guidance software. The software provides tools that assist students in exploring careers and education and training opportunities in order to make informed decisions about their futures. A Career Center Technician is available to train students in the use of the software and to assist them in their exploration and planning.

Housed in each College and Career Center is Central County Occupational Center High School Advisors Handbook. This handbook lists all of the courses offered to SJUSD students at the CCOC. The handbook also indicates career pathways for the classes offered at CCOC. Articulation agreements with local community colleges specifying college credits which may be earned by successful completion of CCOC courses are available in the handbook also.

CCOC currently offers courses to SJUSD students:

Automotive Technology

- Auto Body Repair and Refinishing
- Brakes and Alignment
- Engine Repair and Transmissions
- Truck Mechanics
- Tune-Up and Electrical Systems

Building Technology

- Air Conditioning/Refrigeration/Heating
- Carpentry
- Electrical Maintenance

Business Technology

- Managerial Accounting
- Office Assistant
- Small Business Management

Engineering/Industrial Technology

- Computer-Aided Drafting
- Computer Technology Careers
- Metals Technology/Welding
- Precision Machining

Health & Community Service

- Dental Assisting
- Forensic Investigation
- Health Occupations
- Law Enforcement
- Medical Assistant
- Medical Office Careers
- Probation & Legal Careers
- Veterinary Assistant

Hospitality

- Baking and Catering
- Culinary Arts

Visual Arts

- Animation
- Graphic Design
- Interior Design
- Multimedia
- Video Production

For additional information, contact the district office or speak with the school principal.

San José Unified School District

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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

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<http://www.sjUSD.org>

Data and Access

DataQuest

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

Internet Access

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