

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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 Jose High School is an International Baccalaureate (IB) World School. We offer the prestigious IB Diploma Program, a rigorous pre-university certification curriculum for academically talented students in grades 11-12, as well as the Middle Years Program for grades 9-10. A new IB offering is the Career Certificate Program that specifically addresses the needs of students who wish to engage in career-related education. The IB program 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 5 year STEM program (Science, Technology, Engineering and Math) prepares students for college majors and careers through an advanced, college prep program using the same concepts, equipment and software employed by industry professionals. Students graduate from this program better prepared for high-level career opportunities of the 21st century.

In addition the International Academy serves English Language Learners who have been in US schools no longer than four years and have very limited language skills. The goal is to offer a nurturing, yet challenging environment that fosters risk-taking on the part of the students in order to accelerate language learning.

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.

San Jose High School is proud of our Bulldog Community!

School Hymn

Hail to thee, Hail to thee,
Hail to thee our alma-mater
In whose gentle hands we find
Love and faith in all mankind.

Oh, Hail to thee, Hail to thee
Our heroes fight for aye.
Hail to our alma-mater
Hail San José.

Principal Contact

San Jose High School
275 North 24th St.
San Jose, CA 95116-1143
Phone: 408-535-6320
E-mail: gmarchant@sjusd.org

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*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2017-18)	
School Name	San Jose High
Street	275 North 24th St.
City, State, Zip	San Jose, Ca, 95116-1143
Phone Number	408-535-6320
Principal	Ms. Gloria Marchant, Principal
E-mail Address	gmarchant@sjusd.org
Web Site	http://www.sjusd.org/san-jose-high/
County-District-School (CDS) Code	43696664337200

Last updated: 1/12/2018

School Description and Mission Statement (School Year 2017-18)

At San Jose High School we offer the International Baccalaureate (IB) Middle Years and Diploma Programs, as well as the International Baccalaureate Career-related Certificate Program. The IB Career-related Certificate is a course of study designed to meet the need 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, and we continue to host the district's International Academy—a program for students new to the country. 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:

All San José Unified School District students are inspired and prepared to succeed in a global society.

Mission Statement:

San José Unified School District's mission is to eliminate the opportunity gap and provide every student with the finest 21st century education.

At SJHS, our mission and vision is expressed through the Expected School-Wide Learning Results as articulated in the International Baccalaureate Learner Profile. The Learner Profile guides both the student experience and provides a framework for professional, respectful interactions.

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 a personal commitment to service, and act to make a 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 the 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 importance 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.

Our governance and leadership has also played a significant role in the development of teacher and student success on campus. We have worked hard to hire teachers who are committed to working with a diverse student population. Teachers receive continual training and support from both a district level and a site level. We have also seen significant improvement to the resources we are able to offer students. Our 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 programs for our student population. Due to the various stakeholders involved in these organizational structures, we as a 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 meetings allow teachers to become invested in achieving the vision and mission for the school, and this vision is further supported when the leadership team meets with their respective departments.

Our use of resources is dedicated to ensuring student 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 in compliance with Williams 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 so 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 have engaged in a range of training focused on developing differentiation strategies, such as the Constructing Meaning PD (supporting academic language for ELs). In addition, teachers in all subject areas work to ensure that their curriculum is meaningful, rigorous, and relevant to students. Teachers are given the opportunity to collaborate on curriculum and assessment criterion. We have also seen a significant increase in our resources available to students. We have been able to purchase new books for the library and the textbook room, as well as to expand our technology resources on campus. These added resources have allowed teachers to improve curriculum; teachers have also been able to present information in a variety of forms to address a variety of learning needs.

Events such as Back to School Night, Incoming 9th-Graders 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 the campus and physical, approves the SPSA, and other site-level policies. Council members vote on each issue.

