

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.



### Ms. Gloria Marchant, Principal

📍 Principal, San Jose High

#### About Our School

San José High School is committed to preparing today's students to be the thinkers, leaders and creators of tomorrow.

San José High School has been an International Baccalaureate (IB) World School for 32 years. We serve 1,089 students of diverse backgrounds. We offer the International Baccalaureate (IB) Middle Years Program for grades 9th and 10th and the Diploma Program, which is a rigorous pre-university certification curriculum for academically talented students in grades 11th and 12th, as well as the International Baccalaureate Career-related Certificate Program. The International Baccalaureate program foundationally values 21st century skills necessary for overall success and have identified them throughout the IB Learner Profile. Teachers focus on developing 21st century skills into their daily lessons. These 21st century skills include, but not limited to, critical thinking, creativity, collaboration, communication, global citizenship, among others. The International Baccalaureate is more than a university preparation program and offers more than university level courses at San José High school. It also provides students a framework of academic challenge, enrichment, and life skills and has been successful in providing these challenging academic programs to a truly diverse student body.

We are proud to have been the first school in Silicon Valley to offer the Project Lead the Way (PLTW) program to high school students. This is the 8th year of offering a PLTW strand in Engineering, which prepares students for college majors, and careers through an advanced college prep program using the same concepts, equipment and software employed by industry professionals. Our PLTW program partners with Strive San Jose, Lockheed Martin, Synnex, and NetFlex, which connect our students to local companies. Students graduate from this program better prepared for high-level career opportunities of the 21st century. The current courses include Introduction to Engineering Design, Principles of Engineering and IB Design.

San José High School offers a nurturing, yet challenging environment that fosters risk-taking on the part of the students in order to accelerate learning. We also focus on providing an enthusiastic, positive, and supporting environment by maintaining an array of high interest clubs on campus, as well as providing numerous spirit weeks and school activities, which promote collaboration, inquiry, a balance between academics and a healthy lifestyle and well-being.

#### Principal's Comment

Gloria Marchant, Principal 2014-15

#### Contact

*San Jose High  
275 North 24th St.  
San Jose, CA 95116-1143*

*Phone: 408-535-6320  
E-mail: [gmarchant@sjusd.org](mailto:gmarchant@sjusd.org)*

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6000
<b>Superintendent</b>	Nancy Albarrón
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	San Jose High
<b>Street</b>	275 North 24th St.
<b>City, State, Zip</b>	San Jose, Ca, 95116-1143
<b>Phone Number</b>	408-535-6320
<b>Principal</b>	Ms. Gloria Marchant, Principal
<b>E-mail Address</b>	<a href="mailto:gmarchant@sjusd.org">gmarchant@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org/san-jose-high/">http://www.sjusd.org/san-jose-high/</a>
<b>County-District-School (CDS) Code</b>	43696664337200

Last updated: 1/10/2019

### School Description and Mission Statement (School Year 2018—19)

At San José High School we offer the International Baccalaureate (IB) Middle Year and Diploma Programs, as well as the International Baccalaureate Career Related Program. The IB Career-related Certification is a course of study designed to meet the needs of students engaged in career-related learning. We continue to offer Project Lead the Way (PLTW), a program focused on engineering and housed in our Career Tech building. Each program is designed around specific standards and expectations, which are to some extent externally moderated and/or scored. Our programs and the requirements for graduation match the UC/CSU A-G requirements, with few exceptions. Each program uses unique rubrics and sets of standards, but all are aligned with state, district, and site goals to provide education focused on opportunities beyond graduation. Each program and course are taught, too, under the SJUSD Vision and Mission statements:

**Vision Statement:**

Preparing today's students to be the thinkers, leaders, and creators of tomorrow.

**Mission Statement:**

Uniting as one community, we elevate opportunities for all.

