

## School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Willow Glen Plus

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## Grades 11-12

Alternative High School



*Principal*

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### *San José Unified School District*

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Don Iglesias

#### **Assistant Superintendents**

Dr. William J. Erlendson  
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#### **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 3,**



## San José Unified School District's Plus Program

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

The Plus School is staffed by two teachers and one counselor, who team teach two sessions of twenty students each. Additional credit opportunities will be added to each student's schedule with the ultimate goal of graduation from their home High School.

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

The program counselor meets with each student to create his/her individual academic plan that will meet SJUSD graduation requirements. In addition to PLUS classes, students may also attend classes at their home High School, vocational training centers (CCOC), adult education, or community college, and earn credit through work experience and independent studies. Because the Plus program is located on the larger high school campus, students may continue friendships with peers and participation in extracurricular activities.

Alternative school students will be changed to a district Board of Education adopted alternative graduation plan. A student's individual learning plan will help us monitor the student's progress towards graduation. While the alternative graduation plan requires the same number of credits, not all classes offered are UC/CSU approved. Many four-year universities will not accept an alternative student as a freshman. However, a successful community college student may transfer to almost any university. Once a student has an alternative graduation plan, it will be very difficult to change back to a traditional plan.

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

### 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>	7.3	12.5	9.8	12.6	13.6	11.8
<b>Rate of Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.2

This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Alternative Schools Alternative Model Indicators	Average Daily Attendance	Percent Suspended	Credit Completion Monthly	Credit Completion Yearly
Career Academy	87.9	0	11.9	83
Gunderson Plus	97.1	7.5	10	80
Leland Plus	93.1	10.8	8.8	69
Lincoln Plus	84.9	2.4	13.5	81
Pioneer Plus	97	0	9.6	76
San Jose Plus	95.3	2.7	10.3	77
Willow Glen Plus	93.2	7.7	9.8	74

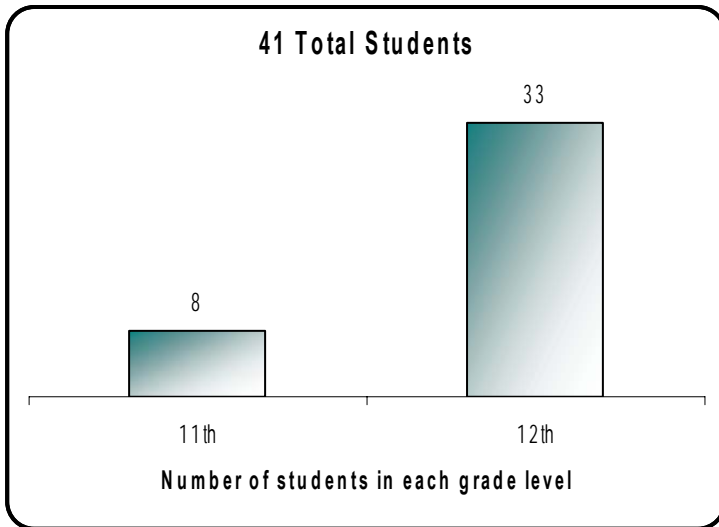
### PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

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)

## 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	2.44 %
American Indian or Alaska Native	%
Asian	4.88 %
Filipino	2.44 %
Hispanic or Latino	70.73 %
Pacific Islander	2.44 %
White (Not Hispanic)	17.07 %
Multiple or No Response	%
Socioeconomically disadvantaged	50.00 %
English Learners	17.00 %
Students with disabilities	%



## Class Size

### Average Class Size and Class Size Distribution

Subject	2006-2007			2007-2008			2008-2009					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	5.5	2	0		19.5	2	0		13.0	3	0	
Mathematics	4.5	2			19.5	2			17.6	6	1	
Science	4.3	3			19.5	2			15.3	6		
Social Science	2.8	4			7.8	5			10.2	5		

All Plus Schools are limited to an enrollment of 40 students.  
 The Plus Program at Willow Glen uses 2 classrooms with a student/teacher ratio of 20:1.  
 The table above shows the number of students by subject area.