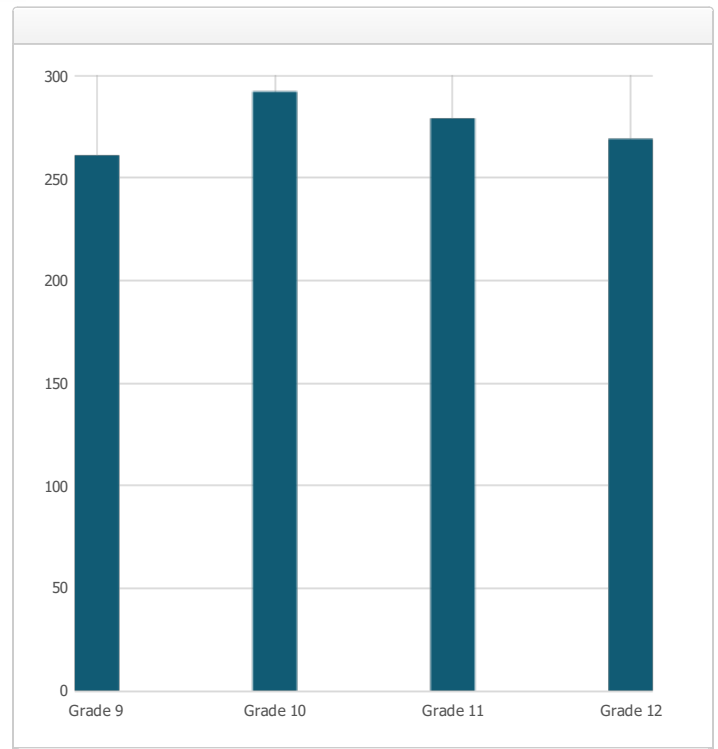
Further, as mentioned earlier, SELAC (School English Learners Advisory Committee) meets seven times a year on the third Thursday of the month, and these meetings are currently held in the morning in an effort to increase participation of parents and guardians of our migrant workers. DELAC (District English 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 websites.

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 programs and to student achievement. Department Spotlights during staff meetings highlight strategies and approaches to content that departments 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 discuss how these ideas would impact learning and achievement. Further, during both the department 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 and 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 Jose High School is proud of our Bulldog Community!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	261
Grade 10	292
Grade 11	279
Grade 12	269
Total Enrollment	1101



Last updated: 1/8/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.4 %
Asian	5.6 %
Filipino	3.3 %
Hispanic or Latino	83.2 %
Native Hawaiian or Pacific Islander	0.5 %
White	4.0 %
Two or More Races	0.8 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.4 %
English Learners	27.1 %
Students with Disabilities	10.6 %
Foster Youth	0.9 %

