

School Accountability Report Card

Reporting for school year 2009-2010

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San José Unified School District

San José High

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Grades 9-12



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This school is in Trustee Area 1



Principal's Comments

San Jose High 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. Eighteen years ago, in order to draw students from every part of the district, SJHS 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, SJHS 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. SJHS 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 SJHS 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 SJHS 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

Mr. Tom Scheid was the principal during the 2009-2010 school year. Though this is his first principalship, Tom Scheid is in his 22 year in education and 11 years at SJHA. Previously he was a music teacher, activities director, and for the past three years Assistant Principal of Instruction.

Mrs. Cary Catching is the current principal at San Jose High School. She previously was principal at Gunderson High School. Mrs. Catching has worked in San Jose Unified School District for close to 20 years, serving as a counselor, teacher, and assistant principal at three other schools.

Major Achievements

In May of 2010, 164 SJHA students, over one third of all juniors and seniors took 341 International Baccalaureate exams during the month-long testing period.

There were 36 full diploma candidates and 128 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.

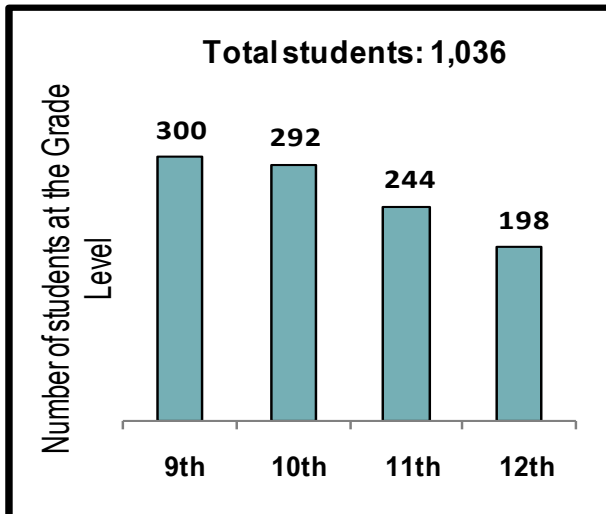
SJHS increased their API score 24 points, to 725

Parental Involvement

Parents participate through School Site Council (SSC), School English Learners Advisory Committee (SELAC), Parent Teacher Student

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.



African American	2%
American Indian or Alaska Native	0%
Asian	7%
Filipino	3%
Hispanic or Latino	78%
Pacific Islander	0%
White (Not Hispanic)	9%
Multiple or No Response	0%
Socioeconomically disadvantaged	73%
English Learners	31%
Students with disabilities	10%



Class Size

Average Class Size and Class Size Distribution

Subject	2007-2008				2008-2009				2009-2010			
	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	22.5	18	20	2	19.7	23	24	3	20.4	25	20	3
Mathematics	24.3	14	17	3	16.3	40	14	1	16.4	33	21	0
Science	26.2	5	19	1	18.2	22	15	3	18.1	24	20	2
Social Science	24.7	9	26	2	20.4	16	13	6	20.7	17	18	4

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).

Association (PTSA), International Baccalaureate Advocacy Group (IBAG), the San Jose Bulldog Foundation, and the Boosters Club. For further information on our parent volunteer program, please contact Cary Catching, Principal.

Climate for Learning

Safety

SJHS has a closed campus and provides security throughout the day. Four campus security staff and two SJPD officers 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, enhance 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 teachers assign homework. Projects are also assigned as outside work and we maintain a Homework Center Monday through Friday and provide tutors as support.

Discipline

The San Jose High discipline plan and the District Behavior Handbook are provided to each parent at the beginning of every school year (Spanish and Vietnamese versions are also available). 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 2009. Rates for the district are computed separately for Elementary, Middle, and High Schools.

Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	31.6%	25.3%	10.7%	13.6%	11.8%	5.2%
Rate of Expulsions	0.7%	0.7%	0.2%	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

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		✓			There were 31 deficiencies in this area. AC/Heating vents need to be clean, missing vent cover, and water leaking from bottom rear of toilet when flushed in boys RR 30's wing.
Interior: Interior Surfaces			✓		There were 19 deficiencies in this area. They included wall chopped by extinguisher and principal's entry way, small holes on walls, painting needed in different areas, floor tiles cracked, plastic baseboard peeling, wall fabric torn, and wall cracked.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		✓			There were 8 deficiencies in this area. They included dirty floors and webs on walls in pool locker room, dirty floors, dead bugs by AC unit in Rm-36, floor dirty under toilet bowls in girls RR, graffiti on door in boys RR 40's wing, and some graffiti on homeside of bleachers in football field.
Electrical: Electrical				✓	There were 32 deficiencies in this area. They were for lights out, outlet cover broken, data cable boxes loose, electrical wire hanging by south east exit in A hallway, loose wires on west gate by pool area, piece of wire cover missing from pull down alarm in Rm 10, data cable boxes broken, light cover missing, and light cover broken.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			There were 5 deficiencies in this area. Dispenser empty in pool locker room, toilet broken in boys RR, drinking fountain outside boys RR doesn't work, toilet broken in Rm-27, and faucet doesn't work in Rm-32.
Safety: Fire Safety, Hazardous Materials		✓			There were 22 deficiencies in this area. They included no fire extinguisher in Rms: 5, 4, 3, 2, 1, 10, 11, 18, 36, 34, 33, 31, 30, 41, 44, 45, 48, 52; and fire extinguisher not mounted in Rms: 14/15, Kiln, 20, 24.
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			There were 5 deficiencies in this area. Entry door handle loose and door needs paint in Rm-4, and door handle loose in Rms: 35, 34, 52, 54.

Overall Summary of School Facility Good Repair Status as of August 14, 2010.

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	41	42	49	1360
Without Full Credential	3	7	5	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.



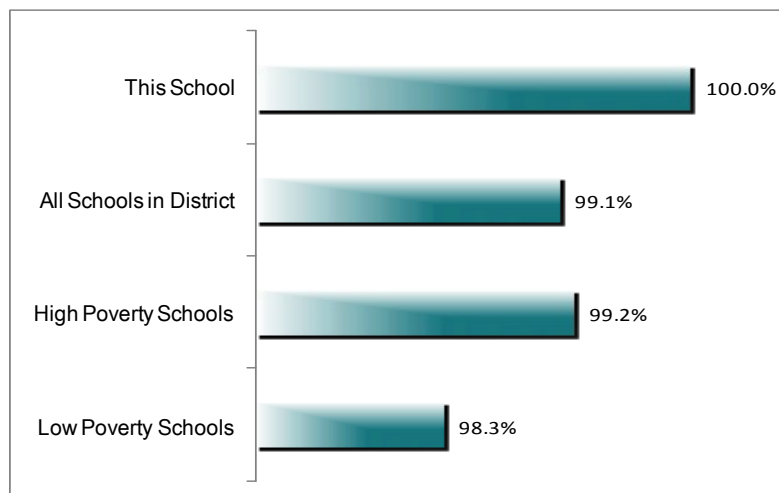
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	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/>.

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.

Evaluating/Improving Teachers

Teachers are evaluated as outlined by the bargaining agreement between the San Jose Teacher's Association and SJUSD. A list of staff to be evaluated is given to the principals in September. A meeting is held at the school site for all teachers on this list. Classroom observations are conducted for the next 6+ months. Final evaluation documents are sent to the district's Human Resources Department prior to the end of May.

Professional Development

August begins with two training days, followed by the three District days devoted to articulation with Burnett and the IB/MYP programs, 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 staff members 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 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 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

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 follows the textbook adoption cycle prescribed by the District.

QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS



	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 Lab Equipment (grade 9-12)	0%	Yes

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

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	10,139.91	5,442.28	4,697.63	60,767.23
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	9.00%	34.77%	-10.77%	-8.16%
State			5,681.00	68,179.00
Percent Different - School Site and State			-17.31%	-10.86%

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>. Program information regarding the STAR Program can be found at <http://starsamplequestions.org/welcome.html>.

