

# Summary

Of the  
**2008-2009**  
**School Accountability**  
**Report Card**

Published in 2009-2010

San José Unified School District

Alternative High School

# Lincoln Plus

Grades 11-12

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This summary of the School Accountability Report Card (SARC) is intended to provide a quick snapshot of this school.

The data presented are reported for the 2008-2009 school year, except the School Finances that are reported for the 2007-2008 school year.

Please refer to this school's full SARC for a detailed profile of this school and how it compares to the District and to the State.

<http://www.sjUSD.org>

## Enrollment and Class Size

Total Students	40
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	82.50 %
Pacific Islander	%
White (Not Hispanic)	17.50 %
Multiple or No Response	%
Socioeconomically disadvantaged	40.00 %
English Learners	20.00 %
Students with disabilities	%



Grade	Enrollment	Subject	Avg. Class Size
11	7	English	20.0
12	33	Mathematics	8.2
		Science	8.4
		Social Science	8.4

All Plus Schools are limited to an enrollment of 40 students. The Plus Program at Lincoln uses 1 classroom with a student/teacher ratio of 20:1. The table above shows the number of students by subject area.

## Testing and Accountability

### California Standards Test

The California Standards Tests (CST) are a series of tests given to all students to determine how well they are performing in relation to the State content standards.

Percent of students scoring proficient and above	
English-Language Arts	0%
Mathematics	0%
Science	0%
Social Science	0%

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 20 to 1,000 with a statewide target of 800.

2009 Growth API	n/a
Change from prior year	B
<p>B" means this an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.</p>	

### Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) program requires that all schools and districts meet Adequate Yearly Progress (AYP) targets.

Met Overall AYP	Yes
Met English-Language Arts proficiency target	Yes
Met Mathematics proficiency target	Yes
Met API target of 620	Yes
Met Graduation Rate target	Yes



## Teacher Qualifications

<b>Total teachers at this school</b>	<b>2</b>
Teachers with full credential	2
Teachers without full credential	0
Teachers teaching outside subject areas of competence	0
Teacher misassignments	0
Vacant teacher positions	0
Core classes taught by NCLB compliant teachers	100.0%

## Expenditures per Pupil and Teacher Salaries

### District Averages

- ◆ Expenditures per pupil are \$9,503.
- ◆ Average teacher's salary is \$69,741.

<b>Expenditures per pupil at this school</b>	<b>\$12,237</b>	28.77% higher than District Average
Unrestricted (basic) expenditures per pupil	\$10,371	
Restricted (supplemental) expenditures per pupil	\$1,886	
Average teacher's salary at this school	\$83,551	19.80% higher than District Average

## Facilities and Program Description

Results of a facility inspection conducted on 7/28/09 rated this school's condition as **EXEMPLARY.**

The Plus program is part of the Learning Options Department of San Jose Unified School District. This school-within-a-school serves students who have grade level abilities yet have been unsuccessful at the comprehensive high school and thus are credit deficient.

At Plus, all students must attend a minimum of 180 instructional minutes for 180 days. Courses offered are based on the needs of the majority of students in the program. Courses such as English, US History, Math, Science, American Government, and Economics are offered.

The program counselor meets with each student to create his/

her individual academic plan that will meet SJUSD graduation requirements. In addition to PLUS classes, students may also attend classes at their home High School, vocational training centers (CCOC), adult education, or community college, and earn credit through work experience and independent studies.

Alternative school students will be changed to a district Board of Education adopted alternative graduation plan. While the alternative graduation plan requires the same number of credits, not all classes offered are UC/CSU approved. Many four-year universities will not accept an alternative student as a freshman.

However, a successful community college student may transfer to almost any university. Once a student has an alternative graduation plan, it will be very difficult to change back to a traditional plan.

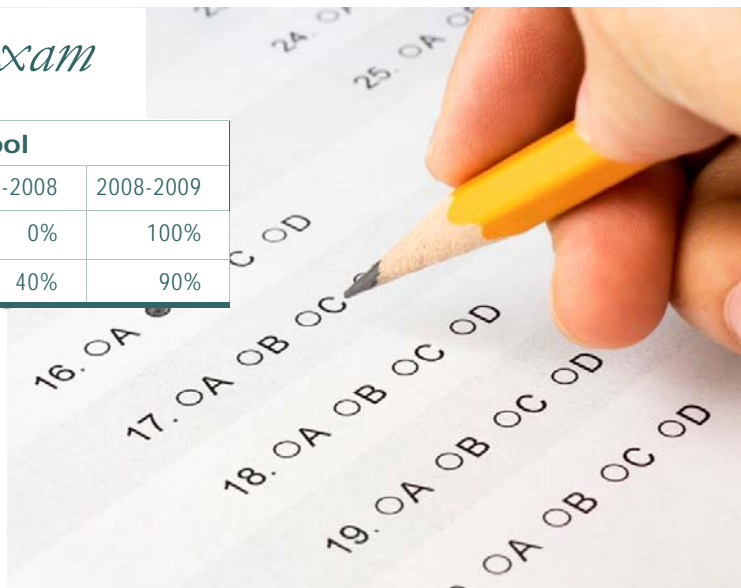
Students are referred to the Plus program throughout the school year. Academic guidance, reduced student-teacher ratios, individual and small group instruction, all combined with high expectations for success, help student achievement in the Plus program.

## California High School Exit Exam

	2006-2007	2007-2008	2008-2009
All students English/Language Arts		0%	100%
All student Mathematics		40%	90%

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/>.



## Completion of High School Graduation Requirements

### Graduating Class of 2009 at this school

All Students	90.9%
African American	n/a
American Indian or Alaska Native	n/a
Asian	n/a
Filipino	n/a
Hispanic or Latino	89.3%
Pacific Islander	n/a
White (not Hispanic)	n/a
Socioeconomically Disadvantaged	85.7%
English Learners	n/a
Students with Disabilities	n/a

Districtwide completion rate for the graduating class of 2009 was 70%.

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 2008-09 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.

*n/a means that the student group is not numerically significant (less than 10).*

## Program Improvement

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		11
Percent of Schools Currently in Program Improvement		21.2%
Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

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.

## Textbooks

New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. All students have access to textbooks and supplementary text materials for class and/or home use in order to complete assigned projects.

A list of textbooks and adoption dates is available at:

[http://www.sjUSD.org/schools/documentation/downloads/Textbook\\_listing.pdf](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)



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Please refer to this school's full-length SARC report at <http://www.sjUSD.org> for detailed information.