

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Lincoln High

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San José, CA 95126

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Grades 9-12



Principal

Jackie Zeller
Jackie_Zeller@sjusd.org



1992-1993
1996-1996
2004-2005



1997-1998
Plus Special Emphasis Award for Arts Education

San José Unified School District

855 Lenzen Avenue
San José, CA 95126
(408) 535-6000

Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

Board of Education

Jorge González	Trustee Area 1
Richard Garcia	Trustee Area 2
Pamela Foley	Trustee Area 3
Veronica Lewis	Trustee Area 4
Leslie Reynolds	Trustee Area 5

This school is in Trustee Area 2.



Principal's Comments

Lincoln received a Distinguished School Award from the State Department of Education in 1992, 1996, 2004, and 2009. In 1993, the California School Board Association chose our Visual, Performing and Electronic Arts programs for the Golden Bell Award. In 1994, we were presented with the Outstanding California Senate Bill 65 High School Maintenance and Motivation Program Award. In 1995, Lincoln received the Kennedy Center Alliance for Arts Education award as well as the Glenn Hoffman Exemplary Program Award in 1996 for maintaining an outstanding tutoring and academic support system -- the same year that Lincoln was the recipient of the prestigious National Magnet Merit School of Distinction Award. The State Department of Education, again, recognized Lincoln for having an exemplary program in 1997. An example of one of our exemplary offerings is the mock trial program. Lincoln's mock trial class is open to student's grades 9 through 12 and is coached by teachers and legal professionals. Lincoln's team has been a finalist 11 out of the last 17 years, representing Santa Clara County at the state level five times. The Mock Trial Team won the Santa Clara County Mock Trial Championship, and won the State Mock Trial Championship Two years in a row. They placed fifth and fourth at Nationals held in Omaha, Nebraska. Hispanic Magazine and Ryder System, Inc. selected Lincoln High School as one of 2000 Schools of Excellence in the nation. Of those 2000 schools, five were honored for offering outstanding and unique programs that have a significant impact on preparing our youth for the next century. Lincoln was one of the five (5) schools so honored in an awards ceremony in Washington D. C.

In May of 1998, Lincoln was selected by the United States Department of Education as a National Blue Ribbon School. To receive this prestigious honor, a school is evaluated on outcome, measures, and conditions of effective schooling. Those measures and conditions include areas such as student focus and support, school organization and culture, challenging standards and curriculum, active teaching and learning, and many other indicators of success. Additionally, Lincoln was one of eight schools in the nation to receive special recognition for our exemplary art program from the Department of Education. Lincoln was one of twenty schools in the nation to receive the 21st Century Schools of Distinction Award in June 2004 from Intel & Blue Ribbon Schools. In February 2008, Lincoln High School was awarded the Dispelling the Myth Award by the Educational Trust – West. This award recognized schools that have demonstrated a significant reduction in the gap between majority and minority student achievement.

In 2005-2006, Lincoln went through the WASC process and received a 6-year accreditation with a mid-term WASC visitation. In 2006-07, the API score raised 14 points and we met all AYP targets. In 2007-08, Lincoln High School gained 8 API points and again met all subgroup targets. CAHSEE scores rose to an 87% pass rate in ELA and an 84% pass rate in Math. In 2007-08 Lincoln's API score increased by 30 points placing the school at 753 while meeting all API subgroup targets. In 2008-09 Lincoln received a \$200,000 Career Technical Grant from the State Department of Education to develop an exemplary Media Arts Program.

Principal's Experience

This was Jackie Zeller's second year as principal. Prior to becoming principal, she was assistant principal for two years and she taught for twenty-seven years. Jackie Zeller, a 30-year veteran, has taught in San Jose Unified School District since 1980 in both Special Education and Mathematics at both the middle and high school levels. She was an API at Willow Glen High School before moving to Lincoln High School.