## Facilities

Willow Glen Plus is part of the Willow Glen Campus. Willow Glen High School is a fifty-year-old community landmark rich in history and tradition. 2001-2002 facility projects included new heating and air conditioning, new roofing, adding some additional buildings and fresh interior and exterior paint on the existing buildings. The campus is in the second phase of renovation that will add new capital improvements, landscaping upgrades and technological updates over the next few years. The new track and football field opened in fall 2004. A school beautification day for staff, students, parents, and community is held twice yearly. Bathroom renovations were completed at the close of 2005. New windows throughout the school as well as new sports fields, softball and baseball diamonds, and P.E. locker rooms will be completed in early 2007. The 2007-2008 school year saw the opening of the Mickey Long Community Center, which houses two high school classrooms, one middle school classroom, an art gallery, and kitchen and conference room. The 2008-2009 school saw the renovations of the W wing, former shop and audio classes, in a variety of areas creating state of the art classrooms. The Fall 2010 will be the opening of the new Science wing at Willow Glen High School.

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	✓				
<b>Safety</b> Fire safety, Hazardous Materials	✓				
<b>Structural</b> Structural Damage, Roofs	✓				
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

### Overall Summary of School Facility Good Repair Status as of September 5, 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	2	2	2	1503
Without Full Credential	0	0	0	77
Teaching Outside Subject Area of Competence	0	0	0	0

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.



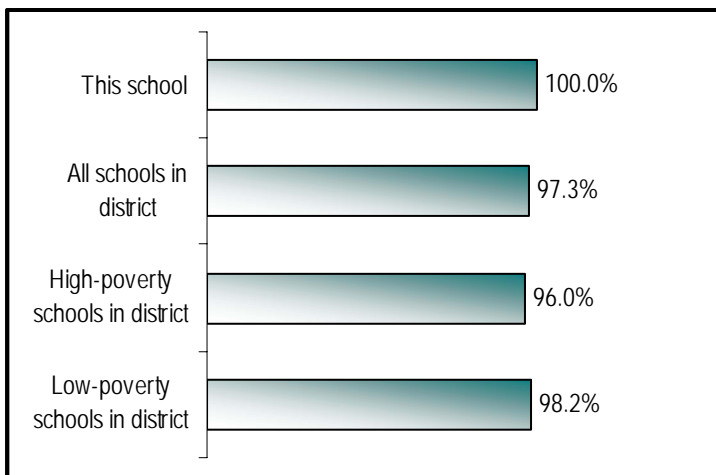
### Teacher Misassignments and Vacant Teacher Positions

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

- Teacher misassignments (teachers assigned without proper legal authorization)
- **Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

### Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

## 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	\$10,702	\$2,023	\$8,680	\$71,946
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	12.62%	-49.99%	59.03%	3.16%
State			\$5,512	\$65,905
Percent Different - School Site and State			57.47%	9.17%

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	13	0	0	48	51	54	43	46	50
Mathematics	0	0	0	46	48	50	40	43	46
Science	0	0	0	42	50	52	38	46	50
History Social Science	0	0	0	39	43	49	33	36	41

