

# School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Pioneer High

1290 Blossom Hill Road  
San José, CA 95118

Phone: (408) 535-6310  
Fax: (408) 535-2357

## Grades 9-12



Principal

Susan Walker  
Sue\_Walker@sjusd.org



1991-1992  
2000-2001  
2006-2007

## 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 4.



## Principal's Comments

Pioneer High School is a thriving school community. It has a diverse population of students who interact and support each other. Our Service Learning Program is nationally recognized and continues to be a strong influence in our curriculum and community. The 2008 - 2009 District Climate Survey indicated that a large majority of students, parents, and staff members believe Pioneer to be a safe and friendly campus. Our enrollment continues to increase and we began the year with a waiting list for the eighth consecutive year. Pioneer's school wide API score is an impressive 829. Pioneer met its AYP (Adequate Yearly Progress) targets overall. The number of students who met UC/CSU eligibility increased at the commendable rate. We are working hard to continue this excellent record by maintaining high standards in the classroom and providing continuous staff development opportunities for our teachers to provide learning supports for all Pioneer students.

The science department Advanced Placement classes include AP Chemistry, AP Physics, and AP Environmental Science. These courses complement a program that offers a wide variety of science choices within the Pioneer Science focus. A special feature for our science students is the opportunity to work with the Children's Discovery Museum and local elementary schools to teach children hands-on about their local ecology in the Bio-site program utilizing the percolation ponds at the rear of our campus. A new Robotics and technology course gives opportunities for hands on engineering development. Other Advanced Placement classes include AP Calculus AB and BC, AP Statistics, AP English Literature, AP U.S. History, AP European History, AP Government, AP Spanish, AP Art Studio and AP Music Theory.

Parent, student, and community volunteers are a vital part of the Pioneer High School Culture. Our various parent Booster Clubs, PTSA and the Pioneer Education Foundation have raised in excess of \$100,000 and have clocked thousands of volunteer hours for campus beautification projects, music, drama, dance programs, athletics, technology and classroom teacher support.

## MISSION:

Opening minds.

Serving the community.

Enriching lives.

Pioneer High School – public education at its best.

## VISION:

Pioneer High School graduates well-rounded, college-ready, responsible citizens. Modern facilities, cutting-edge technology, rigorous curricula, the highest expectations, and our diverse learning community rich in experiences leave our students confident and prepared to navigate an ever-changing future. All stakeholders are firmly committed to the learning and success of each student.

To realize our mission and vision, we expect the following from our stakeholders:

- Students take ownership of and accept responsibility for their education, while working collaboratively within our diverse community for the betterment of all.
- Staff provides a safe, supportive learning environment with curricula designed to foster ongoing educational growth, sound decision-making, and positive self-esteem.
- Parents are actively involved in their child's education by emphasizing the value of education, by being informed of and supporting school decisions, and by providing support for their child's endeavors.
- Community members work together in a spirit of partnership to ensure that the experiences and education of Pioneer's students are of the highest quality.

## Principal's Experience

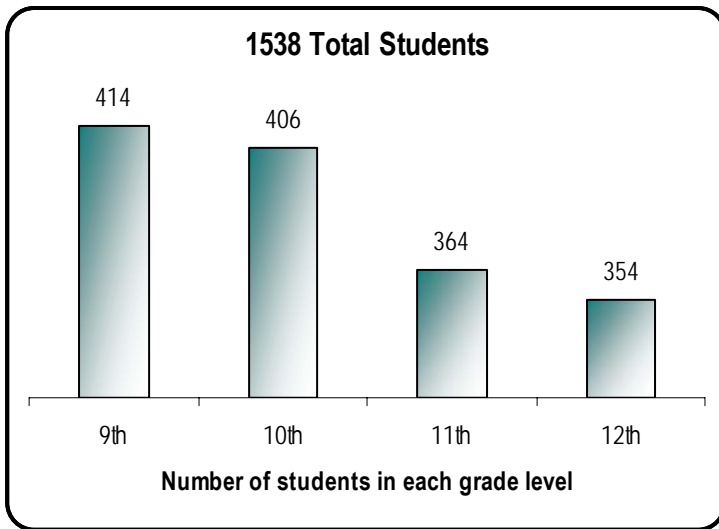
Susan Walker became principal at Pioneer High School in July, 2008. Her background includes three years as Principal of Castillero Middle School, four years as Principal of Williams Elementary School, five years as an Assistant Principal at Castillero Middle School and ten years as a language arts, social science and physical education teacher in San Jose Unified School District.

