

School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

Leland Plus

6677 Camden Avenue
San José, CA 95120

Phone: (408) 535-6100

Grades 11-12

Alternative High School



Principal

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San José Unified School District

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This school is in Trustee Area 5.



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.

Principal's Comments

Welcome to Learning Options. We hope you will use this site to explore the various alternative education programs offered at SJUSD. Learning Options offers a variety of alternative programs, from independent study to small necessary continuation schools to the middle college program held on site at San Jose Community College. Our primary goal is to help our students recover credits, explore career options and make the right decisions that will lead to graduation and a brighter future beyond. We believe in your child.

Principal's Experience

Dane Caldwell-Holden has been an Educator for 19 years. He taught English and Language Arts in Middle and High School for twelve years before becoming an Administrator. Dane served four years as an Assistant Principal in middle and high school before becoming Principal of Learning Options in 2008.

Major Achievements

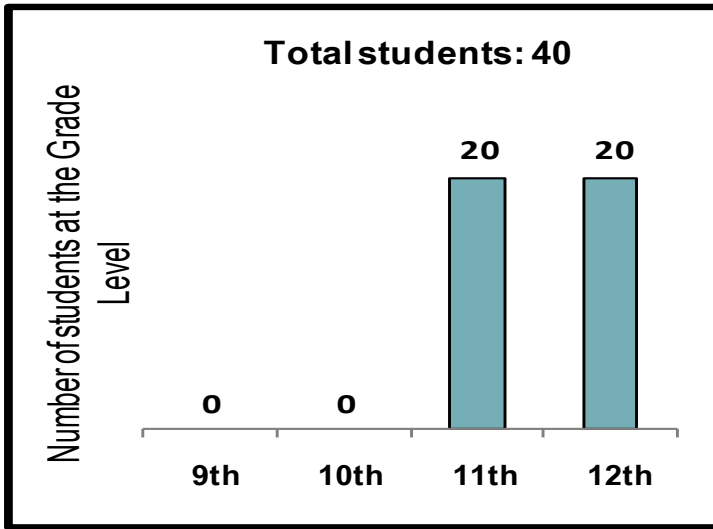
Learning Options students were awarded 22 Turn Around Scholarships in 2009-10 from the Kiwanis Clubs of Willow Glen and Almaden Valley. Turn Around scholarships are awarded to students who have overcome a great deal of adversity in their life to become academic successes in school.

Learning Options students passed their high school exit exams at rates that exceeded the district average.

Learning Options students averaged 90%+ attendance.

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 2009-2010 school year.



Student Enrollment by group	
African American	2.5%
American Indian or Alaska Native	%
Asian	2.5 %
Filipino	%
Hispanic or Latino	55 %
Pacific Islander	%
White (Not Hispanic)	40 %
Multiple or No Response	%
Socioeconomically disadvantaged	48.00 %
English Learners	14.00 %
Students with disabilities	14.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	2007-2008			2008-2009			2009-10		
	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+
English	10.0	4		8.2	5		17.0	2	
Mathematics	20.0	2		9.5	4		8.5	4	
Science	20.0	2		20.0	2		17.0	2	
Social Science	10.3	4		8.2	5		8.2	4	

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

Climate For Learning

Plus Programs follow the same rules and expectation given to all students at their comprehensive high school.

Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	10.3	20.5	2.5	13.6	11.8	5.17
Rate of Expulsions	0.0	5.1	0.0	0.2	0.2	0.19
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	88.6	10.0	13.0	83.0
Gunderson Plus	95.6	2.5	10.5	83.5
Leland Plus	93.4	2.5	9.5	74.0
Lincoln Plus	91.4	0.0	11.1	89.0
Pioneer Plus	95.3	5.1	9.1	69.0
San Jose Plus	95.1	2.6	10.1	80.0
Willow Glen Plus	96.9	15.0	11.2	90.0

Teacher and Staff Information

Evaluating/Improving Teachers

Learning Options staff are evaluated using the same standards and evaluation tool utilized by all SJUSD sites.

Professional Development

Learning Options staff takes part in all SJUSD In-service and Professional Development opportunities. The professional development focus of 2009-10 revolves around consistent alignment to state and district standards.