At SJHS, our mission and vision is expressed through the Expected School-Wide Learning Results as articulated in the Internal Baccalaureate Learner Profile. The IB Learner Profile:

1. Inquirers- They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
2. Knowledgeable- They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
3. Reflective- They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
4. Communicators- They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
5. Caring- They show empathy, compassion and respect towards the needs and feelings of others. They have personal commitment to service, and act to make positive difference to the lives of others and to the environment.
6. Thinkers- They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
7. Open-minded-They understand and appreciate their own cultures and personal histories, and are open to perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
8. Principled-They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
9. Balanced- They understand the important of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
10. Risk-takers- They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

We have also seen significant improvement to the resources we are able to offer students. The San José High School administration team has been committed to improving our resources on campus. As a result, we have been able to dedicate a significant budget to buying new books for the library, new textbooks for the textbook rooms, and new computers for our technology needs. We have also been able to make significant improvements to our physical plant, including the gym and the cafeteria and stage area. In May 2017, our athletic facilities began a 2.5-million-dollar renovation. San José High experiences a wide range of organizational support in order to improve our program for our student population. Due to the various stakeholders involved in these organizational structures, we

as staff and community have many opportunities to reflect on our ability to serve our student body. This is true at a district level, a school-site administration level, a teacher level, and a community involvement level. For instance, given that we are part of a much larger district, our common vision and mission that seek to serve the needs of all our students unite us.

In terms of leadership, the staff is given a lot of opportunities to become engaged members of the school community. Our Leadership team is open to two staff members per department. Such meeting allow teachers to become invested in archiving the vision and mission for the school, and this vision is further supported when the leadership team meets with their respective department.

Our use of resources is dedicated to ensuring students success. Over the last six years, we have ordered new books for students-both in the textbook room and the library. These textbooks have not only been compliance with William Act, but have also allowed teachers to better align their curriculum with newer, up-to-date standards. In addition, we have significantly increased our technology resources that students have continuous practice with technology in their various subject areas.

In congruence with our vision and mission, we have made great improvements in our enrollment in IBCP and IBDP, which has allowed for more opportunities for students to engage in both career and college preparedness. As a result of our efforts, we have seen an increase in both the number of students enrolled in IB classes as well as the number of students who successfully take the IB Exams. In addition, teachers in all subject areas work to ensure that their curriculum is meaningful, rigorous, and relevant to students.

Events such as Back to School Night, Incoming 9th-Grade Orientation, Open House and student shadowing for 8th-graders encourage parents of both prospective SJHS students and current students to visit the school, observe classes during school tours, and in the case of shadowing, attending a day following a current student as he or she attends classes. These events and opportunities appear on postcards sent home, on the school website, broadcast through the Parent Link phone system, and through email. School Site Council meets five times each year and is comprised of teachers, classified staff, administrators, parents, and students. Agenda items include budget concerns, changes to campus and physical, approves the SPSA, and other site-level polices. Council members vote on each issue. Further, SELAC (School English Learners Advisory Committee) meets seven times a year on the third Thursday of the month, and these meetings are currently held in the morning in an effort to increase participation of parents and guardians of out migrant workers. DELAC (District English Learners Advisory Committee) includes three site representatives who report back to SELAC with any pertinent information disseminated at the district level. Parents and guardians participating in SSC, SELAC, and DELAC receive emails and calls about upcoming meetings, and meetings are posted on the school district website.

Our staff, department, and collaboration meetings, Leadership Team Meetings, as well as other planned and impromptu interactions are centered on student-achievement and accountability to our program and to students achievement. Department Spotlights during staff meetings highlight strategies and approaches to content that department share with the staff, and our peer observation cycles allow us to visit other classrooms, observe teachers, and then debrief afterwards in an effort to not only share ideas, but to receive peer feedback. In this way, we are exploring ideas and sharing with other teachers. During department meetings, we hear of discussions held during Leadership Team meetings and our full-day release collaborations, we plan units; discuss changes to our approach, and review assessment results and feedback to better meet the student needs. While our programs provide guidelines, content delivery is modified to find ways to engage students and increase achievement.