Last updated: 1/8/2018

A. Conditions of Learning

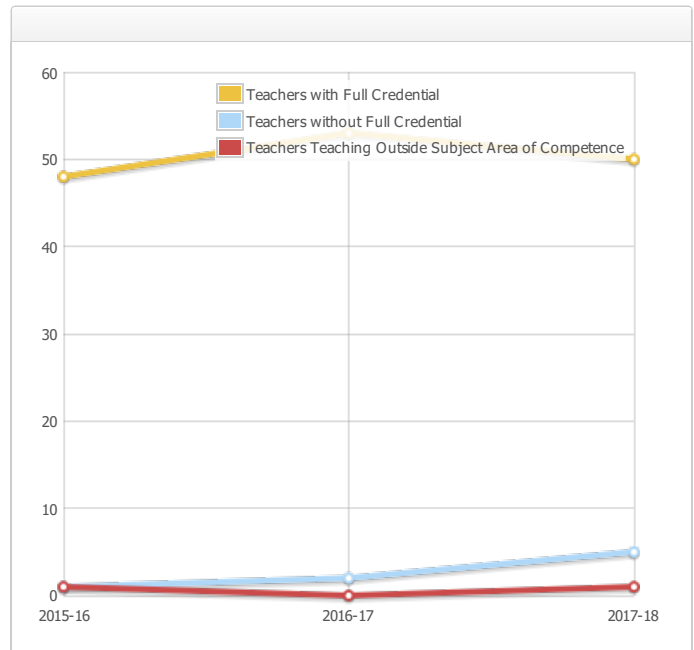
State Priority: Basic

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

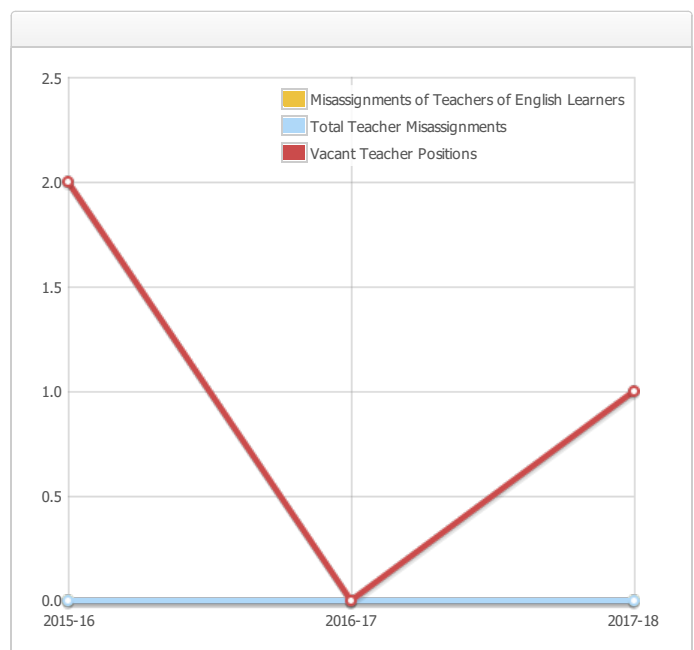
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	48	53	50	1427
Without Full Credential	1	2	5	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	1	11



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	0	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: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjusd.box.com/s/o0g6hno3vsgegmyorlsjhucf3c52mvy3	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health			0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

School Facility Conditions and Planned Improvements

The student body and staff take pride in the school and maintain a safe and clean learning environment. The campus has recently been renovated with new windows, restrooms, and sports fields. A state-of-the-art science wing was built and opened for instruction in the fall of 2008. And construction began in August 2009 on a new 14,000 sq.ft. \$6 million high-tech building that will house the Project Lead the Way Pathway to Engineering program. This facility had its grand opening in September 2010.

The library was redesigned to include more individualized academic counseling spaces for student and staff in 2014.

San Jose Unified School District has completed school projects in our Gymnasium and Cafeteria, using Measure H funding, which enhance our school facility.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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Last updated: 1/5/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	45%	37%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	20%	12%	42%	42%	36%	37%

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: 1/8/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	268	259	96.64%	36.68%
Male	145	142	97.93%	35.92%
Female	123	117	95.12%	37.61%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00%	68.75%
Filipino	--	--	--	--
Hispanic or Latino	221	212	95.93%	32.55%
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.00%	38.46%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	224	96.14%	33.04%
English Learners	99	91	91.92%	--
Students with Disabilities	32	30	93.75%	--
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: 1/8/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	268	263	98.13%	11.79%
Male	145	142	97.93%	12.68%
Female	123	121	98.37%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00%	56.25%
Filipino	--	--	--	--
Hispanic or Latino	221	216	97.74%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100.00%	15.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	228	97.85%	--
English Learners	99	95	95.96%	--
Students with Disabilities	32	30	93.75%	--
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: 1/8/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	37.0%	29.0%	57.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/29/2018

Career Technical Education Programs (School Year 2016-17)

ENGINEERING AND ARCHITECTURE: Design, Visual and Media Arts

Last updated: 12/18/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	517
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	94.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 12/18/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.3%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	51.3%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	18.3%	16.3%	28.0%

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.