## Major Achievements

- Pioneer received a six-year accreditation from WASC.
- Pioneer achieved an API score of 829, a 20-point gain.
- Pioneer earned Distinguished School Status for the third time.
- Pioneer teachers lead the district in data analysis to improve instruction through pacing calendars and benchmark testing.
- Pioneer's nationally recognized Service Learning program continues to be a model for high schools in CA.
- Pioneer's Advanced Placement enrollment continued to increase for the 2008-2009 school year.
- Pioneer met its AYP targets in all areas.
- Pioneer has increased the number of students meeting the CSU/UC eligibility requirements.
- Pioneer has an excellent 98.6 % CAHSEE pass rate.

## 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	2.99 %
American Indian or Alaska Native	1.56 %
Asian	13.00 %
Filipino	2.86 %
Hispanic or Latino	29.45 %
Pacific Islander	0.65 %
White (Not Hispanic)	48.83 %
Multiple or No Response	0.65 %
Socioeconomically disadvantaged	22.00 %
English Learners	8.00 %
Students with disabilities	10.00 %



## Class Size

### Average Class Size and Class Size Distribution

Subject	2006-2007				2007-2008				2008-2009			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	26.8	12	29	12	27.0	11	33	11	26.6	9	34	10
Mathematics	28.9	5	32	8	29.6	2	32	6	28.8	4	36	7
Science	22.0	19	34	7	19.9	28	26	13	19.7	30	37	8
Social Science	27.8	9	31	13	28.7	8	30	17	29.4	6	31	17

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

Parents are a very important part of Pioneer. They are active members of the many booster organizations on campus representing music, drama, athletics, dance, and spirit. Parents support other extra curricular activities including Robotics and Mock Trial. Various clubs on campus depend on parents support to operate. The PTSA coordinates and funds academic awards assemblies and offers teacher support by volunteering hours in the duplicating center, the school bank, and assisting with student activities. The Administrative contact for PTSA is the principal at 535-6310.

The Athletic Boosters support all sports teams by raising funds to supply new uniforms, upgrade athletic equipment and facilities, and assist with team transportation. The Boosters sponsor the annual Crab Feed and the Mustang Stampede Golf Tournament. The Activities Director is the contact and can be reached at 535-6310.

The activities of the Drama and Music programs are primarily funded by the efforts of the Drama/Music Boosters. They support several plays, concerts and recruitment performances and they are also active members of many of the performances. The AP of Guidance is the contact and can be reached at 535-6310.

The Dance Boosters support the Pioneer Dance Program by building performance sets, fundraising, and transporting the dancers and equipment for the Dance Team. The contact for the Dance Boosters is the dance coach who can be contacted at 535-6310.

The Spirit Boosters offer financial support, assist with transportation, and chaperone competition events. The Activities Director is the contact and can be reached at 535-6310.

The formal parent organization meetings are well attended. Besides the strong presence of the PTSA, The School Site Council meets monthly to review, with the principal and teachers, categorical funding decisions and ideas for school improvement. Parents are encouraged to be a part of the Pioneer family. The site English Learners Advisory Committee (SELAC) meets on a monthly basis and is the partner to School Site Council. It is comprised of the parents of the English Language Learner students, the ELL Coordinator and the Assistant Principal of Curriculum and Instruction. The contact is the Assistant Principal of Curriculum and Instruction who may be contacted at 535-6310.