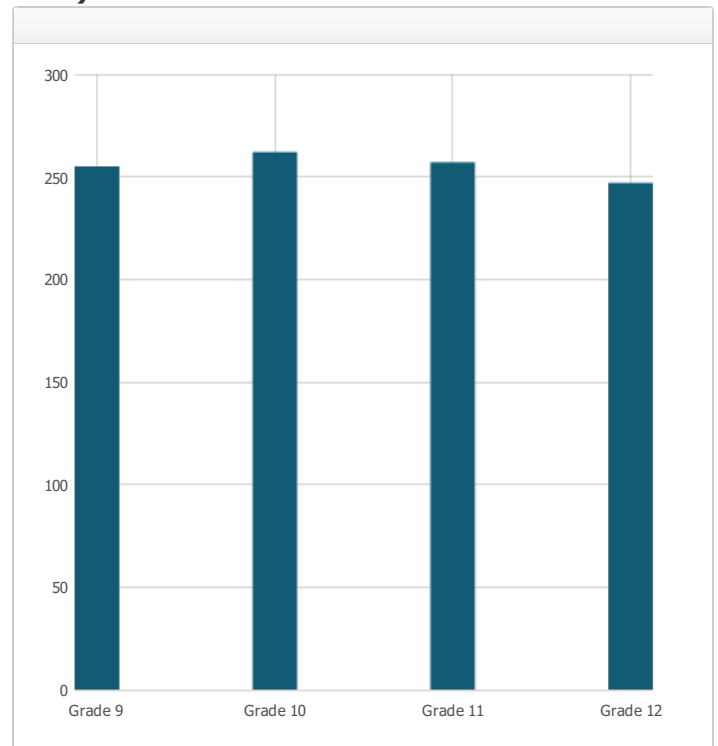
The facilities are up-to-date, clean, safe, and well maintained. San José High School is committed to maintaining a safe and orderly environment for all students and staff. The comprehensive Safe School Plan is evaluated and updated annually, and teachers have instructions for how to deal with emergencies, disasters, and other events such as shelter-in place, high-wind, and fire. Disaster drills, held regularly, run smoothly and without incident.

San José High School is proud of our Bulldog Community!

*Last updated: 1/10/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	255
Grade 10	262
Grade 11	257
Grade 12	247
<b>Total Enrollment</b>	<b>1021</b>



Last updated: 1/17/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	0.4 %
Asian	5.7 %
Filipino	3.3 %
Hispanic or Latino	83.1 %
Native Hawaiian or Pacific Islander	0.5 %
White	4.1 %
Two or More Races	0.8 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.3 %
English Learners	29.8 %
Students with Disabilities	11.9 %
Foster Youth	0.6 %

## A. Conditions of Learning

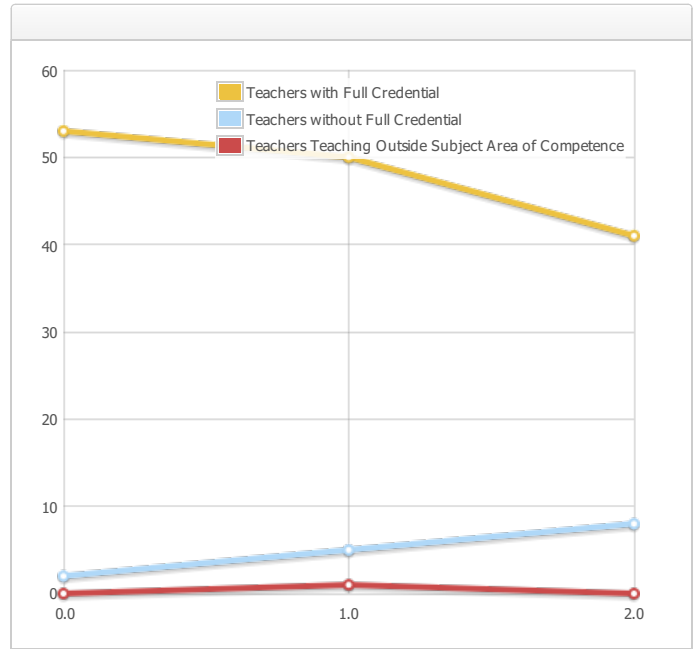
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

