

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Middle College High

2100 Moorpark Avenue
San José, CA 95128

Phone: (408) 298-2181 ext 3996

Grades 10-12

Alternative High School



Principal

Dane Caldwell-Holden
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San Jose Middle College was first opened in 1990. Broadway Continuation High School was growing too large. In analyzing how to deal with the overcrowding, it was realized that they needed programs for "smart" kids that weren't succeeding. They decided to start Middle College [called Project Advance at first] and Career Academy as two alternative programs for these students.

Thirty-seven 11th and 12th grade students were selected for the first year. Each grade level had one teacher, and they took English and Social Science as high school classes. All students had to take two semesters of Guidance that the college instructed. The college assigned Middle College its own counselor, who ran the guidance class. Later, Middle College students took Guidance with college students, rather than in their own high school class. Students signed up for one or two college classes to finish out their schedules.

In the past few years, Middle College has had three teachers, having added a Math/Science teacher. The student population has varied between 65 and 95 students per semester. Middle College experiences about a 30-40% turnover each semester, as some students graduate and others arrive for their first semester in the program.



San José Unified School District

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San José, CA 95126
(408) 535-6000

Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

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This school is in Trustee Area 5.

Principal's Comments

Middle College is designed to serve academically capable at-risk students in order to facilitate their graduation from high school and prepare them for higher learning. Middle College is a college preparatory program that allows student access to rigorous instruction at both the high school and community college levels. Students are given a chance to gain credits towards high school graduation in a small learning community that offers individual support. College classes offer opportunities for students to gain transferable college credit while completing high school core subjects.

Principal's Experience

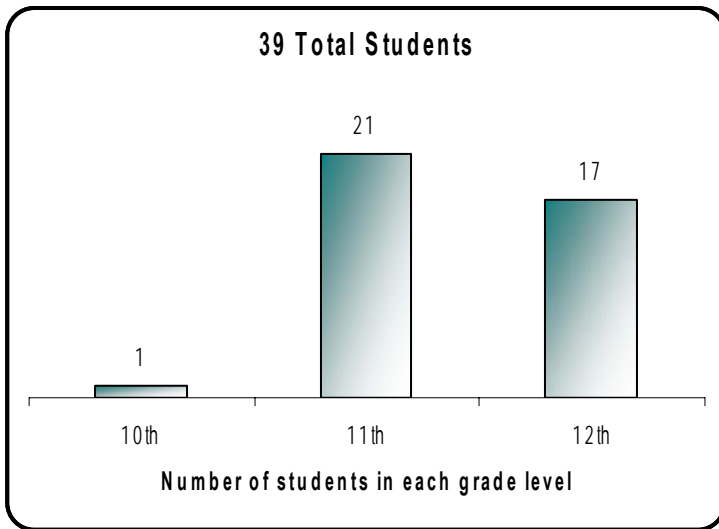
Middle College has seen a flurry of administrative turnover over the past three years. Linda Ferdig-Riley of Learning Options, the San Jose Unified School District office which oversees Middle College and other alternative programs for SJUSD, was in charge of Middle College for over five years prior to 2007-2008. Liz Chamberlin, former Assistant Principal of Lincoln High School, was named as the new Principal of Learning Options in 2007. She has since moved on to Leland High School in SJUSD and Dane Caldwell-Holden, former Assistant Principal at Lincoln High School has been named the new Principal of Learning Options for 2008. Dane comes to Learning Options after spending three years on the administrative team at Lincoln High School and a year as Assistant Principal of Student Services at Price Middle School in Cambrian School District. Dane was an English teacher in middle and high school for twelve years prior to becoming an administrator. He brings to the table a great deal of experience with a variety of urban, suburban, and rural students served during his years in the classroom.

Parental Involvement

Parents are an integral part of the enrollment process at Middle College. Parents are required to attend the initial intake interviews with their students. The Middle College program operates on the campus of San Jose Community College. Parents may volunteer to come to the high school portion of the program to act as guest speakers or to observe classes. Because only forty students attend middle college at any given time, parent volunteers are not required for general classroom activities. Parents interested in observing the high school portion of the Middle College program can make an appointment to do so by phoning Jennifer Nestojko at 288-3100, or by phoning the Learning Options office at 535-6300, extension 6539.

