

## School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# San José High

275 North 24th Street  
San José, CA 95116

Phone: (408) 535-6320  
Fax: (408) 224-2355

Grades 9-12



*Principal*

Tom Scheid  
Tom\_Scheid@sjusd.org

## *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 1**



## Principal's Comments

San Jose High School is a diverse academic community of learners where we take pride in and ownership of the international education offered to all.

Our engaged learning community embraces excellence, compassion, equity, personalized goal setting, a college - going culture, and a commitment to global awareness.

San Jose High was founded in 1863 and is California's second oldest high school. It is a small comprehensive high school of a 1000 students, grades 9-12. Alumni throughout the nation actively support the school. Seventeen years ago, in order to draw students from every part of the district, SJHA became a magnet for the International Baccalaureate Diploma Program. In addition to the district curriculum, that meets the entrance requirements for the UC / CSU systems, the International Baccalaureate Diploma Program offers motivated students a prestigious and rigorous pre-university education. The IB Diploma is recognized and accepted by universities worldwide. Currently, the University of California will grant 30-quarter units for incoming freshmen who have been awarded the IB Diploma and earned a cumulative score of 30 or higher. Beginning in the 2009-2010 school year all students in grades 11 and 12 will graduate after taking at least on International Baccalaureate class as part of their graduation plan.

In 1997, SJHA began the IB Middle Years Program (MYP) for grades 9 and 10. It serves as a challenging academic program that may be a prelude to the prestigious IB Diploma. SJHA has a staff of 55 certificated teachers, 4 administrators, 39 classified support staff, an academic advisor, and several part-time counselors.

The newest magnet program at SJHA is Project Lead the Way (PLTW) Design and Engineering. This four-year program is designed to prepare students for design and engineering careers. Many universities, including Purdue, Arizona State and San Jose State University award college credit for these classes and preferred or guaranteed admittance to PLTW graduates.

With over 700 student laptop and desktop computers, and digital projectors in almost every classroom, students at SJHA have access to educational technology every day. The campus has a full, high-speed WiFi network so students can connect to the Internet anywhere at school. In addition, teachers are professionally trained to integrate these technologies into their subject areas. Few public schools in Silicon Valley even approach the level of technology offered at SJHA.

## Principal's Experience

Dr. Robert Perez was the principal during the 2008-2009 school year. He was replaced by Tom Scheid in the fall of 2009. Tom Scheid is in his 21<sup>st</sup> year in education and 10 years at SJHA. Previously he was a music teacher, activities director, and for the past three years Assistant Principal of Instruction. This is his first year as Principal.

## Major Achievements

- In May of 2008, 131 SJHA students, over one third of all juniors and seniors took 318 International Baccalaureate exams during the month-long testing period.
- There were 30 full diploma candidates and 108 other students took one or more individual subject tests.
- 100% of IB seniors reported they were going to college: 42% to UC schools; 37% to CSU schools; and 21% to other four year and two years schools.

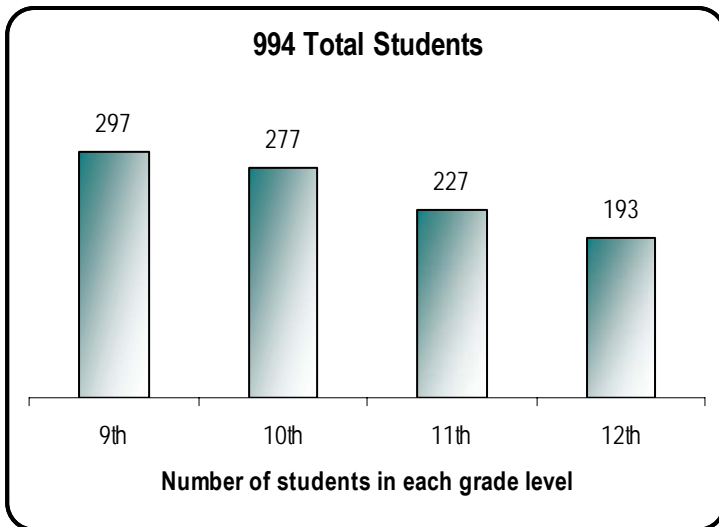
## Parental Involvement

Parents participate through School Site Council (SSC), School English Learners Advisory Committee (SELAC), Parent Teacher Student Association (PTSA), International Baccalaureate Advocacy Group (IBAG), and the Boosters Club.

For further information on our parent volunteer program, please contact Robert Perez, Principal.

