

# Leadership Public Schools - San Jose

## Mr. Joe Pacheco, Principal

Principal, Leadership Public Schools - San Jose

### About Our School

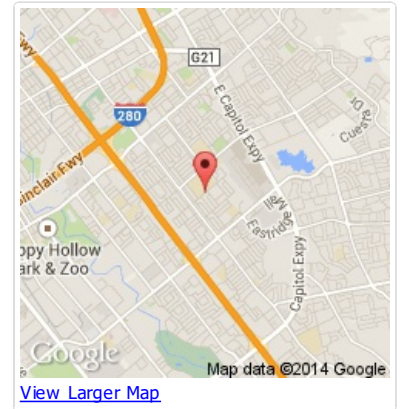
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### Contact

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1881 Cunningham Ave.  
San Jose, CA  
95122-1712

Phone: 408-937-2700  
E-mail: [sanjose@leadps.org](mailto:sanjose@leadps.org)



## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Leadership Public Schools - San Jose
<b>Street</b>	1881 Cunningham Ave.
<b>City, State, Zip</b>	San Jose, Ca, 95122-1712
<b>Phone Number</b>	408-937-2700
<b>Principal</b>	Mr. Joe Pacheco, Principal
<b>E-mail Address</b>	<a href="mailto:sanjose@leadps.org">sanjose@leadps.org</a>
<b>County-District-School (CDS) Code</b>	43104390102905

District	
<b>District Name</b>	Santa Clara County Office of Education
<b>Phone Number</b>	(408) 453-6500
<b>Web Site</b>	<a href="http://www.sccoe.org">http://www.sccoe.org</a>
<b>Superintendent First Name</b>	Xavier
<b>Superintendent Last Name</b>	De La Torre
<b>E-mail Address</b>	<a href="mailto:xavier_delatorre@sccoe.org">xavier_delatorre@sccoe.org</a>

Last updated: 2/1/2014

### School Description and Mission Statement (School Year 2012-13)

#### OUR VISION

LPS's vision is that all students - regardless of background, ethnicity, or neighborhood - receive an excellent education that prepares them to succeed in college and improve their community.

#### OUR MISSION

LPS's mission is to serve diverse and traditionally underserved students by building a network of outstanding small public high schools where we:

- Prepare our students to succeed in college and beyond.
- Develop effective student leaders, and
- Partner and share best practices with school districts to strengthen both ourselves and other public schools.

#### OUR LEADERSHIP VALUES

1. **COMMITMENT:** All students, staff and members of the Leadership community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts.

We show this commitment by A) working hard, B) persisting in overcoming personal and societal obstacles when needed, C) following our commitments and agreements, and D) striving for both continual improvement and excellence.

2. **RESPECT:** All students, staff and members of the Leadership community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools.

We show respect by A) acting with honesty and integrity, B) valuing the diversity of our community, C) seeking first to understand before seeking to be understood, D) assuming good intentions, E) when possible, resolving our own conflicts, going to the "source" (the person involved) rather than complaining to others, and F) supporting each other when needed.

3. **RESPONSIBILITY:** All students, staff and members of the Leadership community take responsibility for their own actions and the actions of the community. In order to create schools with extraordinary results and successful students, each person must not only carry his or her own weight, but also go the extra mile for others.

We show responsibility by A) accepting responsibility for our own behavior, B) avoiding blaming others and instead looking for solutions, C) stepping in to help others when needed, and D) taking responsibility for both our own learning and the learning of others.

4. **VALUING OUR STUDENTS AND OUR EMPLOYEES:** The LPS community—our students, parents, teachers, and staff—are the reason we will excel and achieve our mission. LPS endeavors to sustain their vision and vigor with a stimulating and rewarding environment.