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	10.26 %
American Indian or Alaska Native	%
Asian	5.13 %
Filipino	5.13 %
Hispanic or Latino	20.51 %
Pacific Islander	%
White (Not Hispanic)	58.97 %
Multiple or No Response	%
Socioeconomically disadvantaged	11.00 %
English Learners	%
Students with disabilities	%



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	17.8	3	1		16.0	4	0		9.5	4	0	
Mathematics	12.0	3			21.0	1	1					
Science	19.0	2			22.5	1	1					
Social Science	25.0	1	3		22.0	1	3		16.5	3	1	

All Plus Schools are limited to an enrollment of 40 students.
The table above shows the number of students by subject area.

Climate for Learning

Safety

The Middle College program operates on the campus of San Jose Community College and as such follows the SJCC safety plan. Questions about the SJCC safety plan may be addressed to Dr. Marie-Elaine Burns, Vice President of Student Services at 288-3708.

Homework

Homework is assigned at the discretion of the instructor. Due to the course load of the college courses daily homework is not required in the high school classes; much of the needed practice for the course material is incorporated into the daily class time. Essays and projects are usually assigned as homework. Late essays and homework have points deducted.

Discipline

Due to the small environment in Middle College, it is possible to create a positive atmosphere. Each instructor has individual classroom management techniques. For minor issues the student is warned and then given a consequence, ranging from being asked to make up time during lunch to getting a call home to parents. Major incidences require calling in an administrative team member and notifying the college authorities.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	0.0	22.4	10.3	12.6	13.6	11.8
Rate of Expulsions	0.0	0.0	0.0	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

Middle College is situated in the Student Service Building and in the Business building.

San Jose Middle College is located on the campus at San Jose City College. This facility was built recently. The teachers and counselors have their own office and two classrooms and a small office/work area that enables the teachers and counselor to monitor and work with students during class time.

Students have use of the library, track, computers, and other facilities on campus.

High school text and supplementary books are provided by SJUSD; students taking college classes buy or rent when available. Teacher and Staff Information

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	✓				
Interior Interior surfaces	✓				
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical	✓				
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

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	2	3	2	1503
Without Full Credential	1	0	0	77
Teaching Outside Subject Area of Competence	0	0	0	0

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.



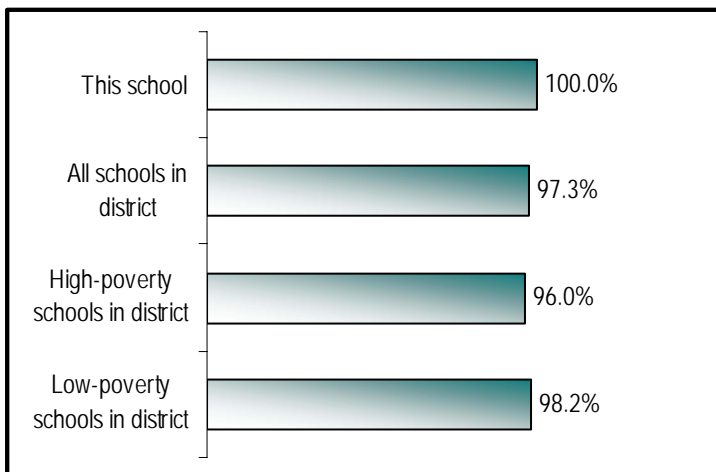
Teacher Misassignments and Vacant Teacher Positions

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

- 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

Teachers are observed informally throughout the year. Teachers are observed at least twice a year for evaluation purposes, as is required by SJTA contract. Teacher evaluation procedures, timelines, and forms follow district protocol.

Staff Development

Staff is trained each year in both mandated and curriculum specific activities. Mandatory training includes Mandated Reporting, Harassment, Bloodborne Pathogens, etc... Curriculum training includes data collection, instruction, curriculum development, technology in the classroom, etc

Teacher Assignment

Teachers apply for positions at Middle College. They are not administratively placed. They must be CLAD certified and appropriately credentialed in their subject matter area.

Substitute Teachers.

The preferred substitute is one who has previously worked in Middle College. Teachers who retire from Middle College often come back to substitute. All substitutes in San Jose Unified must follow all guidelines provided Human Resources. Because it is rare to need a substitute in the Middle College program, getting substitutes is not an issue.

Leadership Team

Although the Principal has over 16 years of experience in and out of the classroom, the rest of the leadership team is fairly new (less than ten years each). Nevertheless, each of our teachers and our counselor has been in the classroom for over five years.