## Academic Performance Index (API)

### 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
<b>All students at this school</b>	N/A	B	N/A	N/A

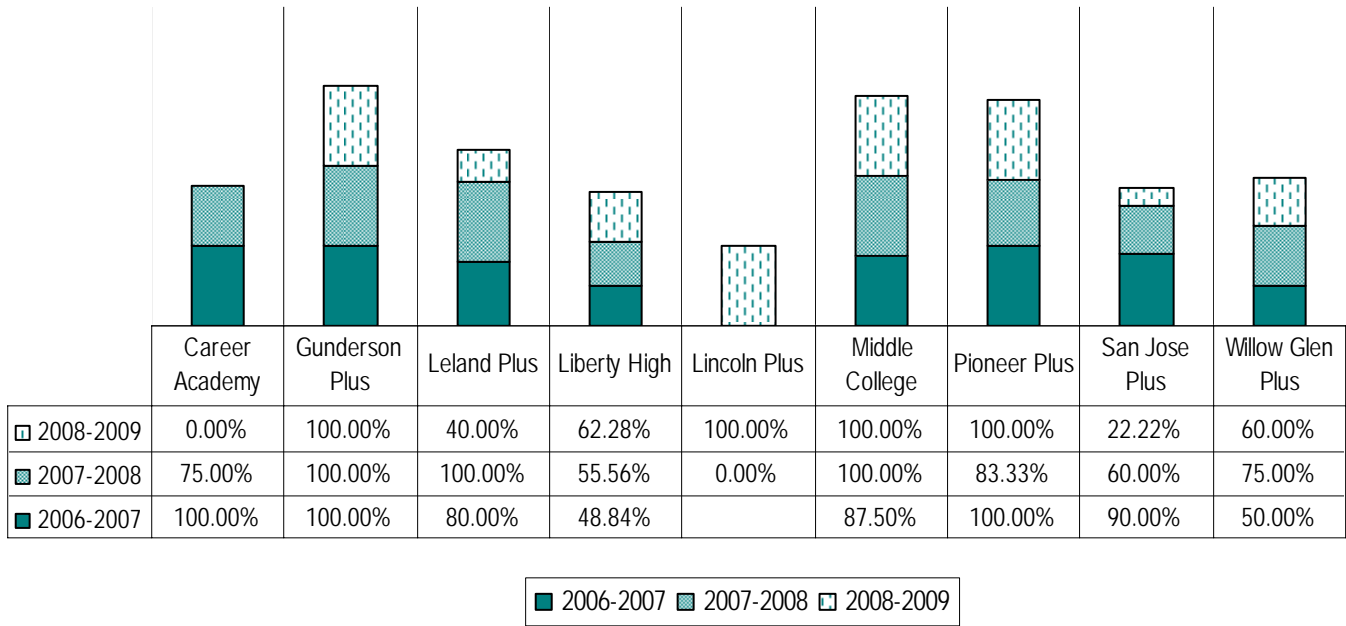
"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by *Education Code* Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

N/A means a number is not applicable or not available due to missing data.

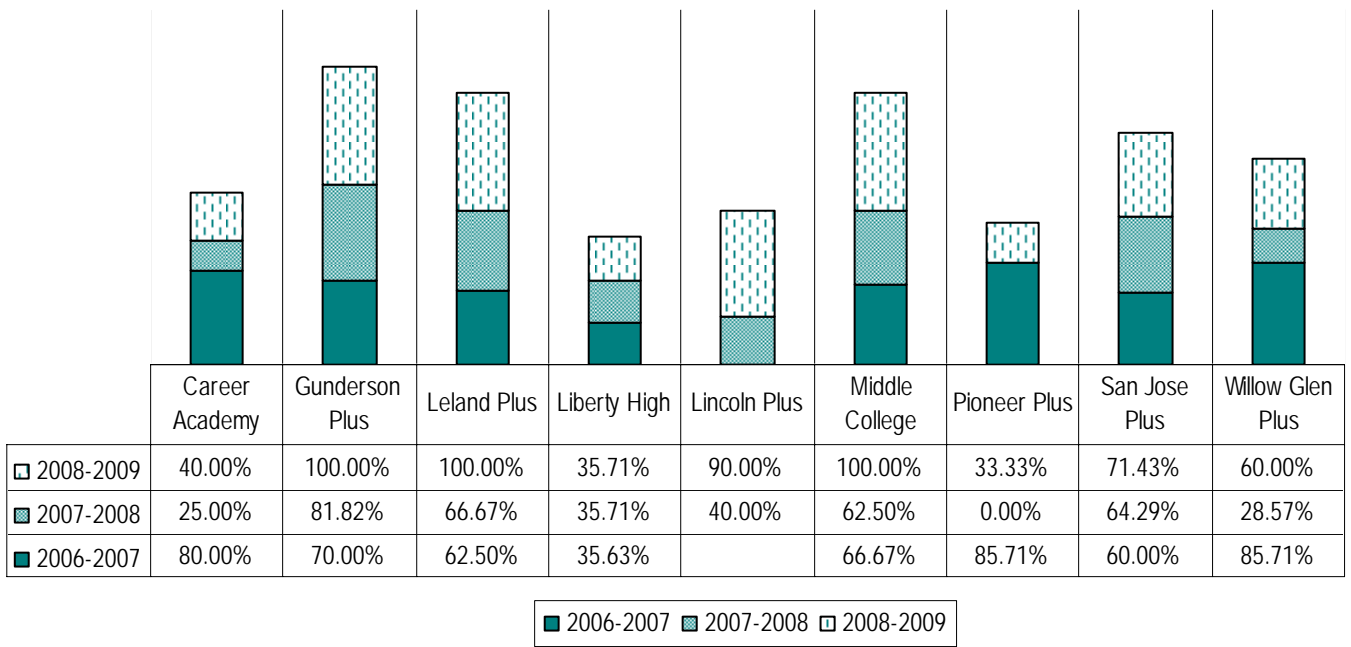
### California High School Exit Examination