Major Achievements

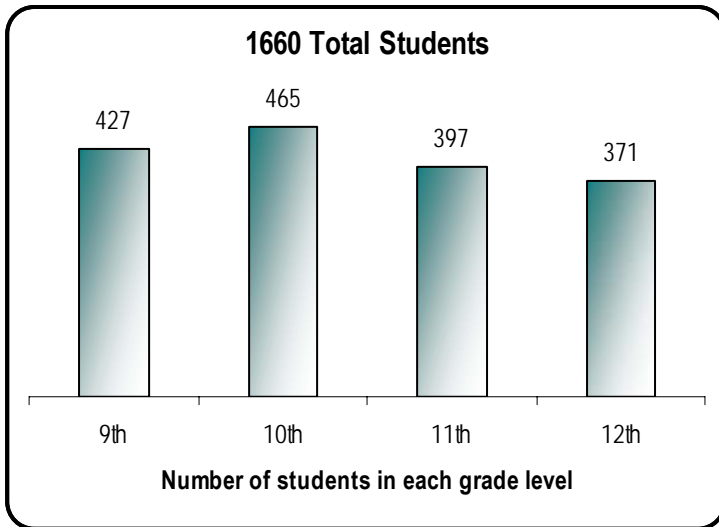
- API score increased by 30 points to 753
- Music and dance groups received many local and national awards for their outstanding performances.
- Lincoln was awarded a Career Technical Education Grant from the California State Department of Education.
- All subgroups met their academic growth targets.

Lincoln High School Mission

All students attending Abraham Lincoln Academic, Visual and Performing Arts Magnet will experience the challenge of pursuing excellence in academics while gaining an appreciation for the visual and performing arts, as well as acquiring and refining the talents and skills that will maximize their career and educational options.

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.



African American	4.16 %
American Indian or Alaska Native	0.96 %
Asian	5.72 %
Filipino	2.05 %
Hispanic or Latino	64.16 %
Pacific Islander	0.48 %
White (Not Hispanic)	21.63 %
Multiple or No Response	0.84 %
Socioeconomically disadvantaged	49.00 %
English Learners	19.00 %
Students with disabilities	9.00 %



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	26.3	19	34	12	26.7	17	25	18	27.0	11	39	9
Mathematics	28.2	7	32	11	26.2	11	31	8	27.0	7	31	13
Science	28.8	5	35	7	30.2	3	27	17	28.7	6	29	15
Social Science	29.6	7	36	13	28.9	11	31	14	28.4	12	26	18

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).

Parental Involvement

Lincoln has established a new web site that can be viewed at <http://www.sjUSD.org/school/lincoln>.

Lincoln has a variety of opportunities for parents to become involved in their student's educational experience including: Music Booster, Dance Boosters, Drama Guild, Athletic Boosters, PTSA, and SELAC.

Principal's coffees are held on the first Friday of each month and all parent and community members are welcome.

Community meetings were held in the 07-08 school year to allow the neighbors and parents input on the plans to install solar panels and to build a new science building.

School Site Council meets every month to discuss program improvements and school reform allowing parents, students, teachers, and community a voice in the direction taken by the school. Stadium Lights Mitigation meetings are held a minimum of three times a year to discuss the effect of the night events on the neighborhood.

Climate for Learning

Safety

Date safety plan updated:

The Lincoln safety plan was updated in the summer of 2008 and reviewed with the staff throughout the school year. Four drills were put into effect throughout the year.

Date safety plan last reviewed with staff: Fall 2008

Lincoln focuses successfully on providing a safe, clean, and secure environment for all students and staff. Facts about our school's safety are available from the California Safe School Assessment.

A positive school climate is essential to student's academic success. Lincoln staff meets monthly to discuss measure to improve school climate and provide opportunities for all students to become involved and connected to the school. Lunch time activities have been expanded over the last two years in an effort to encourage more students to find teams, clubs, organizations and programs with which to participate.