Specialized Staff

Middle College is supported by the staff of Learning Options in the district office of SJUSD. They are served by the Learning Options resource teachers, GATE coordinator and testing coordinator.

Curriculum

Reading and Writing

Composition comes under the area of the English classes. English 5-6 and English 7-8, the junior and senior year English classes, are offered. The English instructor is also a college composition instructor and focuses on writing for the college environment. The classes read 6-8 novels/ plays each academic year as well as a selection of appropriate short stories, poems, and essays.

Math

In 2006-2007 Geometry, Algebra II, and Math Analysis were offered. Students also can take college level math courses if they test at the appropriate level.

Science

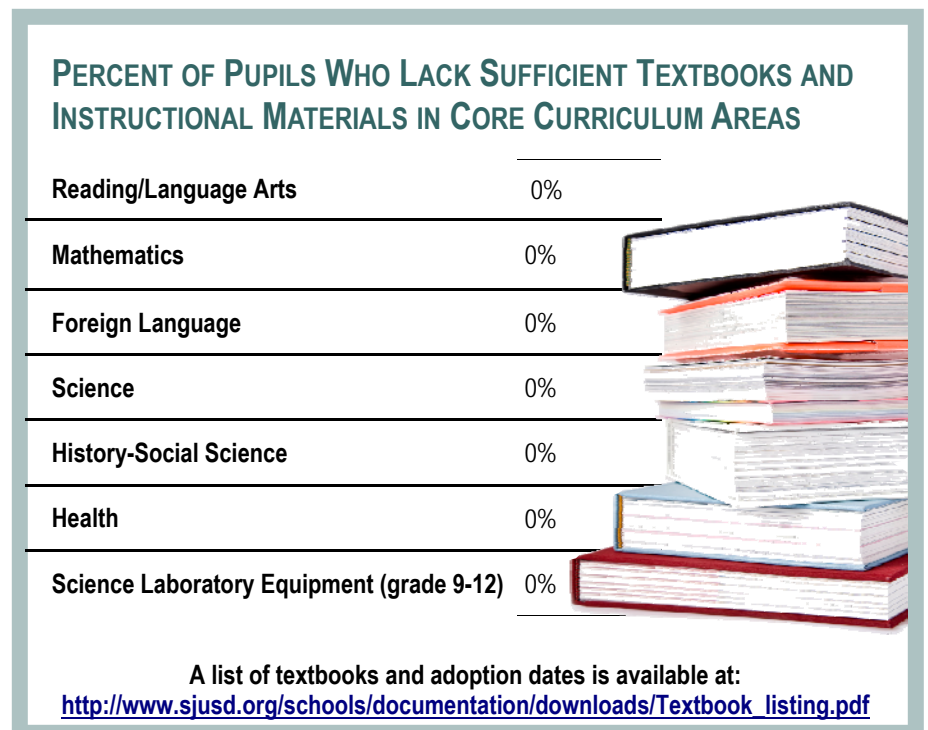
Chemistry in the Community and Physics were offered in the high school. A number of students take science courses in the college, including astronomy, environmental science, and marine biology.

Social Studies

Middle College offers US History, economics, and government courses.

Textbooks

Students do have access to all text books. Some books need to be replaced for the current school year.\



Specialized Programs

Staff has been trained to conduct meetings in order to revise 504 plans, and all accommodations are followed in the classroom. The college campus has student services for students with disabilities, including learning disabilities, and college instructors are notified of necessary accommodations through the college DSP program.

G.A.T.E.

G.A.T.E. students are able to take college classes and there is differentiated learning in the high school classes in order to keep G.A.T.E. students engaged.

Special Ed

Staff has been trained to conduct meetings in order to revise 504 plans, and all accommodations are followed in the classroom. The college campus has student services for students with disabilities, including learning disabilities, and college instructors are notified of necessary accommodations through the college DSP program

Students who have IEP plans need to have a specific placement to Middle College, and then any necessary accommodations are provided.

Tutoring, including peer tutoring, is available to all students through the college, and the instructors have office hours in order to provide extra support for students who need that assistance.

At-risk students

As a "School of Choice", the San Jose Middle College program is a safety net in and of itself. Students who are highly gifted, high achievers, independent thinkers whose high school experiences have left them marginalized them, and those who want to accelerate their education, find the SJUSD Middle College a welcoming refuge.