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

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



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



## 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
<b>Overall</b>	Yes	No
<b>Participation Rate - English-Language Arts</b>	N/A	Yes
<b>Participation Rate - Mathematics</b>	N/A	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	Yes	Yes
<b>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.</b>		

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

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.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement Implementation</b>		2009-2010
<b>Year in Program Improvement</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>	N/A	11
<b>Percent of Schools Currently in Program Improvement</b>	N/A	21.2
<b>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>.</b>		

## 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>	2.7	2.4	5.0	2.7	2.9	2.4	3.5	4.4	3.9
<b>Graduation Rate</b>	95.7	94.7	92.0	90.7	85.6	85.8	83.4	80.6	80.2

## Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	School	District
All Students	75.0%	70.0%
African American	N/A	70.2%
American Indian or Alaska Native	N/A	68.0%
Asian	N/A	92.4%
Filipino	N/A	78.7%
Hispanic or Latino	90.9%	55.7%
Pacific Islander	N/A	58.8%
White (not Hispanic)	N/A	82.5%
Socioeconomically Disadvantaged	78.6%	65.8%
English Learners	N/A	32.4%
Students with Disabilities	N/A	42.3%



Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

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

## Career Technical Education Programs

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center, Central County Occupational Center/Metropolitan Education District (CCOC/MetroEd). CCOC is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for CCOC placement. Students are bused to and from their home school daily, attending CCOC for three hours in conjunction with their regular high school studies. CCOC course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school. However, each of the comprehensive high schools in SJUSD has ROP courses offered on its campus. These courses vary by school and for up-to-date information, the school needs to be contacted.

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

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

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

Broadway High School	Child Development
Gunderson High School	Video Production
	Multimedia Design Level 1 and 2
	Construction Technology
	Drafting Level 1 and 2
Leland High School	Animation
	Computer Applications
	Media Arts
	Multimedia Design Level 1 and 2
Lincoln High School	Commercial Photography
	Multimedia Design Level 1 and 2
Pioneer High School	Construction Technology
	Multimedia Design Level 1 and 2
	Multimedia Design/Yearbook
San Jose High Academy	Commercial Photography
	Computer Applications
Willow Glen High School	Commercial Photography
	Multimedia Design Level 1 and 2
	Multimedia Design/Yearbook

In addition to these career pathways, SJUSD also has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at San Jose High Academy and Leland High School. This is a nation-wide, highly-respected curriculum introducing high school students to engineering.

SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

Each school also has a College and Career Center which affords students the opportunity to explore college and careers by using district approved career guidance software. The software provides tools that assist students in exploring careers and education and training opportunities in order to make informed decisions about their futures. A Career Center Technician is available to train students in the use of the software and to assist them in their exploration and planning.

Housed in each College and Career Center is Central County Occupational Center High School Advisors Handbook. This handbook lists all of the courses offered to SJUSD students at the CCOC. The handbook also indicates career pathways for the classes offered at CCOC. Articulation agreements with local community colleges specifying college credits which may be earned by successful completion of CCOC courses are available in the handbook also.

CCOC currently offers the following courses to SJUSD students:

#### Automotive Technology

- Auto Body Repair and Refinishing
- Brakes and Alignment
- Engine Repair and Transmissions
- Truck Mechanics
- Tune-Up and Electrical Systems

#### Building Technology

- Air Conditioning/Refrigeration/Heating
- Carpentry
- Electrical Maintenance

#### Business Technology

- Managerial Accounting
- Office Assistant
- Small Business Management

#### Engineering/Industrial Technology

- Computer-Aided Drafting
- Computer Technology Careers
- Metals Technology/Welding
- Precision Machining

#### Health & Community Service

- Dental Assisting
- Forensic Investigation
- Health Occupations
- Law Enforcement
- Medical Assistant
- Medical Office Careers
- Probation & Legal Careers
- Veterinary Assistant

#### Hospitality

- Baking and Catering
- Culinary Arts

#### Visual Arts

- Animation
- Graphic Design
- Interior Design
- Multimedia
- Video Production

**For additional information, contact the district office or speak with the school principal.**

## San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

**(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.