The Pioneer Educational Foundation supports school-wide efforts in communication through the Pony Express, student run newspaper, and major schoolwide technology improvements. Currently, they are mounting LCD projectors in all classrooms. The contact is the principal at 535-6310.

## Climate for Learning

### Safety

The Pioneer High School Safety Plan is updated annually in September 2008 presented to the entire staff, October 2008, and filed at the school site and district office. Every faculty member is aware of their role in case of disaster or code red situation. Evacuation routes are posted in every classroom and drills for disaster and code red situations are held annually.

Four campus supervisors, two off duty San Jose Police officers and the entire Pioneer staff monitor the campus from 7:00 a.m. - 5:00 p.m. daily. We have a closed campus and all visitors must register with the office before entering the school. Pioneer has a complete and comprehensive emergency preparedness plan. This plan is updated yearly and emergency drills are held on a regular basis to ensure everyone knows their role in the event of an emergency.

### Homework

Pioneer teachers provide homework on a regular basis in all core content areas. Homework is expected to reflect state and district content standards and provide relevant practice of key concepts in the class.

The quantity of homework assigned varies according to the class level and intensity i.e. college level, accelerated, honors and Advanced Placement level classes. Parents support student learning at home with a positive attitudes toward the school and staff.

Teachers are encouraged to post their homework on our Web site. Parents can view the Parent Internet Viewer from any computer and see in real time their student's work turned in and grades in all classes.

### Discipline

The Pioneer discipline plan and the San Jose Unified School District Behavior Handbook are provided to each student and parent at the beginning of the school year. A comprehensive parent handbook is distributed to freshmen and to all new students. The district handbook and discipline plan are reviewed with all students during the first week of school. Parents and students are asked to sign an acknowledgment of receipt that is returned and filed with the Assistant Principal of Discipline. Pioneer has an On Campus Supervision program to attend to minor classroom disruptions. Major infractions are dealt with by the Assistant Principal of Discipline. Parents are contacted each time a student is assigned a disciplinary action. Teachers are trained to handle their classroom discipline in a positive manner and work together with parents and administration for student success.

**Suspensions and Expulsions—3 year comparison**

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Rate of Suspensions</b>	7.8%	8.2%	6.2%	12.6%	13.6%	11.8%
<b>Rate of Expulsions</b>	0.1%	0.6%	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.						

Students are recognized during rallies and special events for positive contributions to the school and excellent attendance.

### Facilities

Pioneer's 49-year-old buildings were completely refurbished through the Facilities Bond passed by citizens seven years ago. The school has been painted inside and out, new roofs for all buildings were installed, rewiring of the plant was among the first work completed, air and heating units were installed in all classrooms and offices.

Construction is complete that aligns with the bond initiative, Measure F, passed in the 2002 election. The renovations and upgrades of all science rooms are complete. The rooms opened in January 2006. Each classroom is wired for additional technology and will be arranged in a manner that is conducive to the individual science labs that will be taught in the classroom. Additional sinks and workstations are added. All safety issues are addressed.

In addition, there is extensive repair of the concrete work between buildings, surrounding the buildings and throughout the quad areas. Drainage is improved to alleviate the flooding that occurs when it rains. Landscaping of the quad area and the front of the school is complete. The cafeteria/multi-purpose room/performing arts center is enlarged and renovation is complete and reopened in December 2005.

The first phase of the sports facility was completed in December of 2004 and included an all weather track, a synthetic football/soccer field, new visitor bleachers, a new sound system, new scoreboards, and new fencing.

The second phase of the field renovations is scheduled for 2005-2007 is complete and includes all playing fields and surrounding areas.

Our cafeteria is now a completely remodeled food court with a completely renovated kitchen area.

New carpeting is installed in our portable classrooms.