## 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	2.11 %
American Indian or Alaska Native	0.50 %
Asian	7.24 %
Filipino	2.41 %
Hispanic or Latino	77.16 %
Pacific Islander	0.20 %
White (Not Hispanic)	8.35 %
Multiple or No Response	2.01 %
Socioeconomically disadvantaged	67.00 %
English Learners	32.00 %
Students with disabilities	7.00 %



## 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	24.5	15	20	9	22.5	18	20	2	19.7	23	24	3
Mathematics	24.7	11	23	5	24.3	14	17	3	16.3	40	14	1
Science	26.0	5	16	4	26.2	5	19	1	18.2	22	15	3
Social Science	26.4	8	17	9	24.7	9	26	2	20.4	16	13	6

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

## Climate for Learning

### Safety

SJHA has a closed campus and provides security throughout the day. Two campus security staff and one SJPD officer assist in supporting our staff. We have regular safety drills and all visitors are required to register in the office.

The school site Safety Plan is reviewed each year in September. The key elements of the plan include: improve personal characteristics of students and staff, improve the school's physical environment, improve organizational processes of the school, and improve school spirit

### Homework

Academic achievement is emphasized, and regular homework assignments are encouraged. All students receive a Daily Planner to use as an organizational skills tool. All teachers assign homework. Projects are also assigned as outside work and we maintain a Homework Center Monday through Thursday and provide tutors as support.

### Discipline

The San Jose High School discipline plan, as well as the District Behavior Handbook, are provided to each parent at the beginning of every school year (and are also available in translation). The necessity for classroom attendance, punctuality, and performance is stressed.

Data reported are the total number of incidents where a student was suspended or expelled from school and the school's rates of suspension or expulsion. A single student may be involved in more than one incident. The rate of suspension or expulsion is calculated by dividing the number of incidents during the school year by the school's total enrollment in October 2003. Rates for the district are computed separately for Elementary, Middle, and High Schools

**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>	26/3%	31/6%	25.3%	12.6%	13.6%	11.8%
<b>Rate of Expulsions</b>	0.1%	0.7%	0.7%	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

The student body and staff take pride in the school and maintain a safe and clean learning environment. The campus has recently been renovated with new windows, restrooms, and sports fields. A state-of-the-art science wing was built and opened for instruction in the fall of 2008. And construction began in August 2009 on a new 14,000 sq ft, \$6 million high-tech building that will house the Project Lead the Way Pathway to Engineering program.

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	✓				
<b>Interior</b> Interior surfaces	✓				
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation	✓				
<b>Electrical</b>	✓				
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains		✓			There was 1 deficiency in this area. The sink edge is too high in Room 17. It leaves a sharp edge.
<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 1 deficiency in this area. Veneer coming off door in Room 54.

### Overall Summary of School Facility Good Repair Status as of September 11, 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	46	41	42	1503
Without Full Credential	1	3	7	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.



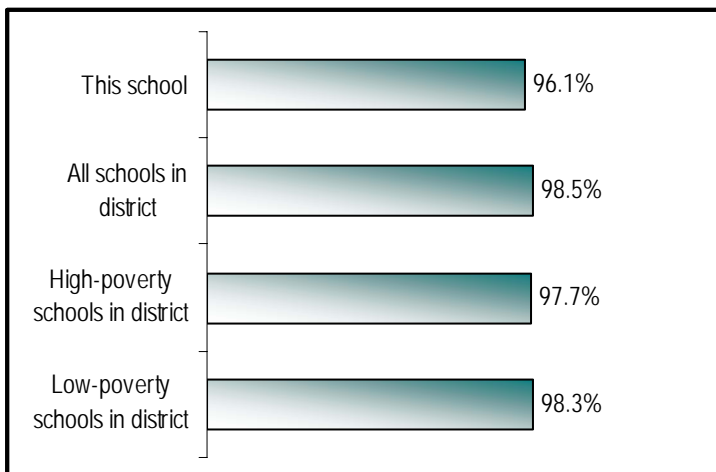
### Teacher Misassignments and Vacant Teacher Positions

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

- Mentoring of new teachers
- Utilization of new evaluation instrument developed jointly by teachers and administrators
- Weekly Professional Development meetings

## Professional Development

August begins with two training days, followed by the three District days devoted to articulation with Burnett and the IB MYP, Diversity Training, and California Content Standards. Weekly meetings for professional development include the above as well as the IB Diploma Program and the needs of at risk students. Approximately 25 faculty attend IB Teacher Training Workshops throughout the year. All teachers receive professional training in classroom computer teaching strategies.

## Substitute Teachers

We are fortunate to have a group of retired teachers from our school serving as substitutes. When we cannot find a substitute for a class, the principal or assistant principal steps in to teach, or another teacher will teach the class during his/her regular preparation period.

