

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 be the first school in Silicon Valley to offer the Project Lead the Way (PLTW) program to high school students. This 4 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. 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'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 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
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: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

School Description

San Jose High School is a diverse academic community of learners where we take pride in and ownership of the international education offered to all. Our engaged learning community embraces excellence, compassion, equity, personalized goal setting, a college - going culture, and a commitment to global awareness. San Jose High School was founded in 1863 and is California's second oldest high school. It is a small comprehensive high school of approximately 1200 students, grades 9-12. Alumni throughout the nation actively support the school.

In 1986, in order to draw students from every part of the district, SJHS became a magnet for the International Baccalaureate Diploma Program. In addition to the district curriculum that meets the entrance requirements for the UC / CSU systems, the International Baccalaureate Diploma Program offers the opportunity for all students to enroll in a prestigious and rigorous pre-university education. The IB Diploma is recognized and accepted by universities worldwide. Currently, the University of California will grant 30-quarter units for incoming freshmen who have been awarded the IB Diploma and earned a cumulative score of 30 or higher. Beginning in the 2009-2010 school year all students in grades 11 and 12 will graduate after taking at least one International Baccalaureate class as part of their graduation plan.

In 1997, SJHS began the IB Middle Years Program (MYP) for grades 9 and 10. It serves as a challenging academic program that may be a prelude to the prestigious IB Diploma.

IN 2014, SJHS will be completing the authorization process in order to offer the IB Career Certificate Program (beginning in the 2013-2014 school year). The IB Career-related Certificate (IBCC) is an innovative education framework for students aged 16 to 19 incorporating the vision and educational principles of the IB into a unique program specifically tailored for students who wish to engage in career-related learning.

SJHS also offers the Project Lead the Way (PLTW) Design and Engineering. This four-year program is designed to prepare students for design and engineering careers. Many universities, including Purdue, Arizona State and San Jose State University award college credit for these classes and preferred or guaranteed admittance to PLTW graduates.

SJHS has a staff of 55 certificated teachers, 4 administrators, 39 classified support staff, an academic advisor, and several part-time counselors.

With over 700 student laptop and desktop computers, and digital projectors in every classroom, students at SJHS have access to educational technology every day. The campus has a full, high-speed WiFi network so students can connect to the internet anywhere at school. In addition, teachers are professionally trained to integrate these technologies into their subject areas. Few public schools in Silicon Valley even approach the level of technology offered at SJHS.

Vision Statement

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

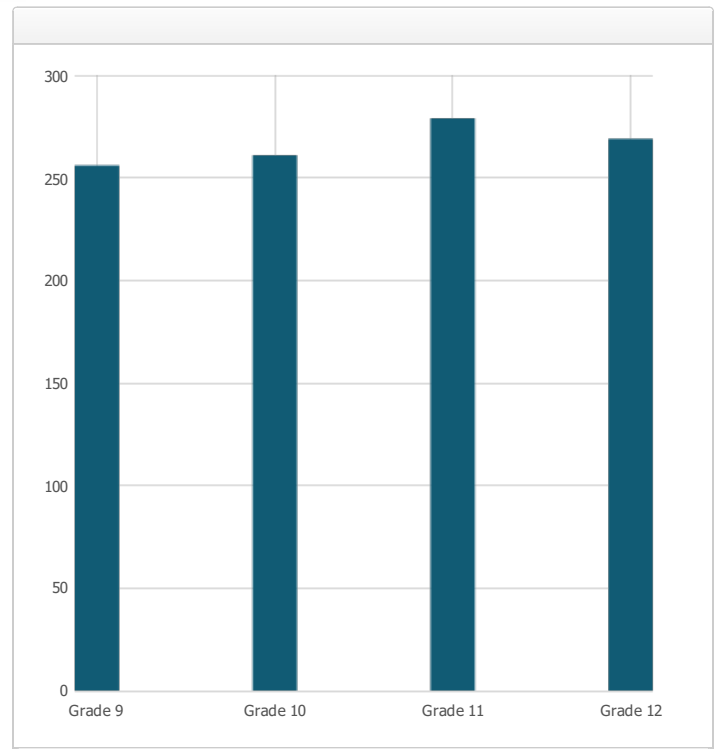
Mission Statement

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

Last updated: 1/13/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	256
Grade 10	261
Grade 11	279
Grade 12	269
Total Enrollment	1065