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
<b>Systems</b> Gas leaks, Mechanical/HVAC, Sewer		✓			There were 21 deficiencies in this area. AC units not working in 501 (Dance Room). All others were for the need to clean heating/AC vents or replace missing vent covers.
<b>Interior</b> Interior surfaces			✓		There were 13 deficiencies in this area. Cover missing on AC unit in Room 103. Base board missing in Room 300. Ceiling tiles water stained in Room 309. Broken tile in R4. Cobwebs need to be cleaned in some classrooms.
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation		✓			There were 14 deficiencies in this area. Outside walls need to be cleaned of cobwebs. Walkways need to be swept and power washed. Athletic field areas need to be cleaned.
<b>Electrical</b>			✓		There were 20 deficiencies in this area. They were all for the need to replace burned out light bulbs or replace non-working banks of lights.
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains	✓				
<b>Safety</b> Fire safety, Hazardous Materials	✓				
<b>Structural</b> Structural Damage, Roofs	✓				
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 3 deficiencies in this area. Window latches broken in P wing.

### Overall Summary of School Facility Good Repair Status as of July 29, 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	64	62	66	1503
Without Full Credential	6	4	4	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.



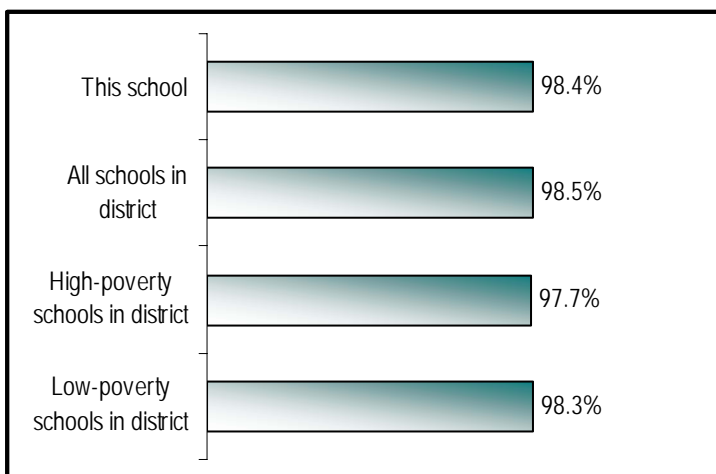
### Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	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 evaluated using a comprehensive evaluation document created by San Jose Unified School District in conjunction with the San Jose Teachers Association and in accordance with the California State Stull Bill. Teachers are observed and evaluated in the areas of:

- Creating and managing learning environments
- Engaging and supporting students
- Understanding and organizing standards based subject matter
- Planning and designing standards based instruction
- Assessing student learning
- Goals for developing as a professional

Permanent teachers are evaluated formally every two years. Temporary and probationary teachers are evaluated yearly. The school administrative staff regularly monitors all teachers. Pioneer includes conversations with teacher on best practices results of the evaluation process are given to the teacher being evaluated and filed at the site and at the district Human Resources Department. The evaluation process is a positive way to recognize excellent teaching strategies and to help new teachers with guidance and support. Administration uses the walk-through process for analyzing teaching trends in the classroom.

## Professional Development

The San Jose Unified School District's Guiding Principles and Beliefs about Learning inspire Professional Development at Pioneer. The Guiding Principles fall into Attitudes and Mental habits, Critical Thinking, Motivation, Data Analysis, Knowledge and Learning, Curriculum and Instruction, and Assessment. The school's plan, developed in 2002 and revisited each year is meant to provide focus and direction to curriculum, instruction, and assessment and to reflect the best research about how students learn. School leadership teams made up of teachers and administration and the Curriculum Council, develop Professional Development initiatives. Teachers and administrators attend three full staff development days. The training's specifically target issues and needs of Pioneer's staff and address goals for that school year. Staff development activities are supported throughout the year through Curriculum Council, Department meetings and individual support.