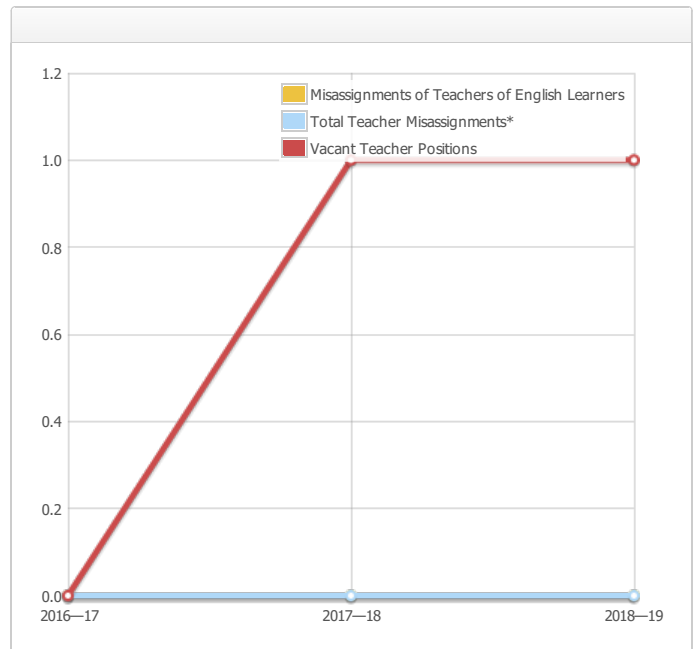
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	53	50	41	1368
Without Full Credential	2	5	8	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	1298



Last updated: 1/30/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"><b>READING/LANGUAGE ARTS</b></p> <p>Grade 9 Springboard ELA College Board 2017</p> <p>Grade 10 Springboard ELA College Board 2017</p> <p>Grade 11 Springboard ELA College Board 2017</p> <p>Grade 11 Honors English Springboard ELA N College Board 2017</p> <p>Grade 11 AP Lang Patterns for College Writing Bedford/St Martin's 11th Ed.</p> <p>Grade 12 CSU ERWC Expository Reading and Writing Course CSU 2013</p> <p><b>ELD Grades 9 &amp; 10 National Geographic, Cengage Learning EDGE</b></p> <p><b>READING INTERVENTION &amp; ACADEMIC LANGUAGE AND SKILLS</b> SpringBoard ELD Companion</p> <p><b>CORE NOVELS AND SUPPLEMENTAL READING LIST</b></p> <p>9TH Grade – Romeo &amp; Juliet, To Kill a Mocking Bird</p> <p>10th Grade – Things Fall Apart, Night</p> <p>11th Grade – The Great Gatsby, A Great American Play Selected from the following: ( Death of a Salesman, The Crucible, A Raisin in the Sun, Glass Menagerie, Streetcar Named Desire, The night Thoreau Spent In Jail.)</p> <p>Latino Literature – Norton Anthology of Latino Literature, Always Running</p> <p>12th Grade – Into the Wild, Brave New World and/or 1984, ERWC Consumable Reader, Second Edition, All 12th Grade ERWC Modules</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;"><b>MATHEMATICS</b></p> <p>Grade 9 Springboard <i>Algebra 1</i> College Board 2014</p> <p>Grades 9,10,11,12 Springboard <i>Algebra II</i></p> <p>Grades 9,10,11,12 Springboard <i>Geometry</i></p> <p>Pre-Calc <i>Precalculus: Graphical, Numerical, Algebraic</i> Pearson 7th Ed</p> <p>Pre -Calc Honors <i>Precalculus: Graphical, Numerical, Algebraic</i> Pearson 7th Ed</p> <p>Calc AB Calculus: <i>Graphical, Numerical, Algebraic</i> Prentice Hall 2010</p> <p><i>Stats Practice of Statistics</i> W.H. Freeman 5th Ed</p> <p><b>SDC Algebra Pacemaker Algebra</b> Fearon 2nd Ed</p>	Yes	0.0 %
Science	<p style="text-align: center;"><b>SCIENCE</b></p> <p>Grade 9 <i>Biology</i> (Dragonfly) Pearson 2006</p> <p>Grade 9 Honors <i>Biology</i> (Alligator) Mcdougal Littell 8th Ed</p> <p>Grade 10 <i>Modern Chemistry</i>, Holt, Rinehart &amp; Winston, 1st Ed</p> <p>Grade 10 Honors <i>Modern Chemistry</i> Holt, Rinehart &amp; Winston 1st Ed</p> <p>Grade 11 <i>Physics Principles with Applications</i> Pearson 6th Ed</p> <p>Grade 11 AP <i>Physics Principles with Applications AP</i> 7th Ed</p> <p><b>SDC Science Pacemaker Biology</b> Globe Fearon 2004</p>	Yes	0.0 %