Last updated: 1/13/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.4 %
Asian	7.5 %
Filipino	3.2 %
Hispanic or Latino	81.8 %
Native Hawaiian or Pacific Islander	0.8 %
White	3.9 %
Two or More Races	0.8 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.0 %
English Learners	26.3 %
Students with Disabilities	10.4 %
Foster Youth	0.5 %

Last updated: 1/13/2017

A. Conditions of Learning

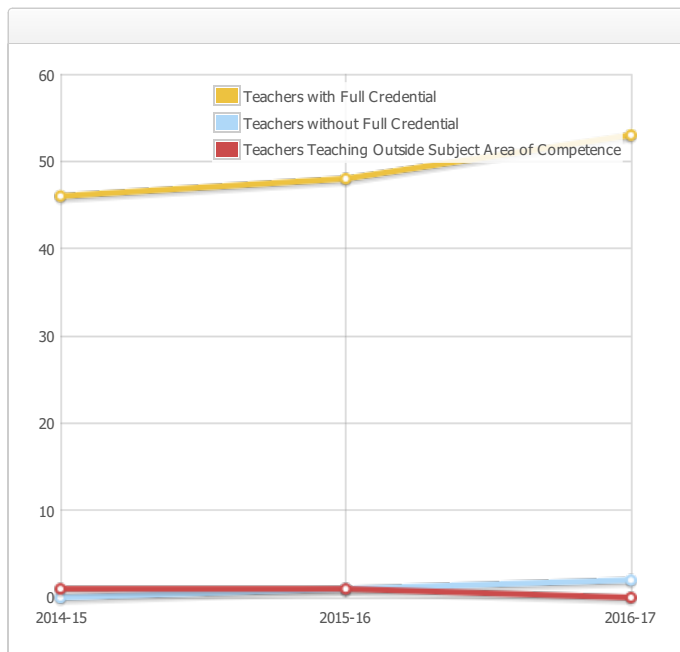
State Priority: Basic

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

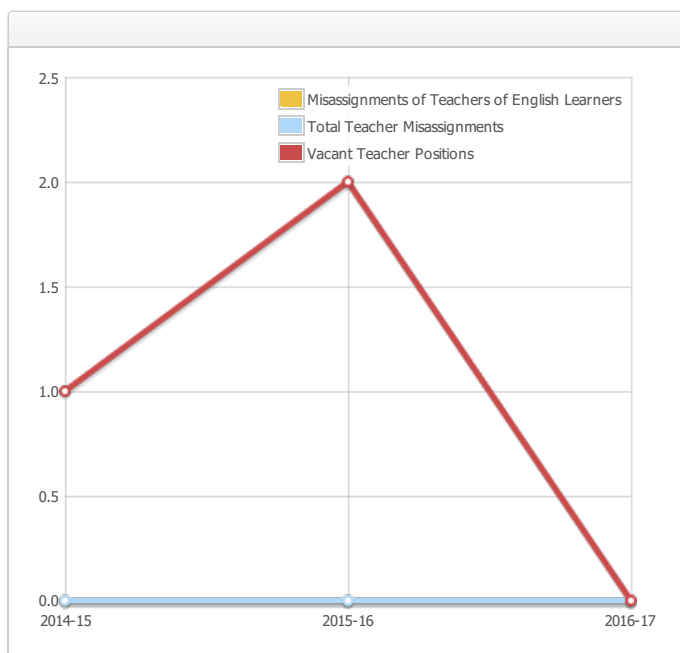
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	46	48	53	1460
Without Full Credential	0	1	2	35
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	23