Substitute Teachers

Learning Options keeps a list of substitute teachers who can work most effectively with our students. There were not significant problems regarding substitute teachers in 2009-10.

Curriculum

Learning Options programs are developed as Intervention, helping students re-engage in their own learning while providing credit recovery opportunities. All curriculum is standards aligned.

QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS

	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/ Language Arts	0%	No
Mathematics	0%	Yes
Foreign Language	0%	Yes
Science	0%	Yes
History-Social Science	0%	Yes
Health	0%	K-5 Yes 6-8 No
Science Laboratory Equipment (grade 9-12)	0%	Yes



Textbooks

Learning Options programs are all Williams Compliant and all students have access to textbooks and curricular material as needed.

A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Specialized Programs

All Learning Options students have access to small class sizes, averaging 20 students to one teacher, and a full-time counselor at each site. Career Academy and Middle College share a single counselor. Learning Options students receive progress reports every three weeks. Liberty students receive updated credit reports weekly. Counselors monitor grades, attendance and behavior (in the Plus program, these are also monitored in the comprehensive courses) and students are pulled in immediately should any issues arise. Because students in Learning Options programs vary greatly with their academic successes, instruction is typically differentiated based on student needs.

Facilities

Leland Plus is part of the Leland Campus. Leland High School was constructed in 1967. Beginning in the summer of 2001, Leland received \$8,000,000 through Measure C Bond Funds for modernization, including new heating, air conditioning, roof, and electrical infrastructure. The Leland Foundation raised \$1,600,000 for additional reconstruction of the Media Center and upgrading technology infrastructure. Additional improvement for science classrooms, athletic fields, and the technology wing will began in 2006 through Measure F Bond funds.

Summer of 2008, Leland completed the major modernization of 8 science classrooms, the kitchen and a new food court, the administration office, the sports complex of fields and the construction of a concession building. Addition of Field lights were included and used during the 2008/2009 Football, Field Hockey and Soccer seasons. The installation of Solar Panels in the parking lots, were completed and became operational at the start of the 2008/09 school year.

During the summer of 2009, the parking lots, access road and back basket court area were repaved.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓				
Interior: Interior Surfaces	✓				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				✓	There was 1 deficiency in this area. There is a mice problem.
Electrical: Electrical	✓				.
Restrooms/Fountains: Restrooms, Sinks/ Fountains				✓	There was 1 deficiency in this area. Sink drips
Safety: Fire Safety, Hazardous Materials	✓				
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				✓	There was 1 deficiency in this area. No weather stripping in 3 doors.

Overall Summary of School Facility Good Repair Status as of September 29, 2010

Facility Condition	Exemplary	Good	Fair	Poor	
Overall Rating			✓		Room J-1

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	3	3	2	1360
Without Full Credential	0	0	0	59
Teaching Outside Subject Area of Competence	0	0	0	2

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.



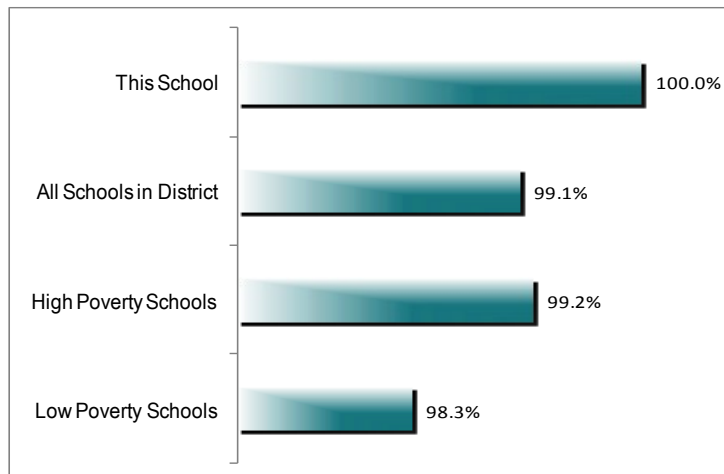
Teacher Misassignments and Vacant Teacher Positions

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 the 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 2008-2009)