Teachers are also encouraged to attend the professional development activities offered by the school district and county whenever these workshops are relevant to their curriculum. Pioneer has a goal of continuous improvement and addresses this goal during all meetings and teacher related activities.

All new initiatives introduced to Pioneer are supported by the three mandatory Staff Development days annually. In addition, there are three inservice days when teachers spend two to three hours in staff development activities and three to four hours on individual classroom work. Teachers also receive support in individual and small group settings provided by the BTSA and Instructional Coaches. New teachers receive professional development and meet monthly with the administration and the Instructional Coach.

## Substitute Teachers

Pioneer High School is a popular site for substitute teachers. Many retiree and neighborhood members substitute on a regular basis. We monitor substitute teachers very closely. A comprehensive list of substitutes who have been successful at Pioneer is kept on file. In the event that a substitute cannot be hired, Pioneer teachers and administrators act as "prep period" subs to provide the students with quality teaching.

## Support Staff

Pioneer has a 1.0 FTE Academic Counselor

# Curriculum

## Reading and Writing

Pioneer emphasizes reading, writing, and critical thinking across the curriculum.

English classes teach the Schaffer method of writing and incorporate the scaffolds of ERWC as well as Cornell note taking. Students read extensively including short stories, non-fiction, core novels and outside reading.

Social Studies classes focus on reading and analysis using the textbooks and primary sources for critical thinking provided by the teachers and support the writing and note taking lessons of the English department.

Science emphasizes reading and writing as well using the same note taking techniques and requiring notebooks and journals for each student as part of their grade.

Math also uses the Cornell note taking style and requires journals as well as written proof for set problems beginning in the Algebra classes.

## Math

Pioneer offers a full range of mathematics requirements and choices. All students must take Algebra, Geometry, and Algebra 2. When these requirements have been satisfied, students may move to Math Analysis, Honors Math Analysis, AP Computer Science or Calculus A/B or B/C or A.P. Statistics. All classes are taught to the California State Standards and Framework. All students are challenged to do their best with the high expectations adopted by the entire math department. Benchmarks are in place for Algebra I, Geometry, and Algebra 2.

## Science

Pioneer offers a comprehensive physical and life science program. All classes are college preparatory, honors or Advanced Placement and taught to district standards. Class offerings are as follows:

AP Biology	AP Chemistry	AP Physics	Honors Cell Biology
AP Environmental Science	Honors Chemistry	Honors Physics	Biology
Conceptual Physics	Engineering Science	Technology	Physiology
Physics	Robotics/Engineering		

## Social Studies


Pioneer Social Studies begins in the ninth grade with Geography/World Cultures that is part of a ninth grade core program with Science and English. Tenth grade social studies offers World History, and accelerated, as well as European History Advanced Placement. Junior year requires United States History with the option of Advanced Placement. All senior students take American Government and Economics and can choose American Government Advanced Placement. All classes are taught to the California state standards and framework.

## Textbooks

Pioneer's textbooks are all California State adopted texts that align with the state curriculum and framework. Most classes have sets of books for the students to take home. Some classes use class sets at school and provide ancillary materials to support homework. All of our students have access to textbooks and all instructional materials

### PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

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



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)

## Specialized Programs

### GATE

GATE students are identified and individually advised through the Pioneer guidance program. These students are encouraged to participate in accelerated, honors and Advanced Placement classes to create a complete portfolio for college entrance. Pioneer High School has had a large increase in the number of students enrolled in AP classes and taking AP Tests. GATE students are encouraged to take advantage of the many enrichment opportunities provided to students on campus i.e. Mock Trial, Robotics, Dance, Bio-Site etc. In addition, underachieving GATE are counseled to create a plan for improvement. Three GATE parent meetings are held annually. A parent serves very effectively and made great contributions as the GATE Parent liaison to the district and Pioneer.

### Special Ed

Special Education at Pioneer is offered at three levels RSP, SDC, and SH. Students are monitored regularly through the Individualized Education Plan (IEP) process with student, teachers, parents, administration, and program specialists.