Last updated: 1/8/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

There are a variety of opportunities for parents to engage with our school. We have parents participate through School Site Council (SSC), School English Learners Advisory Committee (SELAC), Parent Teacher Organization (P O), the San Jose Bulldog Foundation, and the Boosters Club. There are monthly Principal Coffee meetings which are a forum to interact with both the principal, school staff, and community resources as needed. There are extracurricular activities and events that are advertised to parent and guardians in a variety of modes. We encourage parent and guardian participation and involvement, For further information on our parent volunteer program, please contact Gloria Marchant, Principal at (408) 535-6320

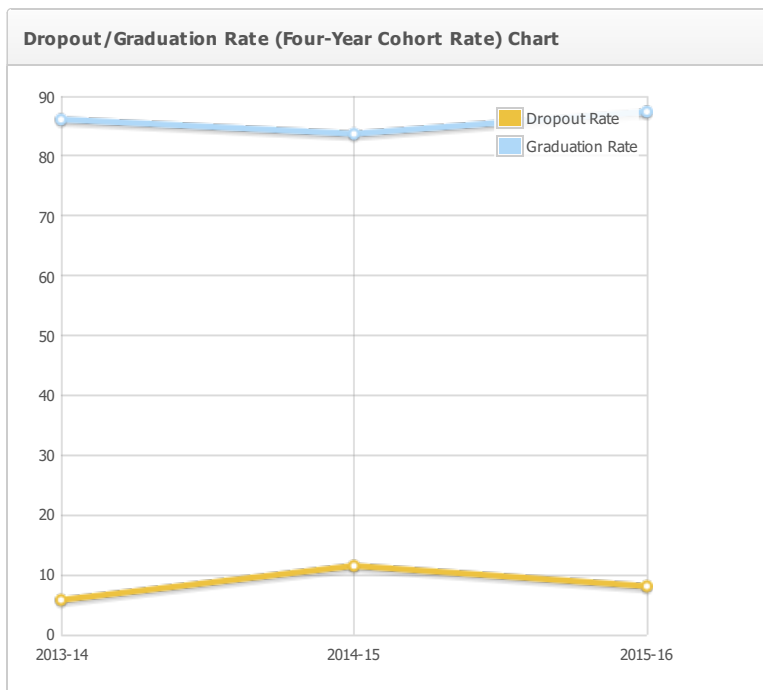
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.8%	11.5%	8.1%	7.1%	7.7%	6.4%	11.5%	10.7%	9.7%
Graduation Rate	86.1%	83.7%	87.4%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/8/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	81.9%	88.4%	87.1%
Black or African American	100.0%	85.0%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	96.2%	97.9%	94.4%
Filipino	75.0%	90.6%	93.8%
Hispanic or Latino	79.4%	83.4%	84.6%
Native Hawaiian or Pacific Islander	100.0%	92.3%	86.6%
White	90.9%	93.8%	91.0%
Two or More Races	66.7%	91.3%	90.6%
Socioeconomically Disadvantaged	86.6%	90.5%	85.5%
English Learners	53.3%	52.6%	55.4%
Students with Disabilities	63.6%	57.1%	63.9%
Foster Youth	0.0%	37.5%	68.2%