History-Social Science	<b>HISTORY-SOCIAL SCIENCE</b>	Yes	0.0 %
	Grade 9 <i>World Geography</i> McDougal Littell 2010		
	Grade 10 <i>Modern World History Patterns of Interaction</i> McDougal Littell 2006		
	Grade 11 <i>The Americans: Reconstruction to the 21st Century</i> McDougal Littell 2006		
	Grade 11 <i>APUSH The American Pageant</i> Houghton Mifflin 13th Ed		
	Grade 12 <i>Gov, Government in America</i> Houghton Mifflin 1993		
	Grade 12 Econ, <i>Economics: Principles and Practices</i> Glencoe 1999		
	Grade 12 AP <i>Government in America: People, Politics, Policy</i> Prentice Hall 15th Ed		
	SDC World History, <i>Pacemaker World History</i> Globe Fearon 4th Ed		
	SDC US History, <i>Pacemaker US History</i> Globe Fearon 4th Ed		
	SDC Econ, <i>Pacemaker Economics</i> Globe Fearon 3rd Ed		
	SDC Gov, <i>Pacemaker American Government</i> Globe Fearon 3rd Ed		
Foreign Language	<b>FOREIGN LANGUAGE</b>	Yes	0.0 %
	Spanish 1-2 <i>Avanceamos 1</i> McDougal Littell 2010		
	NS Spanish 1-2 <i>Nuevas Vistas Curso de Intro</i> Holt, Rinehart & Winston 2006		
	Spanish 3-4 <i>Avanceamos 2</i> McDougal Littell 2007		
	NS spanish 3-4 <i>Nuevas Vistas Curso Uno</i> Holt, Rinehart & Winston 2003		
	Spanish 5-6 <i>Avanceamos 3</i> McDougal Littell 2007		
	NS Spanish 5-6 <i>Nuevas Vistas Curso Dos</i> Holt, Rinehart & Winston 2006		
	AP Spanish Lang, <i>Temas Vistas Higher Learning</i> 2014		
	French 1-2 <i>Bien Dit</i> Level 1, Houghton Mifflin Harcourt 2018		
	French 3-4 <i>Bien Dit</i> Level 2 Houghton Mifflin Harcourt, 2018		
	French 5-6 Si <i>Bien Dit</i> Level 3 Houghton Mifflin Harcourt 2018		
Health	Imbedded in the Core Curriculum		0.0 %
Visual and Performing Arts			0.0 %
Science Lab	N/A	N/A	0.0 %



Eqpmt (Grades 9-12)

Note: Cells with N/A values do not require data.

*Last updated: 1/10/2019*

## School Facility Conditions and Planned Improvements

The student body and staff take pride in our school and work diligently to provide a safe and clean learning environment for everyone.

In the summer of 2014, the library media center was redesigned to include a more accessible College and Career Center and additional academic counseling spaces for students access. Since 2014 to the present, the library media center has a budget of \$5,000 to purchase high interest books for student use.

During the 2014-2015 school year, the school cafeteria and theater were upgraded. The cafeteria was equipped with new presentation equipment that included a new screen, a mounted projector, Apple TV, and a state of the art sound system. Our cafeteria has a stage and theater facilities as well. Our theater was upgraded with new curtains, new lighting system and new paint.