### At-risk students

- At-Risk students are supported in many ways as follows:
- The Guidance Assistant Principal sends a Graduation Status letter to the parents of each senior in August, prior to the start of the school year. At-Risk senior students are requested to meet with the Guidance Administrator and assist in creating a plan for high school graduation. The administrator checks with each of these seniors through out the year.
- All At-Risk Students are given a menu of options to make up deficient classes, including but not limited to, Metropolitan Adult Education classes, Independent Studies, Pioneer Plus, online and college courses and the PASS program.
- At-Risk Students in with behavior, attendance, and/or academic issues may be referred to the Child Welfare Attendance worker for further assistance and possible referral to external support options.
- The Student Study Team (SST) and 504 Plan are implemented to support students with disabilities.
- Limited psychological counseling is offered, on campus, through the Almaden Valley Counseling Service.
- Teachers offer individual students academic support during "S" period Mondays, the last hour of the day.
- The Homework Center is available "S" period and from 2:30 to 4:30 Monday through Thursday. Teachers and Peer-Tutors are available to work with students on a one to one basis or in small groups.
- Each Assistant Principal advises a grade level to monitor and support during the school year.
- The Assistant Principal in charge of Attendance and Discipline, Nurse, Attendance Clerk and CWA Officer meet weekly to identify and to support At-Risk students.
- Parenting classes for the parents of ninth grade Hispanic students are held each September to for primarily Spanish speaking parents to help them understand the needs of their high school age children.
- The Parent Internet Grade view program provides parents a means of monitoring their student's grades and attendance on a daily basis from home.
- Weekly phone and e-mail messages are sent home in English and Spanish.

### English language learners

English Language Learners (ELL) students are provided with services based on the results of their CELDT test. This test assigns an English proficiency level that allows the ELL coordinator counsel the student into beginning, intermediate or advanced ELL classes or any of the mainstream classes where they are provided sheltered teaching in the core subject areas. The students are tested each fall with the CELDT and are counseled accordingly. The ELL coordinator monitors the students' progress throughout the year with grade reports and teacher input. A bilingual tutoring program supports ELL students with test prep and college goals. Bi-lingual translators are used in classes and at meetings to facilitate communication. SELAC meetings are held regularly for informational and support purposes.

### Students with disabilities

Pioneer provides a complete range of services for students with disabilities. Pioneer provides Special Education: Severely Handicapped (SH), SH Transition, Self Contained classroom for Special Day classes (SDC) and Resources Specialist (RSP) classes, RSP immersion. Students are placed in the least restrictive environment based on their needs as defined in their IEP. The SST and 504 procedures are utilized to determined needed assistance for students with other non-special education disabilities. All of our facilities are wheel chair accessible. SH students participate with mainstreamed students in the "Best Buddies" program that pairs regular education students with Severely Handicapped students to promote a sense of community.

## After-school programs

A Homework Center staffed by teachers and peer tutors is available to assist students Monday through Thursday from 2:30 to 4:30 in the Library Media Center and "S" Period from 1:31 to 2:20 is held on Mondays. During "S" (Support) Period teachers are available in their classrooms to provide a wide range of assistance to our students. The athletic teams meet after the regular six period school day. Coaches schedule the start of practice to allow athletes time to work with their teachers prior to practice. Drama productions rehearse after school. An "S" Period (voluntary) Band meets to practice with Pioneer's Band Director during "S" Period. Many clubs and co-curricular activities meet after school. College Application workshops, college financial aid workshops, and College "nights" are held after regular school hours. The College / Career Center is open after-school.

## Tutoring

Teachers provide tutorial assistance during "S" Period. In addition, teachers make themselves available to assist students before, after school, and at lunchtime. Teachers also provide tutorial assistance in the Homework Center.

## Peer tutoring

Peer Tutors assist students in the Homework Center. Peer assistance is also used in classroom settings.