Homework

Staff, students, and parents feel strongly that homework is necessary for students to understand their class work. Staff, students, and parents strongly believe that students have to work hard to do well in their classes. Most students, staff, and parents believe that 1-2 hours of homework is given four or more days a week. An Advisory period was introduced to the schedule in 2005-06. This 35 minutes period is held on Tuesday and Thursday following fourth period and gives students the opportunities to meet with their teachers for extra help, work on their homework and to make-up assignments. Homework assigned in all classes is an extension of the classwork, independent practice or an opportunity to investigate student's areas of interest. Departments have standardized the weight that homework has in a student's overall grade.

Discipline

The Lincoln staff believes all students can behave appropriately in the classroom. Our school discipline plan includes the regulations as outlined in the San Jose Unified School District Student Behavior and Parent Information Handbook and additional discipline rules and procedures are provided in the Lincoln Student Handbook. These handbooks are written in both Spanish and English and distributed at the start of the school year to both students and parents. Student assemblies are held throughout the year to highlight change in policy and to reinforce any urgent areas of concern. Individual teacher discipline plans are posted in each classroom. The Assistant Principal of Discipline provides consistent and fair interventions and consequences for student behavior. Parent involvement and support remains a prime deterrent to discipline problems. We offer a full Outreach office that provides counseling, SST's, and referral to the homework center as well as the Future Vision Mentoring program.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	11.4%	12.8%	9.55%	12.6%	13.6%	11.8%
Rate of Expulsions	0.2%	0.3%	0.5%	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

Abraham Lincoln High School is 66 years old. In spring 2001, Lincoln completed our renovation from Measure C bond funds. All buildings on campus have gone through retrofitting, electrical upgrades, new AC/heating systems, and a variety of upgrades. Fifteen new portables have also been added to the campus to replace the old, dilapidated portables in our parking lot. The old boiler room has been transformed into a multi-purpose room specifically used for dance classes and musical theater rehearsals. Lincoln students take pride in their campus. We have won the San Jose Mercury News "Cleanest High School Campus Award" five times.

Through Measure F funds, Lincoln's Football stadium has been completely renovated. An eight lane, all weather track was installed. Field Turf was installed and the football field was enlarged to allow soccer to be played. Visiting bleachers were installed along with a new sound system, scoreboard, and electronic timing system for track. The field renovation project was completed in November 2007 allowing student access in February 2008.

Lincoln's Black Box theatre underwent renovation in 2006 making the facility a stand-alone building. The renovation included the addition of a new lobby area, restroom facilities, and dressing room facility that was completed in the summer of 2006.

The school went through modernization during the spring and summer of 2006, which included renovating our Art classrooms, the student restrooms and replacing all of our water fountains.

A large shade structure was installed in the commons area in the summer of 2007 giving students an additional area of shelter.

The new science building was completed in the summer of 2008. This building provides LHS with four additional classrooms. During the summer of 2008 renovation and upgrades were completed on the existing science classrooms.

The majority of the school was painted in the summer of 2009. At the same time an evaluation of all roof conditions was conducted and any deficiencies were corrected.

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. Vent clogged in Boys Restroom North. AC/heating vents need cleaning in P wing.
Interior Interior surfaces		✓			There were 4 deficiencies in this area. Light covers missing in Room F. Carpet stained in P108. Carpet stripping needs repair P110.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 9 deficiencies in this area. Light covers in main hallway need cleaning. All restrooms need better cleaning. Tile and carpet stained in Room P110. Outside areas and bleachers need power washing.
Electrical			✓		There were 16 deficiencies in this area. They were all for the need to replace burned out light bulbs and/or replace non-working banks of lights.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 3 deficiencies in this area. Football field restrooms need to be cleaned. Outside drinking fountains need cleaning.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/Gates/Fences		✓			There was 1 deficiency in this area. Locks broken on baseball field dug-outs.

Overall Summary of School Facility Good Repair Status as of July 31, 2009.