Last updated: 1/13/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	2	0



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: 1/13/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	91.0%	9.0%
All Schools in District	87.0%	13.0%
High-Poverty Schools in District	84.0%	16.0%
Low-Poverty Schools in District	89.0%	11.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/13/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which the data were collected: September 2016

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/v/curriculum2016-2017	Yes	0.0 %
Mathematics	-	Yes	0.0 %
Science	-	Yes	0.0 %
History-Social Science	-	Yes	0.0 %
Foreign Language	-	Yes	0.0 %
Health	-	Yes	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: 1/13/2017

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: 1/13/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	<p>Several areas interior/exterior need paint work. Several ceiling tiles need to be replaced due to water damage. Several doors need to be fixed due to center bar being broken or not closing properly. Several floor tiles are cracked in various rooms. Holes in wall need to be patched and repaired. Baseboard needs to be re-glued in several classrooms. Back window curtain to rooms 14/15 is falling out of place.</p> <p>Work orders # 252704 - 252708 placed with Maintenance for painting and carpentry work.</p>
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 2016

Overall Rating	Good
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Last updated: 1/13/2017

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 2015-16)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	45.0%	51.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	21.0%	20.0%	39.0%	42.0%	34.0%	36.0%

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: 1/13/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274.0	260.0	94.9%	45.4%
Male	146.0	137.0	93.8%	43.1%
Female	128.0	123.0	96.1%	48.0%
Black or African American				
American Indian or Alaska Native				
Asian	22.0	21.0	95.5%	66.7%
Filipino			100.0%	54.6%
Hispanic or Latino	215.0	204.0	94.9%	42.7%
Native Hawaiian or Pacific Islander				
White	13.0	12.0	92.3%	66.7%
Two or More Races				
Socioeconomically Disadvantaged	217.0	208.0	95.9%	46.2%
English Learners	58.0	52.0	89.7%	
Students with Disabilities	23.0	20.0	87.0%	
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274.0	257.0	93.8%	20.2%
Male	146.0	135.0	92.5%	20.7%
Female	128.0	122.0	95.3%	19.7%
Black or African American				
American Indian or Alaska Native				
Asian	22.0	21.0	95.5%	66.7%
Filipino			100.0%	18.2%
Hispanic or Latino	215.0	202.0	94.0%	14.4%
Native Hawaiian or Pacific Islander				
White	13.0		84.6%	36.4%
Two or More Races				
Socioeconomically Disadvantaged	217.0	208.0	95.9%	18.3%
English Learners	58.0	52.0	89.7%	
Students with Disabilities	23.0	20.0	87.0%	
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

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	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Science (grades 5, 8, and 10)	34.0%	37.0%	61.0%	57.0%	60%	56%

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: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	282	264	93.6%	29.2%
Male	160	150	93.8%	36.0%
Female	122	114	93.4%	20.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	17	85.0%	58.8%
Filipino	--	--	--	--
Hispanic or Latino	232	217	93.5%	25.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	41.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	238	221	92.9%	25.8%
English Learners	82	75	91.5%	4.0%
Students with Disabilities	29	25	86.2%	12.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/31/2017

Career Technical Education Programs (School Year 2014-15)

Career Technical Education Programs (School Year 2014-15)

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center: Silicon Valley Career Technical Education Center. SVCTE is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for SVCTE placement. Students are bused to and from their home school daily, attending SVCTE for three hours in conjunction with their regular high school studies. SVCTE course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school. Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. Currently, the following CTE courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

Broadway High School: Child Development Multimedia, Design Level 1

Gunderson High School: Video Production, Digital Photo Level 1 and 2, Multimedia Design Level 1 and 2, Construction Technology Level 1 and 2, Animation Level 1 & 2

Leland High School: Animation, Photography Level 1 and 2, Intro to Engineering Design, Media Arts Level 1 and 2, Multimedia Design Level 1 and 2