During the 2015-2016 school year, the main gym was renovated by replacing the flooring with new hardwood floors, new volleyball lines, badminton lines, and basketball lines. New floor sleeves were installed for volleyball and badminton courts. Brand new nets and poles were purchased for volleyball and badminton. New electronic basketball hoops and backboards were installed. All walls were re-painted with new murals and new athletic banners were purchased. A new sound system was with new speakers, wireless microphones and Bluetooth was installed. In front of the gym a new foyer was added with restrooms, display cases, concession stand and ticket booth.

In the summer of 2018, the football field turf and the track field were replaced. A new San José High School logo was placed in center of the field, as well as adding the logo "Bulldogs" on the south end of the field and the logo "San Jose" on North end of the field. Field hockey, soccer, and footballs lines were also installed on the field. In addition, the upgrades included new coaches' boxes, new benches, cover pits (long jump), soccer goals and a mat cover for the track.

During the 2017-2018 school year, San José High School received a 2.5 mi upgrade to the athletic facilities. The boys' and girls' physical education locker rooms were re-built to ensure that both boys and girls had accessible and equitable facilities. The boys' and girls' locker rooms are now on one side of campus and are equipped with brand new lockers, restrooms, changing stalls and showers. There are two new storage rooms that contain cabinets for physical education equipment and one utility room that contains cabinets for athletic uniforms. A new ice machine and a washer and dryer were installed as well. The coaches offices were built with lockers, a restroom and a shower for both male and female coaches/physical education teachers.

In addition, three new building were erected by the football stadium. The new construction included a new visiting team locker room, new boys and girls team locker rooms, which are equipped with All locker rooms multiple restrooms, athletic lockers, and white boards. A state of the art 1,200 sq. ft. weight room was built next to the boys and girls team locker rooms. Brand new mirrors and pull up bars were installed. In addition, the athletic trainers room was added inside the weight room. The athletic trainer room contains a refrigerator, ice machine, table, and cabinets with athletic tape and first aid equipment. New equipment was purchased to complement the weight room. The new equipment included, but not limited to, medicine balls, bar bells, kettle bells, plates and dumbbells.

*Last updated: 1/10/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Exemplary
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*Last updated: 1/2/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	36.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	12.0%	14.0%	42.0%	43.0%	37.0%	38.0%

Note: Percentages are not calculated 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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/17/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	234	96.69%	36.32%
Male	118	115	97.46%	32.17%
Female	124	119	95.97%	40.34%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	14	14	100.00%	57.14%
Filipino	--	--	--	
Hispanic or Latino	209	201	96.17%	32.34%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	209	201	96.17%	36.82%
English Learners	90	87	96.67%	11.49%
Students with Disabilities	27	25	92.59%	12.00%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	236	97.52%	13.98%
Male	118	115	97.46%	15.65%
Female	124	121	97.58%	12.40%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	14	14	100.00%	71.43%
Filipino	--	--	--	
Hispanic or Latino	209	203	97.13%	9.36%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	209	203	97.13%	12.81%
English Learners	90	88	97.78%	6.82%
Students with Disabilities	27	25	92.59%	4.00%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/17/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

SJUSD Secondary Schools are an array of CTE courses/pathway in the following areas:

- Building & Construction Trades: Cabinetry/Woodworking
- Engineering & Architecture; Health Science; Medical Technology: Engineering Technology, Engineering Design, Biotechnology
- Arts, Media, And Entertainment; Production and Managerial Arts; Design, Visual And Media Arts
- Child Development

All Secondary students have the opportunity to enroll and participate in the CTE pathways offered by our partnership with Silicon Valley Career Technical Education Center (SVCTE)

*Last updated: 12/14/2018*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	517
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	93.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 12/14/2018*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.1%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	48.3%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	23.1%	18.2%	21.9%

Note: Percentages are not calculated 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.

Last updated: 1/30/2019