## Support Staff

San José High Academy has 1.0 FTE Academic Counselor

# Curriculum

## Overview

San Jose High School offers the prestigious International Baccalaureate (IB) Diploma Program, a rigorous pre-university certification for students in grades 11-12, and grades 9-10 of the Middle Years Program, an age-appropriate curriculum that provides a framework of academic challenge, enrichment, and life skills. Our IB magnet has been successful in providing challenging academic programs to a truly diverse student body. IB classes include Math, English, History of the Americas, Spanish, Portuguese, biology, chemistry, physics, visual art, music theory/history and Engineering and Design. Recent graduates have been accepted at UCLA, Berkley, Santa Cruz, Davis as well as Georgetown, Massachusetts Institute of Technology and Santa Clara University.

Additionally, funded by a new three-year Federal Magnet Schools Assistance grant, we are part of the national Project Lead the Way Pre-Engineering program. This UC approved program provides students a comprehensive introduction to engineering principles, concepts and real world programs to prepare them for college, and a successful future career.

Also funded by the Federal Magnet grant is a new Multilingual Communications Program (MCP), including a competitive speech team to enable our students to participate in a number of career paths toward a variety of professions, including translation services and global communications.

In addition, we also offer courses in Band, Orchestra, Mariachi, Digital Photography, Drama, Speech and Dance.

## Reading and Writing

Curriculum is articulated throughout the school using the IB MYP framework for grades 9-10 and the IB Diploma Program for grades 11 – 12. Freshmen begin an in-depth study of international literature that culminates in either the senior College Board Pacesetter or the International Baccalaureate Diploma Higher Level English courses. Students write critical analysis of literature, research papers, and essays. This curriculum prepares students to pass the California High School Exit Exam, Golden State Exams, and IB Diploma Exams.

## Math

Curriculum is articulated throughout the school using the IB MYP framework for grades 9-10 and the IB Diploma Program for grades 11 – 12. Students follow the traditional sequence of Algebra 1, Geometry, and Algebra 2. Higher courses offered are Algebra 2 with Trigonometry, Math Analysis, IB Math Studies (Statistics) and IB Math Methods (Calculus). This curriculum prepares students to pass the California High School Exit Exam, Golden State Exams, and IB Diploma Exams.

## Science

Curriculum is articulated throughout the school using the IB MYP framework for grades 9-10 and the IB Diploma Program for grades 11 – 12. Students follow the traditional sequence of Integrated Science, Biology, Chemistry, and Physics. Higher courses offered are IB Biology Higher Level, IB Chemistry Higher Level, and IB Physics Higher Level. This curriculum prepares students to pass the California High School Exit Exam, Golden State Exams, and IB Diploma Exams

## Social Studies

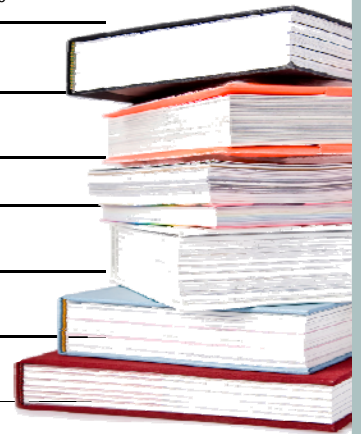
Posts Curriculum is articulated throughout the school using the IB MYP framework for grades 9-10 and the IB Diploma Program for grades 11 – 12. Students study ancient cultures, world history, United States History, Economics, and Government. 11th – 12th graders may study IB History of the Americas Higher Level or Economics Standard Level, advanced university preparation courses studying the history, governments, and economics of the Americas. This curriculum prepares students to pass the California High School Exit Exam, Golden State Exams, and IB Diploma Exams.

## Textbooks

All textbooks are approved by the SJUSD and are specific to subject areas. All students have a personal textbook for each subject area. San Jose High School follows the textbook adoption cycle prescribed by the District.

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

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



A list of textbooks and adoption dates is available at:

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

## 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	\$10,735	\$5,924	\$4,810	\$66,252
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	12.96%	46.45%	-11.87%	-5.00%
State			\$5,512	\$65,905
Percent Different - School Site and State			-12.74%	0.53%

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	28	32	38	48	51	54	43	46	50
Mathematics	15	17	26	46	48	50	40	43	46
Science	21	24	40	42	50	52	38	46	50
History-Social Science	25	29	33	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	31	15	*	*
American Indian or Alaska Native	*	*		
Asian	69	76	80	59
Filipino	41	45	*	31
Hispanic or Latino	34	20	36	28
White (not Hispanic)	46	31	60	47
Male	33	27	41	39
Female	44	25	40	27
Economically Disadvantaged	34	23	39	32
English Learners	7	11	9	12
Students with Disabilities	6	4	6	16
Students Receiving Migrant Education Services	19	19	31	16