## 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	\$8,881	\$3,454	\$5,427	\$65,737
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-6.55%	-14.61%	-0.57%	-5.74%
State			\$5,512	\$65,905
Percent Different - School Site and State			-1.54%	-0.25%

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

### Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://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	59	65	68	48	51	54	43	46	50
Mathematics	37	39	43	46	48	50	40	43	46
Science	53	64	69	42	50	52	38	46	50
History-Social Science	48	55	67	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	46	28	*	59
American Indian or Alaska Native	84	68	*	*
Asian	81	68	77	77
Filipino	71	37	*	70
Hispanic or Latino	52	27	53	52
White (not Hispanic)	74	45	78	73
Male	65	45	71	70
Female	70	41	67	64
Economically Disadvantaged	45	28	49	46
English Learners	16	28	21	21
Students with Disabilities	20	25	16	20
Students Receiving Migrant Education Services	*	*	*	*

## California High School Exit Examination

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

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

### CAHSEE Results for All Students—Three-Year Comparison

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	68.3	71.9	71.8	57.9	61.5	59.7	48.6	52.9	52.0
Mathematics	74.2	68.6	71.2	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	28.2	29.8	42.0	28.8	37.3	33.9
Male	36.1	28.3	35.6	31.6	30.0	38.4
Female	20.0	31.4	48.6	25.9	44.9	29.2
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	25.0	25.0	50.0	16.7	31.2	52.1
Filipino	*	*	*	*	*	*
Hispanic or Latino	44.2	31.7	24.2	46.2	32.8	21.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	18.8	30.1	51.1	22.0	40.9	37.1
English Learners	66.7	31.1	2.2	65.9	27.3	6.8
Socioeconomically Disadvantaged	49.5	29.0	21.5	51.1	34.8	14.1
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	78.1	15.6	6.2	83.9	9.7	6.5

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	9	8	9
Similar Schools	10	8	9

### 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	-19	33	20	829
Asian	-6	24	4	897
Hispanic or Latino	-17	20	37	759
White (Not Hispanic)	-18	38	15	854
Socioeconomically disadvantaged	-15	1	65	736
English Learners				
Students with Disabilities	-68	48	16	541

### Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

## Federal Intervention Program (School Year 2009-10)

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

## 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	15.7	29.0	33.9

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
<b>Dropout Rate (1-year)</b>	1.2	0.7	0.7	2.7	2.9	2.4	3.5	4.4	3.9
<b>Graduation Rate</b>	97.9	94.4	97.2	90.8	85.6	86.1	83.4	80.6	80.2

### Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	School	District
All Students	92.7%	70.0%
African American	86.7%	70.2%
American Indian or Alaska Native	n/a	68.0%
Asian	94.2%	92.4%
Filipino	93.3%	78.7%
Hispanic or Latino	82.8%	55.7%
Pacific Islander	n/a	58.8%
White (not Hispanic)	97.7%	82.5%
Socioeconomically Disadvantaged	85.5%	65.8%
English Learners	63.6%	32.4%
Students with Disabilities	76.9%	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 2008-2009 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

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

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

This table displays for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found on the Dataquest we site at <http://dq.cde.ca.gov/dataquest/>.

	Percent
<b>Students Enrolled in Courses Required for UC/CSU Admission</b>	71.0
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	44.8

## College Admission Test Preparation Program

Students are made aware of college admission test preparation providers. SJUSD gives the PSAT free to all eleventh graders. The AP of Guidance and the College/Career Center director visit classes to provide post secondary education counseling. College nights are held for parents and students. Workshops on college application procedures and on financial aid are held for parents and students. Students are released from class to meet with visiting college representatives. The College-Career Center is opened in the evening for parent and student information/counseling. Regular bulletins on college information and on scholarships are broadcast and distributed. Parents and students are strongly encouraged to utilize the services and the resources of the AP for Guidance and the College-Career Center Director.