English language learners

All teachers are CLAD certified.

Students with disabilities

The College jointly monitors students with IEPs and 504s.

The district has a 504 coordinator.

After-school programs

Teachers and the counselor are available for students after school.

Students may participate in activities at their home school and are encouraged to participate in college clubs and student government. In the 2006-2007 year we had students in student government and one student who was president of the Mecha club on campus.

Tutoring

The college campus provides a number of tutoring services, including a writing center, and all Middle College students are able to access these services. Students may also go to their home high schools for tutoring if they wish.

Peer tutoring

Peer tutoring is also provided through the college.

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	\$9,300	\$1,909	\$7,390	\$63,019
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-2.14%	-52.81%	35.40%	-9.64%
State			\$5,512	\$65,905
Percent Different - School Site and State			34.07%	-4.38%
<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	49	56	78	48	51	54	43	46	50
Mathematics	16	12	17	46	48	50	40	43	46
Science	*	0	0	42	50	52	38	46	50
History Social Science	38	44	89	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	*	*		*
White (not Hispanic)	92	*		92
Male	83	*		100
Female	73	*		80
Economically Disadvantaged	*	*		*
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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	10 *	7 *	3 *
Similar Schools	N/A	N/A	N/A

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	-104	-73	160	826 *
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	No	No
Participation Rate - English-Language Arts	N/A	Yes
Participation Rate - Mathematics	N/A	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	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.

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)	4.7	16.2	9.0	2.7	2.9	2.4	3.5	4.4	3.9
Graduation Rate	93.6	79.5	82.1	90.7	85.6	85.8	83.4	80.6	80.2

Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	School	District
All Students	47.1%	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	n/a	55.7%
Pacific Islander	n/a	58.8%
White (not Hispanic)	38.5%	82.5%
Socioeconomically Disadvantaged	n/a	65.8%
English Learners	n/a	32.4%
Students with Disabilities	n/a	42.3%



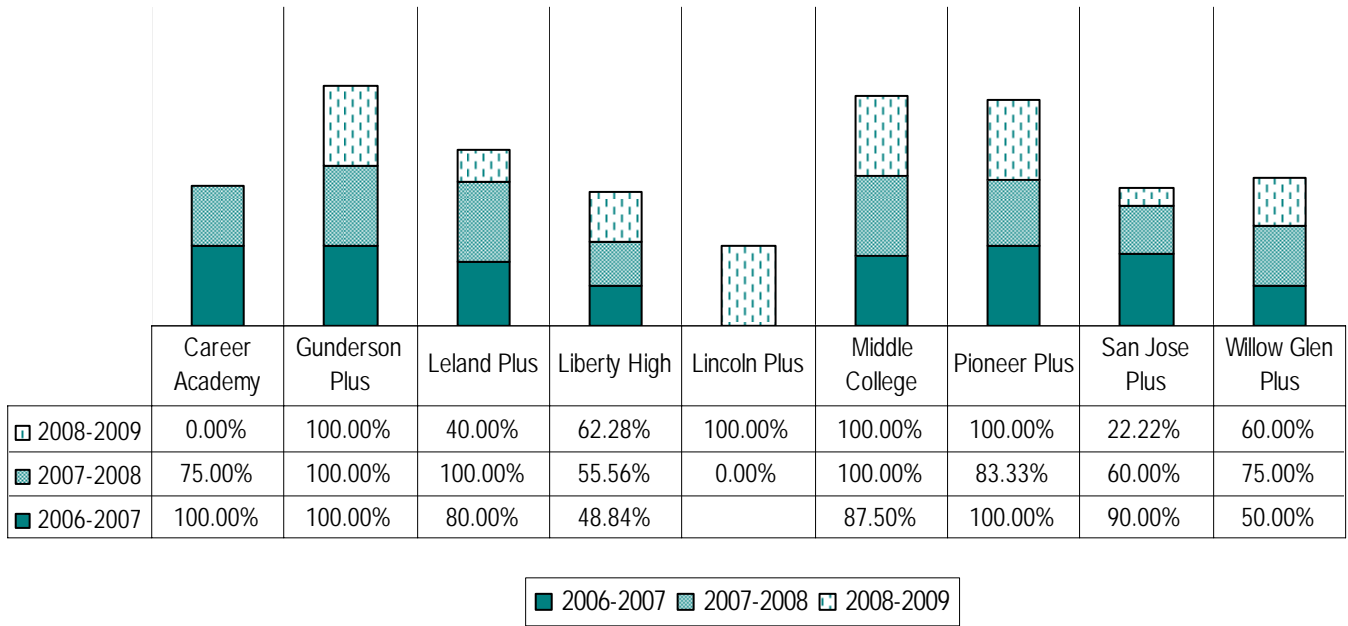
Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS 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).