Lincoln High School: Digital Photography Level 1 and 2, Multimedia Design Level 1 and 2, Technical Theater

Pioneer High School: Wood Shop Level 1 and 2, Multimedia Design Level 1 and 2, Robotics Technology, Drafting

San Jose High School: Multimedia Design Level 1 & 2, IB Engineering Design SL, Robotics

Willow Glen High School: Biomedical, Commercial Photography Level 1 and 2, Multimedia Design Level 1 and 2

SJUSD has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at Willow Glen High School, San Jose High Academy and Leland High School. This is a nationwide, highly respected curriculum introducing high school students to engineering. SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

Each school also has a College and Career Center which affords students the opportunity to explore college and careers by using district approved career guidance software. The software provides tools that assist students in exploring careers and education and training opportunities in order to make informed decisions about their futures. A Career Center Technician is available to train students in the use of the software and to assist them in their exploration and planning.

Housed in each College and Career Center is the SVCTE Advisors Handbook. This handbook lists all of the courses offered to SJUSD students at the SVCTE. The handbook also indicates career pathways for the classes offered at CCOC. Articulation agreements with local community colleges specifying college credits, which may be earned by successful completion of SVCTE courses, are available in the handbook also.

SVCTE currently offers these courses to SJUSD students:

Agriculture and Natural Resources: Veterinary Assistant

Arts Media and Entertainment: Animation, Graphic Design, Multimedia, Video Production

Building Trades and Construction: Air Conditioning/Refrigeration/Heating, Carpentry, Electrical Maintenance

Engineering and Design: Computer-Aided Drafting, Computer Technology Careers

Fashion and Interior Design: Interior Design

Finance and Business: Accounting and Financial Careers

Science and Medical Technology: Dental Assistant, Health Occupations, Medical Assistant, Medical Office Careers

Hospitality, Tourism and Recreation: Baking and Catering, Culinary Arts

Information Technology: Office Assistant

Manufacturing and Product Development: Metals Technology, Precision Machining

Marketing Sales and Services: Small Business Management

Public Services: Fire Science/First Responder, Forensic Investigation, Law Enforcement, Probation and Legal Careers

Transportation: Auto Body Repair and Refinishing, Automotive Careers, Truck Mechanics

For additional information, contact Learning Options in the District Office or speak with the school principal.

Last updated: 12/15/2016

Career Technical Education Participation (School Year 2015-16)

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: 12/15/2016

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.3%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	44.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	23.8%	19.7%	22.3%

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: 8/18/2017

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 2016-17)

Parents participate through School Site Council (SSC), School English Learners Advisory Committee (SELAC), Parent Teacher Organization (PTO), the San Jose Bulldog Foundation, and the Boosters Club. There are several events throughout the school year to encourage parent participation and involvement. For further information on our parent volunteer program, please contact Gloria Marchant, principal.