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	32	38	40	51	54	56	46	50	52
Mathematics	17	26	23	48	50	51	43	46	48
Science	24	40	38	50	52	57	46	50	54
History-Social Science	29	33	37	43	49	50	36	41	44

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
All Students in the LEA	56	51	57	50
All Students at the School	40	23	38	37
Male	36	24	35	42
Female	45	22	41	31
African American	45	18	*	*
American Indian or Alaska Native	*	*	*	*
Asian	71	63	67	71
Filipino	43	45	*	31
Hispanic or Latino	35	17	33	31
Native Hawaiian or Pacific Islander	*	*	*	*
White (not Hispanic)	53	34	46	51
Two or More Races	74	37	*	50
Economically Disadvantaged	36	19	33	32
English Learners	7	9	10	8
Students with Disabilities	1	0	4	9
Students Receiving Migrant Education Services	16	9	*	20

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	43.6	42.6	45.9	61.5	59.7	60.7	52.9	52.0	54
Mathematics	35.9	47.4	50	59.9	61.3	62.2	51.3	53.3	53.4

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	39.5	21.1	39.4	38.1	30.7	31.5
School	54.1	20.5	25.4	50.0	29.7	20.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	29.4	5.9	64.7	5.9	47.1	47.1
Filipino	*	*	*	*	*	*
Hispanic or Latino	58.3	22.5	19.1	56.9	28.4	14.7
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	53.8	19.2	26.9	48.1	22.2	29.6
Two or More Races	*	*	*	*	*	*
Male	59.6	21.3	19.1	51.0	23.8	25.2
Female	48.0	19.7	32.3	48.8	36.4	14.7
English Learners	74.6	17.2	8.2	63.0	26.0	11.0
Socioeconomically Disadvantaged	59.8	21.1	19.1	55.2	30.5	14.3
Students with Disabilities	85.7	7.1	7.1	95.5	4.5	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*

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	2007	2008	2009
Statewide	3	3	4
Similar Schools	3	6	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			2010 Growth API Score		
	2007-08	2008-09	2009-10	School	LEA	State
All students at this school	26	37	24	725	792	767
Black of African American	N/A	N/A	N/A	N/A	744	685
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	795	728
Asian	N/A	N/A	N/A	N/A	940	889
Filipino	N/A	N/A	N/A	N/A	834	851
Hispanic or Latino	35	37	31	703	707	715
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	814	754
White (Not Hispanic)	N/A	N/A	N/A	N/A	874	838
Two or More Races	N/A	N/A	N/A	N/A	749	807
Socioeconomically disadvantaged	37	50	9	694	700	712
English Learners	33	37	30	656	694	691
Students with Disabilities	N/A	N/A	N/A	N/A	581	580

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	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)

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
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

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	18.6	39.7	27.8

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/tg/pf/>.

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.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)	2.0	2.5	2.1	2.9	2.4	2.7	4.4	3.9	5.7
Graduation Rate	85.5	85.2	86.9	85.6	86.1	86.7	80.6	80.2	78.6

Group	Graduating Class of 2010		
	School	District	State
All Students	90.7%	87.8%	94.50%
African American	80.0%	82.9%	89.70%
American Indian or Alaska Native	100%	88.0%	95.30%
Asian	93.8%	97.3%	97.40%
Filipino	100%	97.3%	98.20%
Hispanic or Latino	86.7%	80.4%	91.60%
Pacific Islander	N/A	93.8%	95.20%
White (not Hispanic)	94.4%	94.4%	98.10%
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	90.7%	87.6%	91.30%
English Learners	69.4%	59.3%	98.50%
Students with Disabilities	75.0%	68.1%	53.40%



Completion of High School Graduation Requirements

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 2009-2010 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
Students Enrolled in Courses Required for UC/CSU Admission	92.3
Graduates Who Completed All Courses Required for UC/CSU Admission	27.3

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. All resource students are fully mainstreamed.

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- Friday. 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 Academic Counselor 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 Counselor also 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.

Advanced Placement Courses

This table displays for the most recent year the number of International Baccalaureate Courses which qualify for Advanced Placement (AP) that the school offered by subject and the percent of the school's students enrolled in all IB/AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	2	N/A
Foreign Language	6	N/A
Mathematics		N/A
Science	3	N/A
Social Science	2	N/A
All courses	16	18.2%



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	268	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 education.		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

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 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:

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

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 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.