

San José Unified School District

BROADWAY CONTINUATION HIGH SCHOOL

Grades 7-12

School Accountability Report Card
For School Year 2003-2004
Published in 2004-2005

Principal's Comments

Continuation high schools are designed to meet the needs of students who are at risk of not completing high school. Broadway High School is an educational option that provides a safe, challenging and supportive learning environment for students with diverse needs. We teach academic and life skills and motivate students to envision and create their own futures.

Broadway's policies and programs are designed to assist students in earning their high school diploma. Students are referred to the school because of credit deficiencies, attendance and/or social-emotional issues. Students' personal issues need to be addressed to prepare them for academic success. The curriculum must be relevant, strengthen basic skills and prepare students for job readiness. Flexible scheduling and varied delivery systems give students the opportunity and encouragement to succeed.

The Young Families Program is located on the campus and provides daycare for infants and toddlers. Many community-based organizations provide services including individual and group counseling to students. Students are involved in District student leadership activities. Students from throughout the District are enrolled in the school on a continuous basis.

Kathy Wein, Principal
Kathy_Weing@sjsud.org

4825 Speak Lane
San José, CA 95118
Phone (408) 535-6285
Fax (408) 264-6392

Schedule/Hours

Office hours

7:30 a.m. to 4:00 p.m.

Students Schedule

8:30 a.m. – 1:41 p.m.

(Mon, Tues, Thurs., Fri.)

8:30 a.m. – 11:44 a.m.

(Wednesdays)

2003-2004 Achievements

Broadway High School was awarded a six-year accreditation by WASC (Western Association of Schools and Colleges) in 2001. The school was also selected as a California Department of Education "Model Continuation High School" in the spring of 2002.

Grants awarded to the school during the last three years have included a Digital High School Grant, Tech Prep Grant, Homework Center Grant and a School Safety Grant given by the City of San Jose.

Focus for Improvement for 2004-2005

Broadway participates in the California Alternative Schools Accountability Model (ASAM) which is the alternative performance equivalent to the Academic Performance Index (API). The indicators selected by the Board of Education for continuous improvement are sustained daily attendance, the rate of credit accrual and suspension rate. The first rating received for the school indicated sufficient performance on credit accrual and action needed for attendance. No score is available for Suspension rate at this time. These ratings were for the 2002-03 year.

Using the climate survey, our school action plan and goals of the Digital High School grant, Broadway is committed to continuous improvement of curriculum and support services for students.

San José Unified School District Building on Success

Superintendent

Don Iglesias

Board of Education

Pam Foley

Richard Garcia

Jorge González

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Leslie Reynolds

Susan Nguyen, Student

CONTACT US

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(408) 535-6650

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<http://www.sjsud.k12.ca.us>

Parental Involvement

Parents are required to attend an initial Orientation Meeting prior to their student being enrolled at Broadway. There are two Open Houses each year. Monthly events such as Student of the Month awards assemblies provide other opportunities for parents to join the staff in recognizing successful students. The teachers make phone calls home on a regular basis, both for students who are doing well or for those who may need extra attention. A parent newsletter is sent twice a year. Fundraising efforts by the students involve parents who have been quite active at the school.

For further information on our parent volunteer program, please contact 535-6285.

Funding

The program is financially supported by the District's general fund and the categorical funds identical to those provided to the traditional high schools.

Demographics

Date reported are the number of students at each grade level as reported by the California Basic Education Data System (CBEDS)

Student Enrollment by Grade Level

Grade Level	Enrollment
Grade 7	1
Grade 8	4
Grade 9	2
Grade 10	83
Grade 11	44
Grade 12	47
Total Enrollment	181

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	10	5.5
American Indian or Alaska Native	6	3.3
Asian	4	2.2
Filipino	2	1.1
Hispanic or Latino	115	63.5
Pacific Islander	1	0.6
White (Not Hispanic)	43	23.8
Multiple or No Response	0	0.0

School Safety and Climate for Learning

Safety and Safety Plan

Students at Broadway follow the rules as set forth in the District's Student and Parent Information Handbook. In addition, each parent is required to attend an orientation prior to enrollment in which the rules and consequences are reviewed. Due to the fact that childcare is provided on site, rules regarding the wearing of certain gang-related colors are strictly enforced. Students attend an eight-day orientation class in addition to their regular schedule prior to ensure that each student understands the expectations of the school. Respect for others and self is a dominant theme and results in a campus on which the students and staff feel safe, as reported in the Climate Survey.

Maintenance

San José Unified takes great efforts to make sure all of its schools are clean, safe, and functional. The District's maintenance staff works to ensure that all necessary repairs are made to keep schools in good condition and in working order. A work order process is used to make certain that repairs are done in a timely and efficient manner. Emergency repairs are given the highest priority and those requests are usually handled the day they are received. Restrooms at all schools are fully operational. Work order requests to repair restrooms are given a number one priority.

