

SAN JOSÉ HIGH ACADEMY

Grades 9-12

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

Principal's Comments

San Jose High Academy is a diverse academic community of learners where we take pride 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. Sixteen years ago, in order to draw students from every part of the district, SJHA became a magnet for the International Baccalaureate Diploma Program. In addition to the district curriculum, that meets the entrance requirements for the UC / CSU systems, the International Baccalaureate Diploma Program

offers motivated students a prestigious and rigorous pre-university education. The IB Diploma is recognized and accepted by universities worldwide. Currently, the University of California will grant 30 quarter units for incoming freshmen who have been awarded the IB Diploma and earned a cumulative score of 30 or higher. In 1997, SJHA began the IB Middle Years Program (MYP). The IB MYP is a holistic age appropriate educational philosophy that allows all students to be successful. It also serves as a challenging academic program that may be a prelude to the prestigious IB Diploma. SJHA has a staff of 60 certificated teachers, 5 administrators, 39 classified support staff, an academic advisor, and several part-time counselors. Technology is used extensively throughout the instructional program.

Betsy Doss, Principal
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San José, CA 95116
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Schedule/Hours

Office hours
7:00 a.m. – 4:30 p.m.
Media Center Hours
8:30 a.m.—2:30 p.m.
Homework Center Hours
2:30 p.m. – 5:00 p.m.,
Monday - Thursday
School day .
8:20 a.m. – 3:08 p.m.

2003-2004 Achievements

- A total of 386 International Baccalaureate Exams were taken by 130 students
- 46 seniors entered 4-year universities including MIT, Stanford, Santa Clara, and UC Berkeley, UC Santa Cruz, UCLA, UC Davis, UC San Diego, and UC Santa Barbara
- 73 seniors entered 2-year community colleges
- 70 students were awarded the Governor's scholarship for academic achievement; 63 scored in the top 5% of the State

Focus for Improvement for 2004-2005

- Improve API scores
- Increase the number of neighborhood students sitting for IB Exams
- Increase the number of IB Exams sat for by each student
- Increase the number of students who earn an IB Diploma
- Increase the number of students who attend 4-year universities

San José Unified School District Building on Success

Superintendent
Don Iglesias
Board of Education
Pam Foley
Richard Garcia
Jorge González
Veronica Grijalva Lewis
Leslie Reynolds
Susan Nguyen, Student

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Parental Involvement

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

For further information on our parent volunteer program, please contact Gary Rose, Assistant Principal for Activities.

Funding

We receive an allocation from our District's Desegregation Office to help support our IB Middle Years and Diploma Programs. Additionally, the State of California has enacted programs that supplement IB Diploma and MYP programs with staff development funds. The IB Programs are also supported by a Federal Magnet Schools Grant.

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 9	267
Grade 10	300
Grade 11	292
Grade 12	214
Total Enrollment	1073

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	31	2.9
American Indian or Alaska Native	15	1.4
Asian	135	12.6
Filipino	39	3.6
Hispanic or Latino	666	62.1
Pacific Islander	4	0.4
White (Not Hispanic)	183	17.1
Multiple or No Response	0	0.0



School Safety and Climate for Learning

Safety and Safety Plan

SJHA has a closed campus and provides security throughout the day. Three 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, improve the school's physical environment, improve organizational processes of the school, and improve school spirit.

Facilities

The student body and staff take pride in the school and maintain a safe and clean learning environment. The 49-year-old building has recently been renovated with new heating and air conditioning systems, flooring, carpeting, furniture, and wiring for the 21st Century. The science laboratories were remodeled and our cafeteria stage was fitted with new drapes, a lift for the stage, and a new lighting and sound system.

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

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

Discipline

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

Data reported are the total number of incidents where a student was suspended or expelled from school and the school's rates of suspension or expulsion. A single student may be involved in more than one incident. The rate of suspension or expulsion 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.

	2002	2003	2004
Number of Suspensions	99	170	145
Rate of Suspensions	9%	15%	14%
Number of Expulsions	1	8	4
Rate of Expulsions	0%	1%	0%

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	25	30	26	38	40	40	32	35	36
Mathematics	11	14	10	32	34	34	31	35	34
Science	20	22	16	34	26	25	30	27	25
History-Social Science	19	27	21	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.*

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

CST—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
English-Language Arts	33	62	28	11	93	47
Mathematics	5	38	0	3	36	16
Science	5	48	24	5	50	26
History-Social Science	38	51	12	6	69	40

CST—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	28	25	2	12	37	2	29	13
Mathematics	13	7	2	6	12	0	11	0
Science	21	11	0	9	20	4	16	0
History-Social Science	28	16	1	9	30	3	22	



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 in 2003; therefore, no data are reported for

NRT—All Students

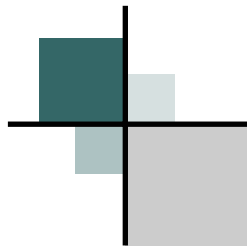
Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	40	39	---	47	47	---	43	43
Mathematics	---	37	38	---	53	53	---	50	51

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	African-American	Asian	Filipino	Hispanic	Pacific Islander	White (not Hispanic)
Reading	41	75	52	26	93	56
Mathematics	36	85	40	24	86	54



NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	37	42	6	27	49	8	42	27
Mathematics	40	36	12	27	47	3	41	20

Local Assessment

% Scoring Proficient or Higher			
Grade	2002	2003	2004
11	72	63	43

Data reported are the percent of students meeting or exceeding the district standards.