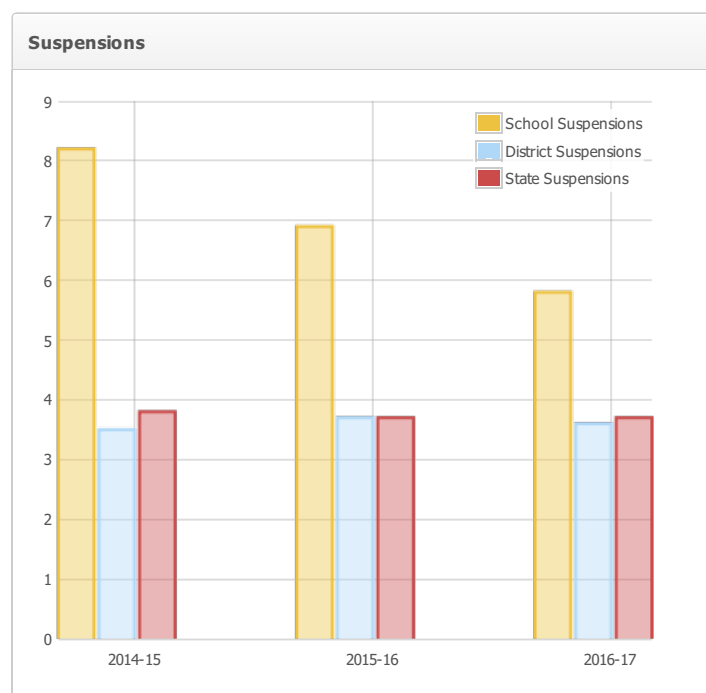
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.2%	6.9%	5.8%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.4%	0.0%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

School Safety Plan (School Year 2017-18)

SJHS has a closed campus and provides security throughout the day. There are four campus security staff and two SJPD officers assist in supporting our staff and students. We have regular safety and fire drills and all visitors are required to register in the office. The school site Safety Plan is reviewed each year in August and after each drill, with both the Leadership Team and school staff. In 2014 San Jose High School became the second high school in San Jose Unified School District to implement Positive Behavioral Intervention and Supports, PBIS, as a schoolwide initiative and our Bulldogs strive to demonstrate PRIDE. PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide,

Last updated: 1/30/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	16	24	10	25.0	11	17	10	21.0	27	20	2
Mathematics	27.0	5	26	7	27.0	8	21	11	23.0	23	26	2
Science	26.0	8	20	10	27.0	8	17	11	24.0	14	22	7
Social Science	27.0	8	20	11	28.0	7	14	14	22.0	20	24	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	459.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	4.8	N/A
Other	0.1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11980.8	\$3028.7	\$8952.2	\$69080.7
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	11.0%	-5.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	30.6%	-13.7%

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

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)**GATE**

- GATE students may choose to take 1 – 7 IB M P and Diploma courses for college credit. They also engage in stimulating activities and field trips planned by faculty and the GATE coordinator.

Special Education

- Special education students receive services from a fully credentialed teacher in the Resource Specialist Program or the Special Day Class program. All resource students are fully mainstreamed. We provide services for Emotionally Disturbed students. These students are also fully mainstreamed with the appropriate therapeutic counseling support.

After-School Programs

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

English Language Learners

- The English Language Instructional Coach (ELIC) is full-time position in place to assist teachers and support English language Learners. We have 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.
- Beginning in the 2012-2013, SJHS offered the International Academy - a program specifically designed for students who have been in the United States for four years or less. The goal of this program is not only to provide instruction that supports language acquisition, but also to aid in the acclimation to a new culture, the school and the community. There are currently 68 International Academy students enrolled at SJHS.