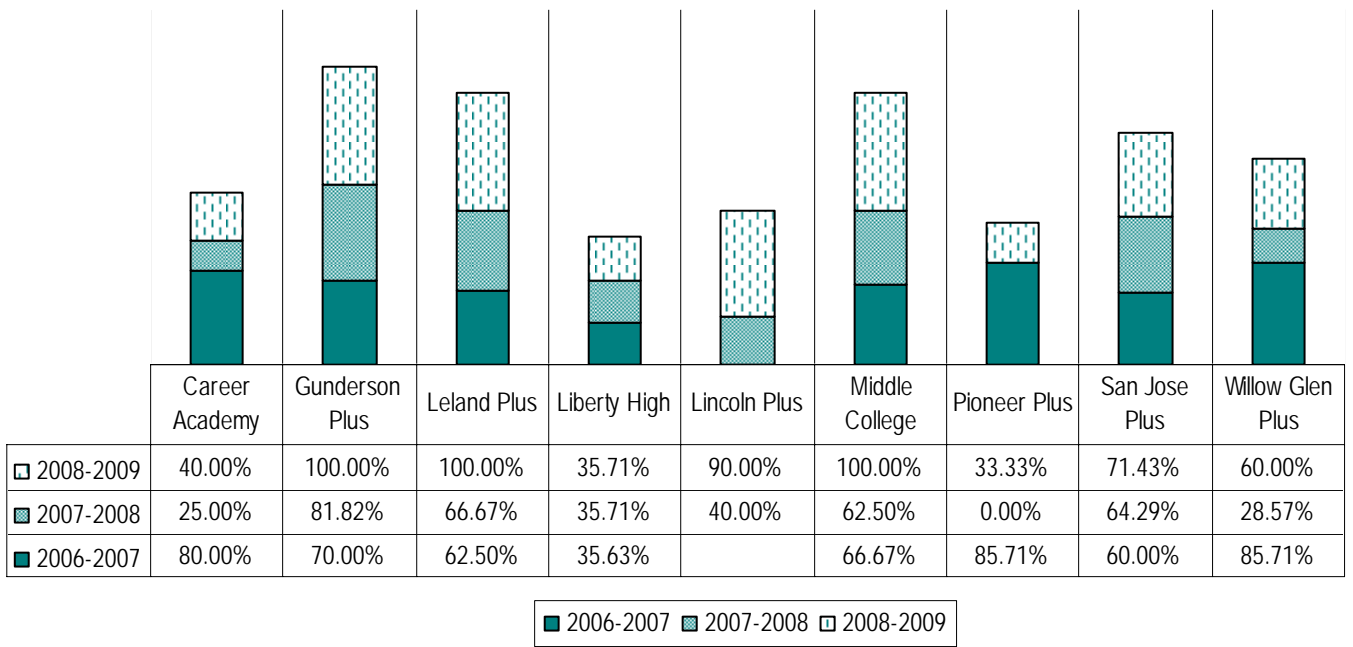
California High School Exit Examination

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/>.

**SJUSD Alternative Schools 11/12th Grade Average CAHSEE Pass Rate
English Language Arts - 3 year comparison**



**SJUSD Alternative Schools 11/12th Grade Average CAHSEE Pass Rate
Mathematics - 3 year comparison**



Postsecondary Preparation

Drop Out Prevention Programs

Counselor 5 days each week and instructors who help students with time management and workload issues.

College Admission Test Preparation Course Program

The counselor works with students and parents to ensure that students are receiving counseling, waiver forms as appropriate and managing the work flow for getting applications in and

Workforce Preparation Programs

Tech prep: The district has participated in JJCC-EVC since 1992 and created career pathways with these colleges.

Middle College students may take any courses offered at SJCC including career tech courses and the work-study program.

Career Technical Education Programs

The Career courses available to students are those offered by the college in many career areas.

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	80.6
Graduates Who Completed All Courses Required for UC/CSU Admission	8.7

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.

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
	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 the following 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.