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	\$10,426.38	\$2,007.67	\$8,418.70	\$56,559.89
District	\$9,302.70	\$4,038.27	\$5,264.43	\$66,170.00
Percent Difference - School Site and District	12.08%	-50.28%	59.92%	-14.52%
State			\$5,681.00	\$68,179.00
Percent Different - School Site and State			48.19%	-17.03%

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 \$9,303 per student in the 2008-09 school year, compared to \$8,825 per student spent on average by all unified districts in the state. Total operating expenses for the 2008-09 year were \$279,871,911. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	\$42,969	\$42,377
Mid-Range Teacher Salary	\$71,000	\$67,667
Highest Teacher Salary	\$86,290	\$87,102
Average Principal Salary (Elementary)	\$106,935	\$108,894
Average Principal Salary (Middle)	\$111,600	\$113,713
Average Principal Salary (High)	\$134,522	\$124,531
Superintendent Salary	\$245,309	\$223,323
Percent of Budget for Teacher Salaries	37.10 %	40.20 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	22	18	25	51	54	56	46	50	52
Mathematics	19	6	5	48	50	51	43	46	48
Science	0	0	0	50	52	57	46	50	54
History Social Science	18	35	35	43	49	50	36	41	44

Academic Performance Index (API)

API Changes by Student Group -- Three Year Comparison

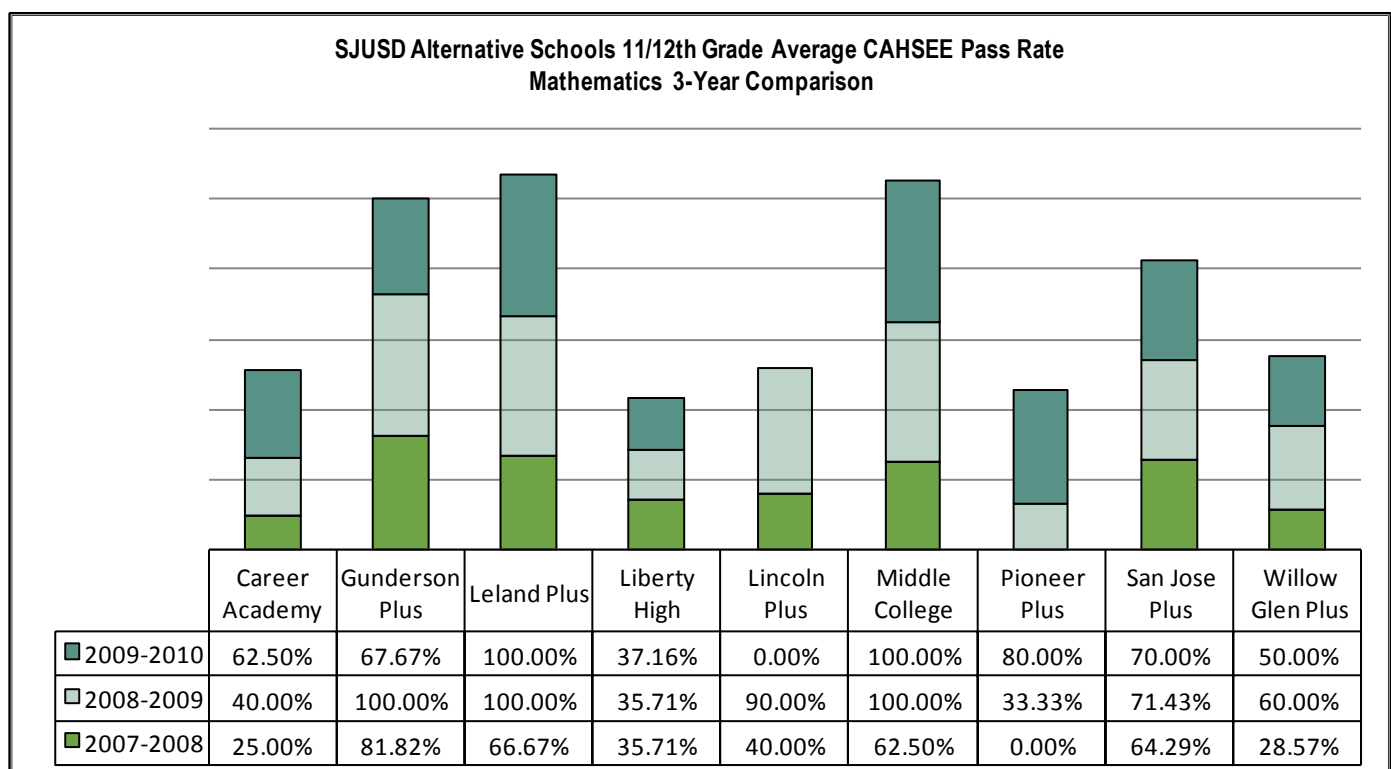
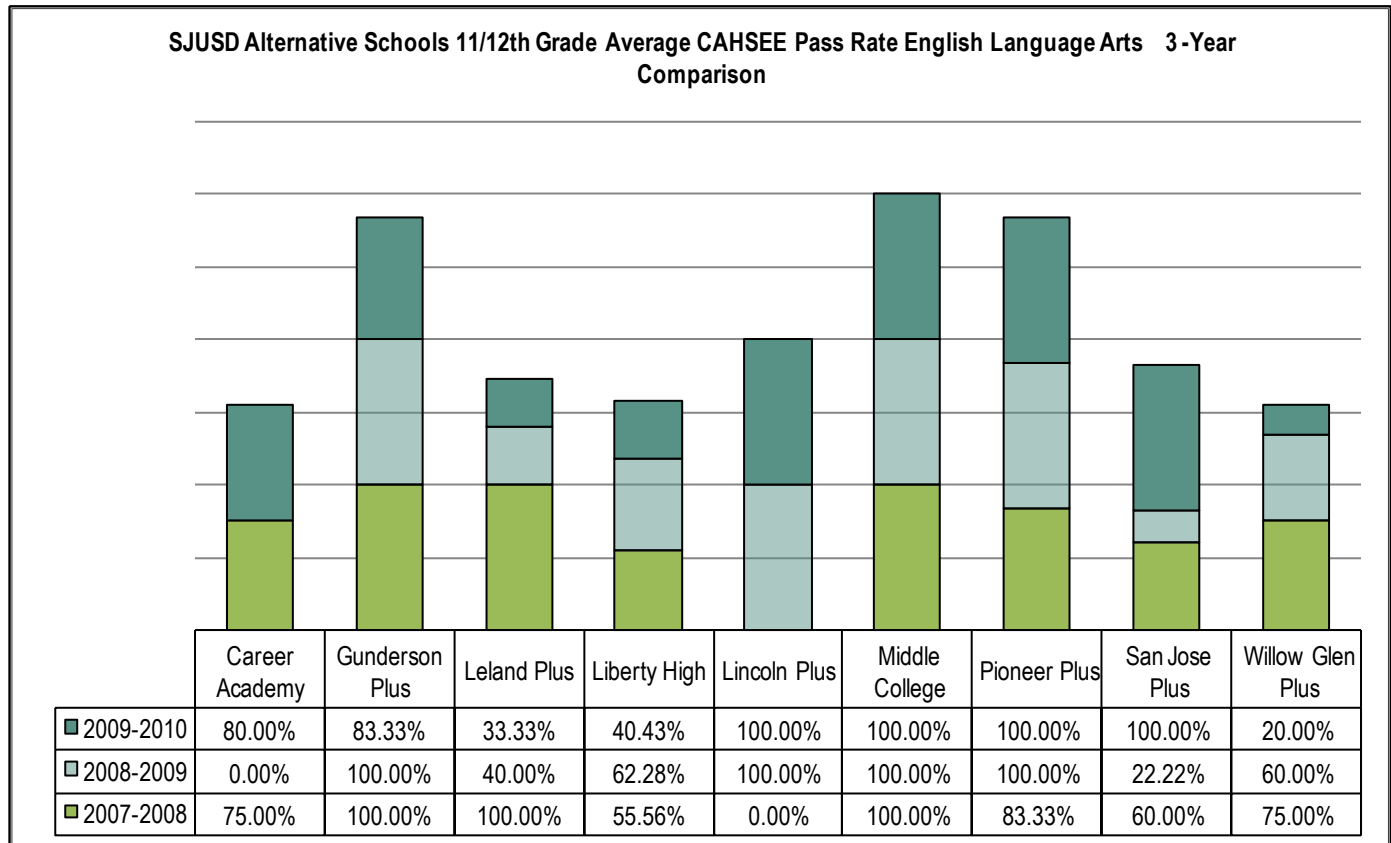
This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All students at this school	153	20	-55	610

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.