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules and to ensure a clean and safe school. **A copy of the cleaning standards is available upon request by calling the Maintenance Department at (408) 535-6200.**

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2004-05 school year, the district deposited \$1,322,354 into the deferred maintenance program. This is equivalent to 0.5% of the district's general fund budget. Expenditures in this fund are made according to the District's five year plan, which is developed in coordination with the Measure F bond program. It is anticipated that \$1,155,000 will be expended on deferred maintenance projects during the 2004-2005 school year.

Deferred Maintenance and Modernization Projects.

In 1997 voters in San José Unified passed Measure C – a \$165 million bond measure that began modernization projects in the district's 48 schools. To continue and expand these renovations, voters once again voted to approve a \$423 million bond measure in March of 2002 – Measure F. When Measure F is completed, San José Unified will have some of the finest facilities in the state of California. A Citizens' Bond Oversight Committee was appointed by the Board of Education to ensure that the bond funds are spent properly. School by school projects targeted to be funded by Measure F are available on the District's website, www.sjusd.k12.ca.us, and at each school site.

Homework

Homework is a policy of the District and is a part of the program at Broadway.

Discipline

As in all schools, suspension is utilized when required, but the school's discipline plan also incorporates community service, restitution and guidance services. Our goal is to help students recognize their responsibilities, explore options, problem solve, and utilize critical thinking skills to assess situations and determine personal behavior.

Broadway High School follows all San Jose Unified School District's guidelines. Broadway staff, parents, students and community representatives collaborated to formulate Student Expectations and Behavior Standards specific to Broadway.

Suspensions and Expulsions

	2002	2003	2004
Number of Suspensions	54	80	88
Rate of Suspensions	29%	42%	49%
Number of Expulsions	0	1	2
Rate of Expulsions	0%	1%	1%

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 are calculated by dividing the number of incidents during the school year by the school's total enrollment in October 2003. Rates for the district are computed separately for Elementary, Middle and High Schools.

Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	3	4	0	38	40	40	32	35	36
Mathematics				32	34	34	31	35	34
Science				34	26	25	30	27	25
History-Social Science	0	1	0	36	35	33	28	28	29

Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

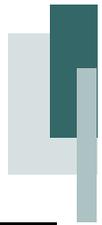
Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

CST—Racial/Ethnic Groups

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST—Subgroups

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.



Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted

NRT—All Students

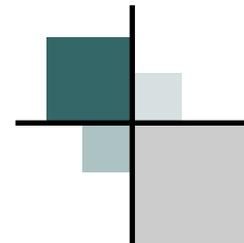
Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	12	3	---	47	47	---	43	43
Mathematics	---	10	10	---	53	53	---	50	51

in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students scoring at or above the 50th percentile.

NRT—Racial/Ethnic Groups

Subject	Hispanic or Latino	White (not Hispanic)
Reading	0	9
Mathematics	4	27



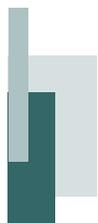
NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
Reading	3	4	0	7	2	0	5
Mathematics	9	10	4	10	10	0	14

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Broadway does not have an API because it serves a non-traditional student population and has chosen to participate in the alternative accountability system.



State Awards and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Identified for Program Improvement	---	17.5

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Adequate Yearly Progress (AYP)

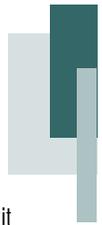
AYP Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	No	---	No	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	No	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	n/a	n/a	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	Yes

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of

Education Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

NOTE: N/A means that this group was too small to receive summary scores.



School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully complete the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status. English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

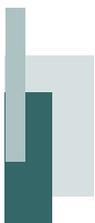
	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	175	186	190	9291	9096	9396	1735576	1772417	1830664
Number of Dropouts	3	6	6	116	143	98	47899	48210	58493
Dropout Rate (1-year)	1.7	2.7	3.2	1.2	1.6	1.0	2.8	2.7	3.2
Graduation Rate	81.8	92.8	93.8	92.4	92.8	93.8	86.7	87.0	86.7

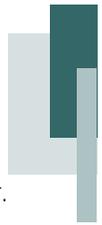
Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

Average Teaching Load and Teaching Load Distribution

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.1	14			16.8	9	5		15.8	13	4	
Mathematics	19.0	7	1		22.1	3	5		13.7	7	3	
Science	20.5	9		1	22.7	5	5		19.0	8	2	
Social Science	18.3	17	2		26.9	9	6	11	22.9	10	5	5

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.





Teacher and Staff information

Kathy Wein has been the principal at Broadway for four years. Her assignments have included being Principal of Alternative Programs, Manager of Summer School, Assistant Principal of Discipline and she is a credentialed School Psychologist and Counselor.

Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
This School	90.9	---
All Schools in District	---	70.3
High-Poverty Schools in District	---	57.1
Low-Poverty Schools in District	---	75.7

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the

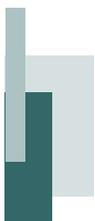
teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

		2002	2003	2004
Total Teachers		12	15	15
Teachers with Full Credential		12	12	13
Teachers Teaching Outside Subject Area	<i>(full credential but teaching outside subject area)</i>		2	2
Teachers in Alternative Routes to Certification	<i>(district and university internship)</i>	0	0	0
Pre-Internship		0	2	1
Teachers with Emergency Permits	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	1	1	1
Teachers with Waivers	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	0	1	0



Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2004
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Teacher Education Level

	School	District
Doctorate	0.0	1.2
Master's Degree plus 30 or more semester hours	0.0	2.3
Master's Degree	26.7	25.8
Bachelor's Degree plus 30 or more semester hours	40.0	46.0
Bachelor's Degree	33.3	24.6
Less than Bachelor's Degree	0.0	0.1

Data reported are the percent of teachers by education level.