Academic Counselors

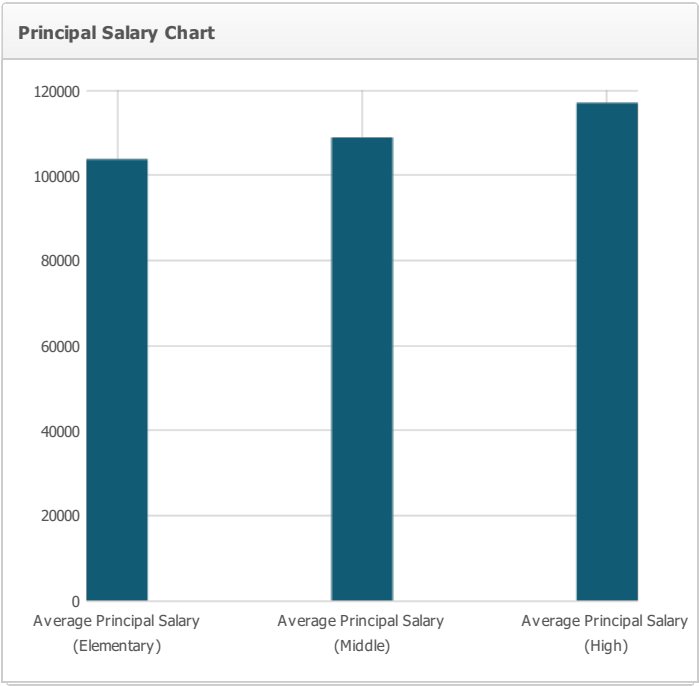
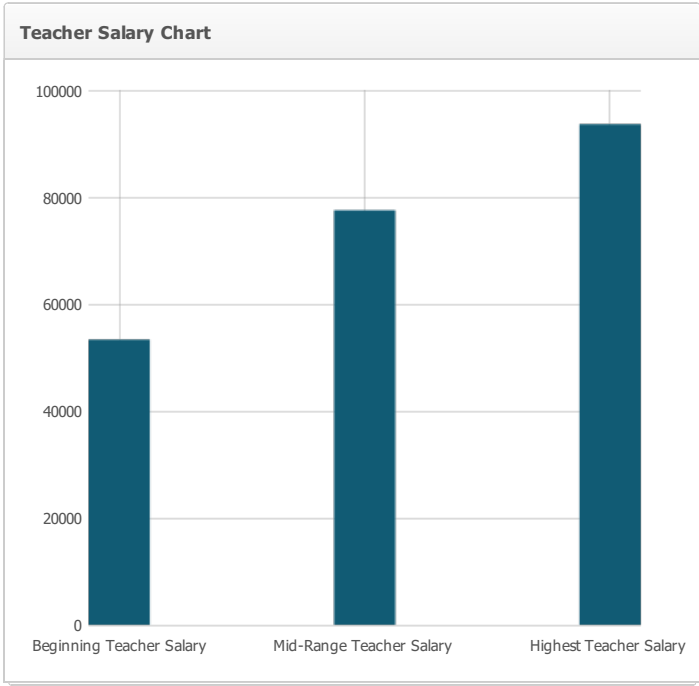
- Students in all grade levels will interact with an academic counselor on a regular and consistent basis during their four years at San Jose High School. We have increased the number of academic counselors as well as the support services they are able to provide.

*Last updated: 1/30/2018***Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%

Percent of Budget for Administrative Salaries	5.0%	5.0%
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For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/8/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2018

Professional Development**SAN JOSE HIGH SCHOOL**

San Jose High School is implementing professional development to align our practice with the SJUSD Strategic Plan for the 2015-2016 school year. We have allocated professional development time every month through our standard meeting minutes. The objective of these professional development meetings will be to consolidate the implementation of EDI across all disciplines. In addition, the focus will be on strategies to develop academic oral language competency and student engagement. Likewise, support will be provided to transition to full implementation of the Common Core State Standards in the areas of ELA, Math, and Literacy.