## 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	37.2	43.6	42.6	57.9	61.5	59.7	48.6	52.9	52.0
Mathematics	39.8	35.9	47.4	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	57.4	26.1	16.5	52.6	28.2	19.2
Male	65.2	21.7	13.0	52.6	26.7	20.7
Female	49.6	30.4	20.0	52.5	29.7	17.8
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0.0	50.0	50.0	7.1	21.4	71.4
Filipino	*	*	*	*	*	*
Hispanic or Latino	62.0	25.1	12.8	58.5	27.3	14.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	65.0	20.0	15.0	36.8	42.1	21.1
English Learners	70.4	23.5	6.1	61.0	26.3	12.7
Socioeconomically Disadvantaged	56.3	28.2	15.5	53.4	28.1	18.5
Students Receiving Migrant Education Services	64.3	28.6	7.1	57.1	28.6	14.3
Students with Disabilities	84.6	15.4	0.0	100.0	0.0	0.0

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	3	3	3
Similar Schools	7	3	6

### 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	-17	26	37	702
Hispanic or Latino	-5	35	37	673
White (Not Hispanic)				
Socioeconomically disadvantaged	4	37	50	686
English Learners	-20	33	37	627
Students with Disabilities				

### Adequate Yearly Progress (AYP)

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

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

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

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	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	21.1	32.0	19.5

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>	2.5	2.0	2.5	2.7	2.9	2.4	3.5	4.4	3.9
<b>Graduation Rate</b>	93.2	85.5	96.5	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	65.5%	70.0%
African American	n/a	70.2%
American Indian or Alaska Native	n/a	68.0%
Asian	100%	92.4%
Filipino	n/a	78.7%
Hispanic or Latino	57.9%	55.7%
Pacific Islander	n/a	58.8%
White (not Hispanic)	81.0%	82.5%
Socioeconomically Disadvantaged	65.5%	65.8%
English Learners	32.9%	32.4%
Students with Disabilities	14.8%	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 web site at <http://dq.cde.ca.gov/dataquest/>.

	Percent
<b>Students Enrolled in Courses Required for UC/CSU Admission</b>	65.7
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	33.3

## Specialized Programs

### GATE

GATE students may choose to take 1 – 7 IB MYP and Diploma courses for college credit. They also engage in stimulating activities and field trips planned by faculty and the GATE coordinator.

### Special Ed

Special education students receive services from a fully credentialed teacher in the Resource Specialist Program or the Special Day Class program.

### English language learners

35 ELL / SDAIE courses are taught by 15 full time teachers. The ELL Coordinator is released for 3 periods and 3 bilingual instructional associates assist teachers and English language Learners. We have 15 Native Speaker Spanish and Portuguese courses taught by 5 full- time teachers for Primary Language development. First language literate high school students become fluent and graduate in 3 – 4 years.

### After-school programs

The homework center is available for all students after school Monday- Thursday. The center is staffed with tutors from San Jose State University and a credentialed teacher. The students in the IB program also offer peer-tutoring assistance.

### College Admission Test Preparation Program

SAT Preparation courses are offered on Saturdays. The University of California Early Academic Outreach (EAOP) counselors meet with students, review their transcripts, and make classroom presentations. Various other academic and college advisors assist students with college applications. UC a-g classes are offered on campus along with the IB Diploma classes in preparation for post secondary education. The Cal-SOAP Program has been a vital addition toward creating a strong college going culture.

### Workforce Preparation Programs

On campus, classes are offered in Photography and Technology. Students have the opportunity to sign up for classes at CCOC (County Occupation Center) to learn trades. Academic advisors and teachers work with students to provide the opportunity for success in the work force. In addition, our new Project Lead the Way (PLTW) program has provided a strong pathway toward workforce preparation for all Science, Technology, Engineering, and Math (STEM) related careers.

### Drop Out Prevention Programs

The Career Center and SB 65 Coordinator coordinate the academic, emotional and crisis counseling services from Alum Rock Counseling, the YWCA, San Jose State University, and Asian Americans for Community Involvement. The Child, Welfare, and Attendance teacher counsels students in danger of not graduating and assists with alternative placements.

### Career Technical Education Programs

The new Project Lead the Way Design and Engineering program prepares students for college as well as certificate programs in design and engineering careers. Students take a four year, articulated program that allows them to complete certificate programs in Computer Aided Drawing (CAD), Engineering Assistants, Technicians, Land Surveyors, and many other related professional careers.

## 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>	319	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
San Jose High School	Multimedia Design/Yearbook
	Commercial Photography
	Computer Applications
Willow Glen High School	Commercial Photography
	Multimedia Design Level 1 and 2
	Multimedia Design/Yearbook

In addition to these career pathways, SJUSD also has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at San Jose High School 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.