Vacant Teacher Positions

	2004
Vacant Teacher Positions	0

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Evaluating/Improving Teachers

The administration at Broadway follows the guidelines for teacher evaluation as set forth by the District. The school is committed to hiring and retaining teachers who have expertise in the field that matches their teaching assignment. Teachers engage in regularly scheduled meetings to evaluate and improve the academic program.

Staff Development

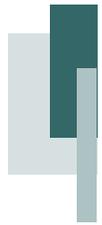
Teachers participate in staff development provided by the District and by outside resources. Besides meeting the staff development requirements of the District, the staff is committed to expanding their skills in their academic areas as well as learning new techniques of instruction. They attend workshops designed to improve classroom management. Several of the teachers are assigned as mentors for both the Broadway site and other district schools.

Teacher Assignment

Teachers are assigned to courses that match their educational backgrounds. In the elective coursework, teachers are encouraged to teach something in an area of interest or expertise. Examples include crafts, golf, leadership and journalism. The Master Schedule is in a state of constant review and adjustments are made continually to maximize student access to quality instruction.

Substitute Teachers

Broadway is often able to utilize substitute teachers who have prior experience teaching either at Broadway or in alternative programs. This helps maintain continuity when regular teachers must be away for illness or staff development.



Support Staff

Specialized Personnel

Counselor: Fulltime
 Psychologist: 1 day/week
 Nurse: 2 days/week
 Resource Specialist: Full time
 Speech/Language Teacher: As needed by Individual Educational Plans
 Young Families Coordinator: Fulltime

Special Education Staff

Broadway has a full-time Resource Specialist and a full-time Special Day Class Teacher. The SDC is designed to serve Young Families Students who are eligible for Special Education services. A speech therapist and psychologist serve the school one day a week, each.

English Learners

English and Social Studies are offered to students who qualify for English Language Learner services and are taught by a properly credentialed instructor. Due to the small size of the classrooms, assistance for ELL students is usually available in the regular classes. The ESL instructor collaborates with the regular education teachers to identify the students who need special instruction due to second language issues.

Curriculum and Instruction

Broadway courses are based on California State Standards and follow District guidelines. Standards and benchmarks are a part of the daily instructional plan. Textbooks are the same as what are used on the comprehensive high school campuses. Teachers are encouraged to use a variety of instructional techniques that are less conventional and more interactive. Distance learning instruction has been used and individual computers in the classroom allow use of laptops to individualize instruction as much as possible.

Students must meet the graduation standards as set for the students in the comprehensive schools. In terms of number of credits, Continuation schools are required to provide additional social and emotional support as well as career exploration. Students may participate in the Central County Occupational Center Program, attend Community College classes and currently receive Adult Education services on campus. There are also two Regional Occupational Classes conducted on campus in computer technology.

A complete list of textbooks and their date of adoption is available at

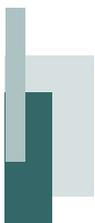
http://www.sjusd.org/Staff/Instructional_Material/Textbook_Listing.pdf

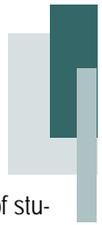
Instructional Minutes

Grade		
Level	Offered	State Requirement
9	65,078	64,800
10	65,078	64,800
11	65,078	64,800
12	65,078	64,800

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. The number of minutes shown here does not take into consideration pupil free days, minimum days or shortened days that are used for parent/teacher conferences or testing.

Leland has no shortened days.





Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

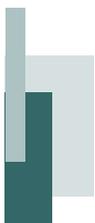
Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
572	0	0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
22	0	0.0

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.



Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,477	\$36,856
Mid-Range Teacher Salary	\$61,930	\$58,263
Highest Teacher Salary	\$75,268	\$72,665
Average Principal Salary (Elementary)	\$88,972	\$94,774
Average Principal Salary (Middle)	\$93,586	\$98,934
Average Principal Salary (High)	\$98,794	\$106,858
Superintendent Salary	\$215,206	\$177,295
Percent of Budget for Teacher Salaries	37.7	41.6
Percent of Budget for Administrative Salaries	5.8	5.1

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

Expenditures (Fiscal Year 2002-2003)

District Total Dollars	District Dollars per Student (ADA)	State Average for Districts in the Same Category (ADA)	State Average All Districts (ADA)
\$251,113,629	\$7,855	\$6,882	\$6,822

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/>

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

San José Unified SARC's are prepared by the Office of Public Engagement. Questions — call Sheryl Stroh at 535-6108 or via e mail to Sheryl_Stroh@sjsud.org