- **Phase 1:** Phase one focused in the development of a basic understanding of EDI and the components that go along with it. In 2011-2012 the Central Office Coaches provided a two-day intensive EDI training to all Language Arts and Math teachers. Site coaches introduced to the staff an overview of the five phases of EDI during several PD meetings. Likewise, the Site Coaches provided support to individual ELA and Math teachers through coaching cycles around components of the EDI framework (Learning Objective, Language Objective, Social Objective, CFU, etc.
- **Phase 2:** Phase two continued to build knowledge in EDI while bridging it to professional application. In 2012-2013, Central Office Coaches provided EDI training to all Social Studies and Science teachers as well as the new teachers. At our school, Site Instructional Coaches provided EDI training to the staff during department collaboration days and through lesson planning/observation. Demonstration EDI lessons were presented during the different department collaboration meetings. Both the Math and the ELA Departments were expected to carry out full lessons through the EDI framework. For the rest of the department staff, emphasis was placed on the Orientation (Learning Objective + Activating Prior Knowledge + Communicating Expected Results) and Presentation Phases ("I Do").
- Concurrently, groups of teachers from across the district - including San Jose High - began developing units and assessments based on the Common Core State Standards for English and Math. Consultants from WestEd were brought in to train those teachers, facilitate the process, and assist with editing; however, the units and assessments were completely teacher created. In the second half of the year, site coaches provided short professional development sessions for English and Math teachers regarding CCSS and the changes to come in the following year. During the summer of 2013, Math and English teachers from across the district met to start learning about the units and assessments, planning the instruction (chaptering), and writing lesson plans.
- **Phase 3:** Phase three continued to develop the implementation of EDI and provided the opportunity for teachers to enhance their teaching practices by observing colleagues from within their departments or from other departments. These were called the "Peer-Observation Rounds."

SJHS Professional Development 2016-2017

SAN JOSÉ HIGH SCHOOL San José High School is implementing professional development to align our practice with the SJUSD Strategic Plan for the 2016-17 school year. We have allocated professional development time every month through our standard meeting minutes. The objective of these professional development meetings will be to consolidate the implementation of EDI across all disciplines. In addition, the focus will be on strategies to continue to develop student engagement within "Block". Likewise, support will be provided to build capacity in developing and writing IB Unit Planning using ManageBac.

SJHS PD Implementation

- **Departmental Spotlight** – The Department Spotlight will recognize one department each month as they present best instructional practices to the staff. We will be developing a structure for peers to provide feedback to presenters.
- **Teacher Release Time** – The Administration will work to provide cohorts of teachers release time to teachers who want to work on a specific area in relation to EDI, student engagement within "Block", and IB Unit Planning. The cohort of teachers will create a specific plan with an identified goal and/or end product. This could be done in collaboration with the Site Instructional Coaches. Teachers will provide evidence of the work accomplished during the release time.
- **Peer Observations** – All teachers will complete two peer observations each semester to observe best practices in: EDI, student engagement within "Block", and IB Unit Planning. Teachers will use their new understanding of the foci listed above to create an IB Unit Plan each semester using ManageBac. The first semester EDI lesson is due on fall 2016. All four administrators and instructional coaches will review the IB Unit Plan and provide teachers with feedback. The second semester IB Unit Plan will be due in spring 2017. At the end of the year, teachers will be asked to reflect and provide feedback on the process.
- **Instructional Rounds**- The Site Instructional Coaches will offer the opportunity to engage in rounds of peer observations to individual teachers or groups of teachers. These observations may address a particular teaching point or strategy that the teachers may feel the need to incorporate and/or strengthen in their own teaching practice. Site Coaches will carry out the organization of the rounds and will look for the best scheduling option and for the most suitable colleague/sto observe. Typically, there will be a pre-conference with the teacher/s to define the focus of the observation and to discuss the different possible observation protocols/tools, there will be the observation, and a post-observation debrief/reflection. All of these stages will be facilitated and supported by the Site Instructional Coaches.
- **SpringBoard Implementation**- The English Language Arts and Mathematics teachers begin the implementation of SpringBoard curriculum and begin to receive district professional development.

SJHS Expectations: All staff will receive professional development throughout the year in:

- The Implementation of CCSS (Common Core State Standards) EDI (Explicit Direct Instruction) IB Philosophy, Curriculum, and Assessment Language Development Strategies-Constructing Meaning.
- Course alike teams will work collaboratively during monthly meetings and release time on the implementation of the site foci.
- All teachers will participate in two peer observations per semester and follow through with the development of two EDI lessons and a reflection. Instructional Coaches will work in classrooms to support all staff members.
- Instructional coaches will also support teachers in the implementation of instructional rounds. Teachers will work to increase student engagement in the classroom through the implementation of CCSS.

Last updated: 1/30/2018