State Priority: Pupil Engagement

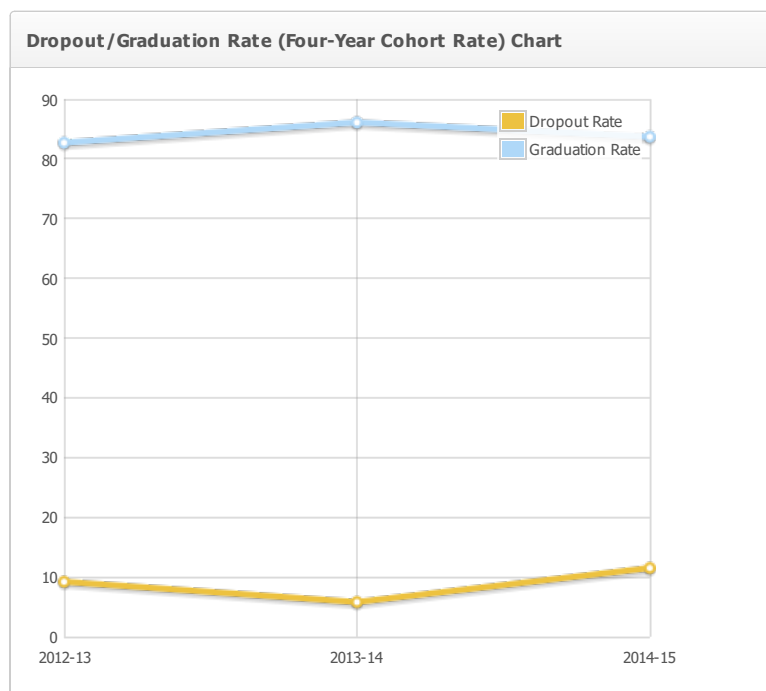
Last updated: 1/13/2017

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.2%	5.8%	11.5%	9.0%	7.1%	7.7%	11.4%	11.5%	10.7%
Graduation Rate	82.7%	86.1%	83.7%	--	--	--	80.4%	81.0%	82.3%



Last updated: 1/17/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	91.0%	89.0%	85.9%
Black or African American	100.0%	89.0%	77.0%
American Indian or Alaska Native	50.0%	64.0%	75.0%
Asian	100.0%	97.0%	99.0%
Filipino	86.0%	94.0%	97.0%
Hispanic or Latino	90.0%	85.0%	84.0%
Native Hawaiian or Pacific Islander	0.0%	75.0%	85.0%
White	93.0%	94.0%	87.0%
Two or More Races	100.0%	85.0%	91.0%
Socioeconomically Disadvantaged	96.0%	92.0%	77.0%
English Learners	79.0%	71.0%	51.0%
Students with Disabilities	82.0%	58.0%	68.0%
Foster Youth	--	--	--

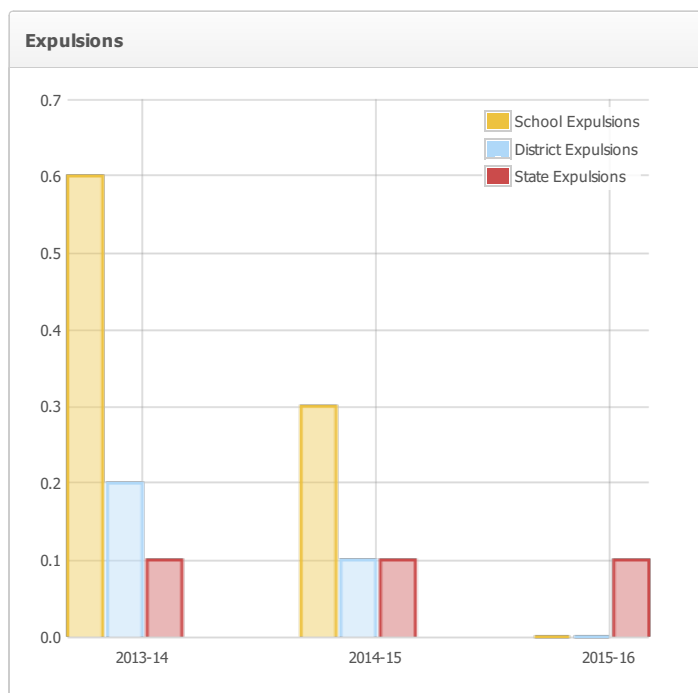
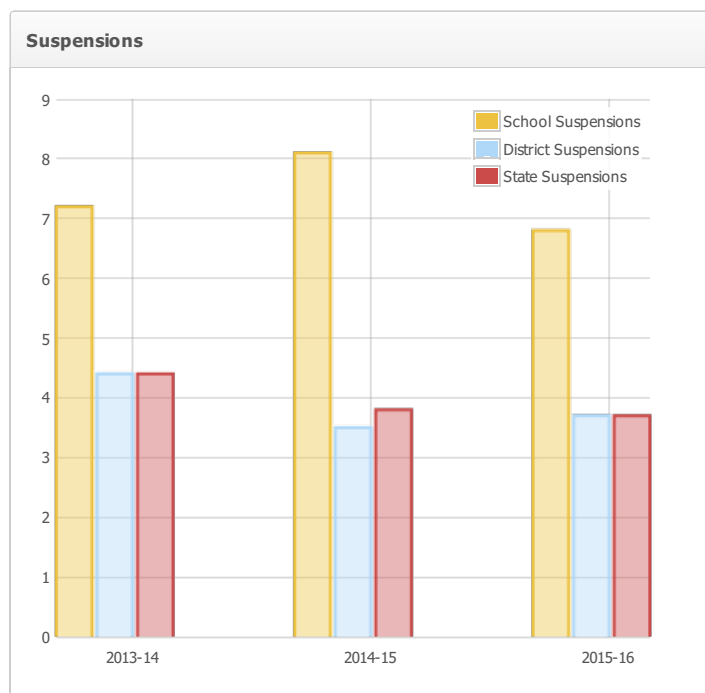
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.2%	8.1%	6.8%	4.4%	3.5%	3.7%	4.4%	3.8%	3.7%
Expulsions	0.6%	0.3%	0.0%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