## Workforce Preparation Programs

The AP of Guidance and the College/Career Center director visit classes to provide post secondary education counseling. A special evening meeting is held to provide information on the career programs offered by local community colleges. Each year the opportunities available at the Central County Occupation Center are explained to all students. Special Education teachers assist students in developing student's transition plans. Transaccess provides career information and services to Special Education students. College nights are held for parents and students. Workshops on college application procedures and on financial aid are held for parents and students. Students are released from class to meet with visiting college representatives. The College-Career Center is opened in the evening for parent and student information/counseling. Regular bulletins on college information and on scholarships are broadcasted and distributed. Parents and students are strongly encouraged to utilize the services and the resources of the AP for Guidance and the College-Career Center Director. Students are encouraged to research careers and students are encouraged to Job Shadow careers of interest. Carl Perkins funds are used to support career-technical courses and to provide career counseling.

Pioneer offers a Woods and Advanced Woods program. PHS also offers Multimedia and Multimedia Advanced course sequence. Both programs make up 11 class sections. PHS students participate in CCOC career preparation classes.

Students in Special Education receive career prep instruction. Severely Handicapped students participate in external career/independent living preparation. In addition, Pioneer offers a Woods and Advanced Woods program. PHS also offers Multimedia and Multimedia Advanced course sequence. Both programs make up 11 class sections. PHS students participate in CCOC career preparation classes.

These courses fully satisfy SJUSD graduation requirements. All courses promote higher thinking skills which carryover into all areas of academic achievement.

## 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	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All courses	12	6.3



Life long learning skills are stressed in all classes. All students receive support in planning for post high school life. The Career Center supports students in researching and in planning for their post secondary goals. Career entry after high school and college admission goals are both supported. Students having unique needs and/or members of special student populations, receive transition-planning assistance in developing the students' individual transition plan as part of the student's IEP. Special Needs students can be accommodated in the CCOC career programs. Special education case carrying teachers provide information and accommodation information to CCOC to facilitate Special Education student participation in CCOC career preparation. Transaccess works directly with special populations to address their career/employment needs. Special needs population students have access to career prep services, which are external to the school. The SH and SH Transition classes focus on life skill preparation for their students. The SH and SH Transition classes utilize the community to provide real-life experiences for these students.

The measurable outcomes of these programs and classes and how they are evaluated for effectiveness in attaining those outcomes.

Student success in these programs is monitored. Data are collected on the students' post secondary decisions. CCOC only offers courses that lead to career opportunities. Parent and student feedback is evaluated.

### Drop Out Prevention Programs

Pioneer has a variety of counseling available. Each assistant principal is a grade level advisor who monitors the students' progress and course selection. In addition, counselors from Almaden Valley Counseling are on campus each week to meet with students. Our registrar, the Assistant Principals of Guidance and Discipline, CWA (Child/Welfare/and Attendance) officer, Special Education department chair and an attendance clerk meet regularly to address the needs of at risk students. Students may be referred to a wide range of alternative programs. These programs include: Pioneer Plus (school within a school), our continuation high school, independent studies, the young mother program and other programs. The CWA officer follows up on dropouts. The Student Services monitors student attendance and takes action to promote school attendance. PHS has very high attendance rates.

### Career Technical Education Programs

Computer literature, Multi media, and Woods are given for Career Technical Education.

## 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
<b>Number of students participating in CTE</b>	576	3,291
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>		77%
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education.</b>		84%

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

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

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

Broadway High School	Child Development
Gunderson High School	Video Production
	Multimedia Design Level 1 and 2
	Construction Technology
	Drafting Level 1 and 2
Leland High School	Animation
	Computer Applications
	Media Arts
Lincoln High School	Multimedia Design Level 1 and 2
	Commercial Photography
Pioneer High School	Multimedia Design Level 1 and 2
	Construction Technology
	Multimedia Design Level 1 and 2
	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.