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	72	71	71	1503
Without Full Credential	6	3	5	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>				

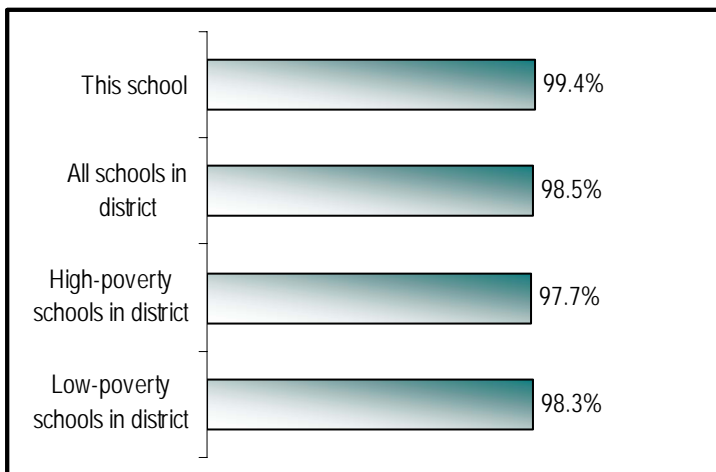


Teacher Misassignments and Vacant Teacher Positions

Indicator	2006-2007	2007-2008	2009-2010
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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

At Lincoln, we follow the SJTA contract where all temporary and probation teachers are evaluated twice yearly. All tenure teachers go through the evaluation process every other year. However, the Lincoln administration complete 90 minutes of classroom visits per week regardless of whether the instructor is going through the formal evaluation process. First and second year teachers may participate in the district/state sponsored BTSA program. Every new teacher at Lincoln is paired with a "buddy" teacher to provide needed support throughout the year. New teacher meetings are held periodically throughout the year giving our new teachers a chance to share problems and ideas. Course alike groups meet a total of 120 minutes each month to discuss student learning, adjust pacing and share best practices.

Professional Development

The State and the district do not provide funding for Staff Development other than the three assigned staff development days during the school. Staff Development days are devoted to reviewing data from the CST, CAHSEE, and AP testing. Furthermore, content standards are discussed, pacing calendars are reviewed and revised, and benchmark exams are created. Technology training along with other staff recommended trainings are provided. Every Monday ends one hour early to provide the staff time to attend Professional Collaboration meetings that include Faculty, Department, Curricular, and Focus Group meetings.

Substitute Teachers

Each instructor is responsible for obtaining a substitute teacher. We try to handle as many substitutes in house with our own staff as much as possible. Emergency lesson plans for each teacher are on file in the main office. All instructors must provide seating charts, class rosters, discipline plan, and lesson plans for the substitute. It is a simple fact that substitutes do not have the same positive impact upon our instructional program as the regular instructor has. Thus, we try our hardest to handle as many substitutes in house with our own staff.

Support Staff

Lincoln has 3.5 FTE Academic Counselors. A six-hour technician supports the College and Career Center. Lincoln has a full time Outreach Coordinator, two periods of Technology Support and a three period English Learners Coordinator and Coach.

Lincoln's Student Services Department is staffed by two full time classified employees and one part time Spanish speaking clerk. The Media Center has both a textbook clerk and Media Center Technician. One full time technician, a six-hour AIM Clerk and one full time Attendance Liaison staff the attendance office.

Curriculum

Reading and Writing

Students will read and interpret a variety of literary works at differing levels of difficulty and from various historical contexts. Students will improve their critical thinking skills as readers and decision makers. Students will increase their ability to communicate effectively in both spoken and written English. Students will expand their understanding and tolerance of alternative perspectives of the world.

Math

Lincoln follows the tradition sequence of Algebra 1, Geometry, and Algebra 2. Students may progress into Math Analysis, Calculus, AB or BC and AP Statistics. This year, ELD Math class was offered. Students who struggle with math may meet with their math teacher during advisory or with a math tutor at the Homework Center. A two-hour Algebra 1 class was offered to students who scored below basic on the CST.

Science

We offer a whole host of science classes, which include the following: Integrated Science, Biology, Marine Biology, Honors Biology, AP Biology, Physiology, Chemistry, AP Chem., Physics, and Conceptual Physics.