SJHS has a closed campus and provides security throughout the day. Four campus security staff and two SJPD officers assist in supporting our staff. We have regular safety drills and all visitors are required to register in the office.

The school site Safety Plan is reviewed each year in September. The key elements of the plan include: improve personal characteristics of students and staff, enhance the school's physical environment, improve organizational processes of the school, and improve school spirit.

In 2014 San Jose High School became the second San Jose Unified School District to implement Positive Behavioral Intervention and Supports, PBIS, as a school wide initiative. 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, targeted and individualized interventions and supports to improve school climate for all students. PBIS at San Jose High School is identified as Bulldog POWER!

Last updated: 1/17/2017

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	94.4%

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	26.0	8	12	8	27.0	6	17	4	26.0	9	11	8
Mathematics	28.0	7	19	10	28.0	3	28	6	29.0	5	21	11
Science	30.0	2	15	12	29.0	3	18	9	30.0	3	17	11
Social Science	31.0	3	13	16	30.0	3	19	11	30.0	4	12	15

* 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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	530.0
Counselor (Social/Behavioral or Career Development)	1.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.4	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: 1/13/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11171.0	\$2646.0	\$8525.0	\$67377.0
District	N/A	N/A	\$11261.0	\$70979.0
Percent Difference – School Site and District	N/A	N/A	-0.2%	-2.1%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	50.2%	-12.7%

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

Last updated: 1/6/2017

Types of Services Funded (Fiscal Year 2015-16)

GATE

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

Special Ed

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

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 all so aides in the acclimation to a new culture, the school and the community. There are currently 68 International Academy students enrolled at SJHS.

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.