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/>.



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	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes
<p>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.</p>		

Federal Intervention Program (School Year 2010-11)

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
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	25
<p>Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.</p>		

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.org/general-admissions.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		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Dropout Rate (1-year)	5.6	2.4	2.6	2.9	2.4	2.7	4.4	3.9	5.7
Graduation Rate	90.5	100.0	100.0	85.6	85.8	86.7	80.6	80.2	78.6

Completion of High School Graduation Requirements

Group	Graduating Class of 2010		
	School	District	State
All Students	97.8%	87.8%	94.5%
African American	n/a	82.9%	89.7%
American Indian or Alaska Native	n/a	88.0%	95.3%
Asian	99.0%	97.3%	97.4%
Filipino	n/a	97.3%	98.2%
Hispanic or Latino	91.7%	80.4%	91.6%
Pacific Islander	n/a	93.8%	95.2%
White (not Hispanic)	97.9	94.4%	98.1%
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	87.6%	91.3%
Students with Disabilities	N/A	59.3%	98.5%



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 2009-10 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 (50 or less).

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

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

	Percent
Students Enrolled in Courses Required for UC/CSU Admission	2.9
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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
Number of students participating in CTE <input type="checkbox"/> Multimedia/Advanced Multimedia <input type="checkbox"/> Drafting and Advanced Drafting <input type="checkbox"/> Woods/Woods Advanced/Construction	0	2,887
Percent of pupils completing a CTE program and earning a high school diploma		100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary educa-		87%

Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. Currently, the following CTE courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

Broadway High School	Child Development Multimedia Design Level 1
Gunderson High School	Video Production Digital Photo Level 1 and 2 Multimedia Design Level 1 and 2 Construction Technology Level 1 and 2 Drafting Level 1 and 2
Leland High School	Animation Computer Applications Electronic Music Photography Level 1 and 2 Intro to Engineering Design Media Arts Level 1 and 2 Multimedia Design Level 1 and 2
Lincoln High School	Commercial Photography Level 1 and 2 Multimedia Design Level 1 and 2 Technical Theater
Pioneer High School	Construction Technology Level 1 and 2 Multimedia Design Level 1 and 2 Robotics Technology Engineering Science Technology
San Jose High Academy	Multimedia Design Intro to Engineering Design Principles of Engineering Biotechnical Engineering
Willow Glen High School	Commercial Photography Level 1 and 2 Multimedia Design Level 1 and 2

SJUSD 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.

CCOC currently offers courses to SJUSD students:

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.

Agriculture and Natural Resources

Veterinary Assistant

Arts, Media and Entertainment

Animation
Graphic Design
Multimedia
Video Production

Building Trades and Construction

Air Conditioning/Refrigeration/Heating
Carpentry
Electrical Maintenance

Engineering and Design

Computer-Aided Drafting
Computer Technology Careers

Fashion and Interior Design

Interior Design

Finance and Business

Accounting and Financial Careers

Science and Medical Technology

Dental Assisting
Health Occupations
Medical Assistant
Medical Office Careers

Hospitality, Tourism and Recreation

Baking and Catering
Culinary Arts

Information Technology

Office Assistant

Manufacturing and Product Development

Metals Technology
Precision Machining

Marketing Sales and Service

Small Business Management

Public Services

Fire Science/First Responder
Forensic Investigation
Law Enforcement
Probation and Legal Careers

Transportation

Auto Body Repair and Refinishing
Automotive Careers
Truck Mechanics

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 Educational Accountability.

(408) 535-6194 ▼ Fax (408) 535-2308

<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.