Social Studies


We offer the following classes based on grade level.

- Ninth grade- Geography
- Tenth grade- Accelerated World History & World History and AP European History
- Eleventh grade-AP U.S. History & U.S. History.
- Twelfth grade-AP Government/Honors Economics & Govt/Economics

Textbooks

All of our core textbooks meet State standards and have been adopted by the State Board of Education. Every student is provided a textbook for each of his or her core classes that are current and in good condition.

Reading/Language Arts	0%
Mathematics	0%
Foreign Language	0%
Science	0%
History-Social Science	0%
Health	0%
Science Laboratory Equipment (grade 9-12)	0%



A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Specialized Programs

GATE

We offer open enrollment in all of our honors, accelerated and advance placements courses. All of our advanced visual, performing, and fine arts classes are based on audition. Students are able to challenge and move up throughout the year. All teachers have been trained in techniques that incorporate Differentiated Instruction.

Special Ed

We offer SDC, RSP, Speed and Language services and ED classes for students who qualify for these programs. All RSP students are fully included.

At-risk students

The Future Vision Mentoring Program is available for students to enter who are at-risk of dropping out of school or severely deficient in credit. The Homework Center is open four days a week from 2:30-5:00 pm. The COST team reviews students and makes referrals to alternative placements and to credit recovery programs. Saturday Academy is available for students who are credit deficient. CAHSEE review is available to all juniors and seniors who have yet to pass the test.

English language learners

We offer classes in ESL, and SDAIE as well as a bilingual tutorial class. Students are placed in the proper level class based on their CELDT and LAS exams. All visual, performing and fine arts classes are available to all students. Furthermore, our homework center is staffed with bilingual tutors and is open Monday through Thursday from 2:30-5:00 pm. The PASS coordinator works with over 100 qualified students in efforts at credit recovery. A transitional English class is offered to students who qualify for redesignation. 100% of the students who qualify for redesignation successfully complete the process.

Students with disabilities

Lincoln High School has eight special education teachers on staff. We have two SED instructors, three RSP instructors and three SDC instructors. Our goal is to have our Special Ed students in the least restrictive environment. The Assistant Principal of Guidance serves as the 504 Coordinator.

After-school programs

Our homework center is open Monday-Thursday from 2:30 – 5:00 pm and staffed with bilingual tutors.

LHS offers a variety of clubs and organizations. The sports program begins after school and provides students with either elective or PE credit. Several 8th period credit recovery courses are offered along with a short term Algebra 1 support class and a Transitional English Class. Drivers Education is offered in five week blocks. Mock Trial meets during 8th period as does Musical Theater.

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	\$9,529	\$3,800	\$5,730	\$67,523
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	0.27%	-6.06%	4.98%	-3.18%
State			\$5,512	\$65,905
Percent Different - School Site and State			3.96%	2.46%
<p>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/.</p>				

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	46	45	50	48	51	54	43	46	50
Mathematics	23	26	33	46	48	50	40	43	46
Science	34	44	46	42	50	52	38	46	50
History-Social Science	44	47	53	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	51	35	21	46
American Indian or Alaska Native	60	33	*	75
Asian	68	66	61	89
Filipino	70	43	*	67
Hispanic or Latino	41	25	36	42
White (not Hispanic)	74	47	71	74
Male	45	30	47	55
Female	56	35	45	51
Economically Disadvantaged	36	24	33	40
English Learners	5	10	11	13
Students with Disabilities	6	2	10	11
Students Receiving Migrant Education Services	26	24	38	25