Last updated: 1/17/2017

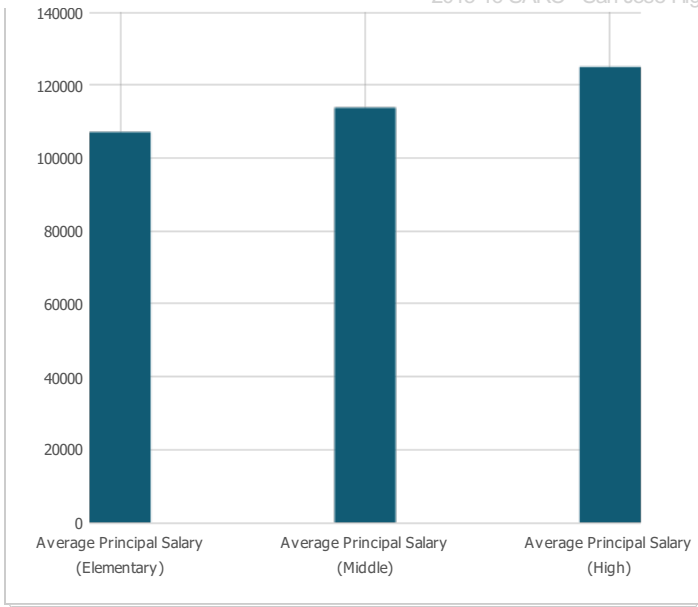
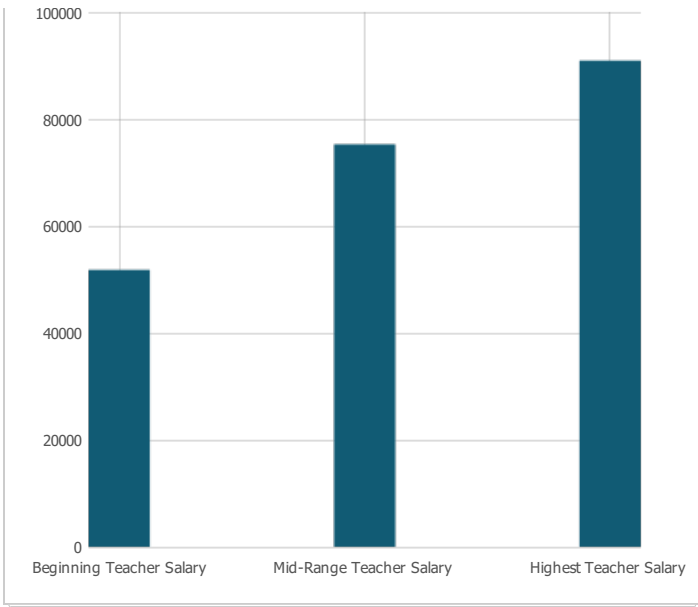
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,804	\$45,092
Mid-Range Teacher Salary	\$75,277	\$71,627
Highest Teacher Salary	\$90,927	\$93,288
Average Principal Salary (Elementary)	\$107,108	\$115,631
Average Principal Salary (Middle)	\$113,822	\$120,915
Average Principal Salary (High)	\$124,980	\$132,029
Superintendent Salary	\$243,000	\$249,537
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/17/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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: 1/19/2017

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 2014-2015 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."

All through the year, the Site Instructional Coaches invited teachers to participate in these Peer-Observation Rounds where they were expected to present EDI-based lessons and incorporate academic oral language strategies. On the other hand, the Department of Secondary Curriculum and Instruction planned and executed its first rounds of EDI Progress Monitoring, and sent teachers and site coaches to other sites to monitor the current implementation of EDI in Math and English classes. Those teachers and coaches calibrated to and used a rubric to collect the data, and the data was sent to administrators. Administrators and Site Coaches evaluated the data, and used them to begin planning professional development opportunities.

English and Math teachers began implementing the common core units and assessments with their students. The Central Office Coaches held feedback sessions

and collected feedback from teachers in other ways throughout the year to inform revisions. Teachers from across the district applied and were selected to form revision teams. The teams attended a training session and then used teacher-created feedback alongside feedback from WestEd to revise the units and assessments. District-wide collaboration days were held by grade level to allow teachers the opportunity to work together and learn from each other as they developed lessons and collected resources for the new units.

Science, Social Studies, Special Education, and ELD teachers attended trainings and began meeting to develop curriculum and/or lesson plans in line with the changes the CCSS bring to their classrooms

SJHS Professional Development 2015-16

SAN JOSÉ HIGH SCHOOL San José 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 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 2015-2016

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 November 12, 2015. 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 on March 25, 2016. 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/s to 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.

Assessment of Progress

Administrators will visit classrooms on a regular basis and provide feedback to the teachers regarding EDI usage and student engagement. Coaches will keep a contact log to record meeting times and note purpose of meetings to share overall department progress in the identified school wide objectives. The administrative team, site coaches, and the Central Office coach will meet regularly to reflect on and assess progress in regards to the implementation of the SJHS Professional Development Plan.

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.

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