California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	0.0	0.0	0.0	23.3	20.3	26.0	26.3	25.3	27.2

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

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.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Inter-

API—Schoolwide

	API Base Data			API Growth Data		
	2001	2002	2003	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	95	99	Percent Tested	95	99
API Base Score	593	568	599	API Growth Score	575	604
Growth Target	10	12	10	Actual Growth	-18	36
Statewide Rank	4	3	3			
Similar Schools Rank	9	5	4			

vention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/>, or by speaking with the school principal.

API—Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Asian				Asian			
API Base Score		750		API Growth Score			
Growth Target		10		Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	518	487	522	API Growth Score	502	529	503
Growth Target	8	10	8	Actual Growth	-16	42	-19
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	713	686	686	API Growth Score	695	693	691
Growth Target	8	10	8	Actual Growth	-18	7	5

API—Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	518	480	532	API Growth Score	505	540	522
Growth Target	8	10	8	Actual Growth	-13	60	-10

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	---	No	No	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes
Socioeconomically Disadvantaged	---	No	Yes	---	Yes	Yes
English Learners	---	No	No	---	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)	1011	1060	1120	9291	9096	9396	1735576	1772417	1830664
Number of Dropouts	3	20	2	116	143	98	47899	48210	58493
Dropout Rate (1-year)	0.3	1.9	0.2	1.2	1.6	1.0	2.8	2.7	3.2
Graduation Rate	96.6	95.7	95.5	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	24.0	22	20	6	27.8	9	17	14	31.6	8	7	23
Mathematics	24.1	16	16	2	31.5	4	17	18	38.1	1	5	23
Science	27.3	6	21	2	35.0		5	20	38.5	1	3	23
Social Science	26.8	4	23		34.6	1	10	23	35.7	3	5	23

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

This is Betsy Doss' second year at San José High Academy. She has had five years administrative experience and ten years of teaching experience.

Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
This School	72.0	---
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		57	60	56
Teachers with Full Credential		42	45	49
Teachers Teaching Outside Subject Area	<i>(full credential but teaching outside subject area)</i>		0	0
Teachers in Alternative Routes to Certification	<i>(district and university internship)</i>	0	0	0
Pre-Internship		0	2	4
Teachers with Emergency Permits	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	12	13	6
Teachers with Waivers	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	3	0	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	
Total Teacher Misassignments	

Teacher Education Level

	School	District
Doctorate	0.0	1.2
Master's Degree plus 30 or more semester hours	1.8	2.3
Master's Degree	39.3	25.8
Bachelor's Degree plus 30 or more semester hours	32.1	46.0
Bachelor's Degree	26.8	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	

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.

Teacher and Staff Information

Evaluating/Improving Teachers

- New teacher support team with weekly meetings
- Mentoring of new teachers
- Utilization of new evaluation instrument
- Weekly Professional Development meetings

Staff Development

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

New teachers are supported through the efforts of an on-site professional development coach.

Teacher Assignment

All teachers are assigned to subject areas in which they specialize and are credentialed.

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.

Leadership Team

A group of teachers, the Subject Area Leaders (SAL), are selected annually by their peers. SAL provides leadership in professional development plans, curriculum development, student data analysis and improved instructional strategies.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Other Support Staff

San José High Academy has a part time psychologist (10 hours/week), speech/language specialist (10 hours/week) and hearing specialist (5 hours/week).

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.

At-risk students

Students performing below grade level have an opportunity to receive tutoring support after school and may participate in Saturday Academies to make up credits. All students may make up credits in the District run summer school.

English language learners

35 ELL / SDAIE courses 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.

Students with disabilities

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

After-school programs

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



Curriculum and Instruction

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 Academy follows the textbook adoption cycle prescribed by the District.

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	64,860	64,800
10	64,860	64,800
11	64,860	64,800
12	64,860	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.

Students attend 180 days of school. Ten shortened days occur during the year to accommodate the State testing schedule and semester finals schedule.

Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	2	5	57
Computer Science	1	3	28
English	1	5	146
Foreign Language	2	10	146
Mathematics	2	2	61
Science	3	8	212
Social Science	3	9	235

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

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
3338	2229	66.8

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
189	106	56.1

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.

SAT I Reasoning Test

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	170	214	214	1984	2056	2226	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	45.9	30.4	38.3	46.0	46.1	41.4	37.3	36.7	35.2
Average Verbal Score	492	502	482	512	522	521	490	494	496
Average Math Score	512	516	499	536	548	544	516	518	519

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

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

College Preparation

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 AVID program has been effective in recruiting minority students in their sophomore year to plan for college.

Workforce Preparation

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.

Dropout Prevention

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

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@sjusd.org