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	54.3	62.0	55.0	57.9	61.5	59.7	48.6	52.9	52.0
Mathematics	56.0	58.7	54.5	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	38.0	47.2	14.8	41.3	33.9	24.8
Male	47.0	44.6	8.4	42.0	33.7	24.4
Female	29.1	49.8	21.2	40.6	34.2	25.2
African American	15.4	53.8	30.8	0.0	69.2	30.8
American Indian or Alaska Native	*	*	*	*	*	*
Asian	26.3	36.8	36.8	5.3	31.6	63.2
Filipino	*	*	*	*	*	*
Hispanic or Latino	47.3	45.5	7.2	51.9	31.8	16.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	17.4	52.2	30.4	23.4	38.3	38.3
English Learners	64.4	34.7	0.8	60.5	29.4	10.1
Socioeconomically Disadvantaged	55.4	40.7	3.9	54.1	31.7	14.1
Students Receiving Migrant Education Services	60.5	34.2	5.3	57.9	34.2	7.9
Students with Disabilities	78.8	21.2	0.0	91.2	5.9	2.9

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	6	6	6
Similar Schools	3	6	5

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	14	8	30	753
Hispanic or Latino	9	22	39	712
White (Not Hispanic)	12	9	24	846
Socioeconomically disadvantaged	10	15	41	696
English Learners	-8	21	41	640
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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	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	21.9	36.0	22.9

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/tq/pfi/>.

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	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Dropout Rate (1-year)	1.0	1.0	2.4	2.7	2.9	2.4	3.5	4.4	3.9
Graduation Rate	94.9	95.7	89.9	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	75.6%	70.0%
African American	75.0%	70.2%
American Indian or Alaska Native	n/a	68.0%
Asian	93.8%	92.4%
Filipino	n/a	78.7%
Hispanic or Latino	69.3%	55.7%
Pacific Islander	n/a	58.8%
White (not Hispanic)	83.2%	82.5%
Socioeconomically Disadvantaged	68.5%	65.8%
English Learners	29.3%	32.4%
Students with Disabilities	38.9%	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 2007-08 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 web site at <http://dq.cde.ca.gov/dataquest/>.

	Percent
Students Enrolled in Courses Required for UC/CSU Admission	73.2%
Graduates Who Completed All Courses Required for UC/CSU Admission	44.9%

College Admission Test Preparation Program

SJUSD does not provide SAT prep classes. However, at Lincoln students may take SAT Prep classes through E-Group at a cost. We also offer Revolution Prep at no cost to students. Lincoln HS students consistently score above the national average on the SAT.

Teachers are provided with annual data involving individual and school SAT scores and adjust their curriculum to include readiness activities to improve student scores. PSAT scores are used to identify students who are amply prepared to enroll in AP classes.

Workforce Preparation Programs

In order to participate in technical-career training, students may attend the Central County Occupational Center (CCOC) and take a wide range of technical-career training. They may attend either the morning or afternoon session while taking their core classes at Lincoln. CCOC is open for all students sixteen years or older.

Special Education students are offered the COIN program through the College and Career Center at the 9th and 10th grade level.

Career information and materials are available in the College and Career Center. All students are enrolled in Prep HQ and take a career inventory through the CHOICES program.

Students enrolled in Advanced Digital Photography, Multi-Media or Media Arts are offered dual credit through the local Community Colleges.

Lincoln HS Digital Arts program is an Adobe Youth Voices participant and receives honors each year for exemplary student presentations.

Drop Out Prevention Programs

Our Outreach office is unique for a high school. Counselors provide support for academic, personal, or family issues. Outreach incorporates the school's important services of Future Vision mentoring, sophomore advising, Safety Net (homework center), academic advisement, and personal counseling (Student Success Teams, Coordination of Services Team, YMCA Counselors)

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	2	N/A
All courses	12	5.1



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	650	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:

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

- Multimedia/Advanced Multimedia
- Drafting and Advanced Drafting
- Woods/Woods Advanced/Construction

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
	Multimedia Design Level 1 and 2
Lincoln High School	Commercial Photography
	Multimedia Design Level 1 and 2
Pioneer High School	Construction Technology
	Multimedia Design Level 1 and 2
	Multimedia Design/Yearbook
San Jose High Academy	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.

(408) 535-6650 ▼ Fax (408) 535-2302

<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.