We show the importance of our students and employees by: A) supporting the learning of our employees with ample professional development; B) providing nurturing, personalized attention to our students and their families, C) evaluating students and employees with clear, careful and fact-based evaluation processes; D) offering competitive wages and benefits to employees; E) having fun and celebrating success; and F) While seeking to deliver an ambitious mission, striving to

create balance and respect the lives people have outside Leadership Public Schools.

5. **HARNESSING THE POWER OF THE LEADERSHIP NETWORK:** A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significant startup, operational and educational support. We help build a strong network of schools by: A) focusing on student and school performance; B) disseminating the innovations and lessons learned across the network; C) encouraging students, parents, and all staff to use the network for learning; D) forging strong relationships between the home office and the schools, E) maintaining a strong customer service ethic at the home office; F) making decisions with the maximum appropriate involvement of affected constituencies; and by G) being careful stewards of our resources.

*Last updated: 2/1/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

LPS San Jose recognizes that students learn best when parents are engaged in their education.

Almost all current research indicates that parental involvement is the single most important ingredient to student success after socioeconomic status. Accordingly, LPS San Jose reaches out to parents and involves them with the school in a meaningful way. This may include representation on the Board of Trustees or participation in monthly Parent-Guardian Association (PGA) meetings. We frequently communicate critical information via staff phone calls, our parent newsletters, our website and our automated telephone system. We engage our families in parent-teacher conferences and provide a variety of volunteer and school fundraising opportunities. Parents may also communicate with LPS San Jose faculty and staff by email.

The School Advisory Council (SAC) is comprised of all School constituencies, including parents, students, teachers and administrators. The SAC will participate in proposing school policies, interviewing teaching and staff candidates, sharing in the efforts to improve the school and engaging the support of the community. The SAC may make recommendations about issues related to LPS San Jose and participate in reviewing parental and community concerns. The Principal is responsible for reporting all SAC recommendations to the Leadership Board of Trustees. Either the SAC or the appropriately configured subcommittees of the SAC will constitute a School Site Committee (SSC) or English Language Advisory Committee (ELAC) when LPS San Jose receives categorical funds with these requirements.

LPS San Jose is committed to working with parents to address parent concerns. Parents will be encouraged to share their ideas and concerns us throughout the school year. In addition, Leadership has established a formal complaint process to address parental concerns about any particular employee. The currently proposed Community Complaint Procedures, subject to change, are included in our supplemental information package.

*Last updated: 2/1/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

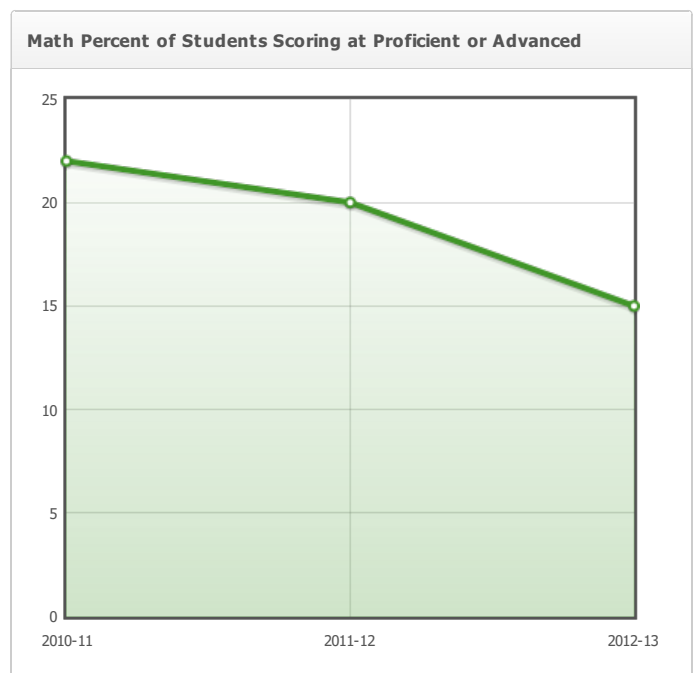
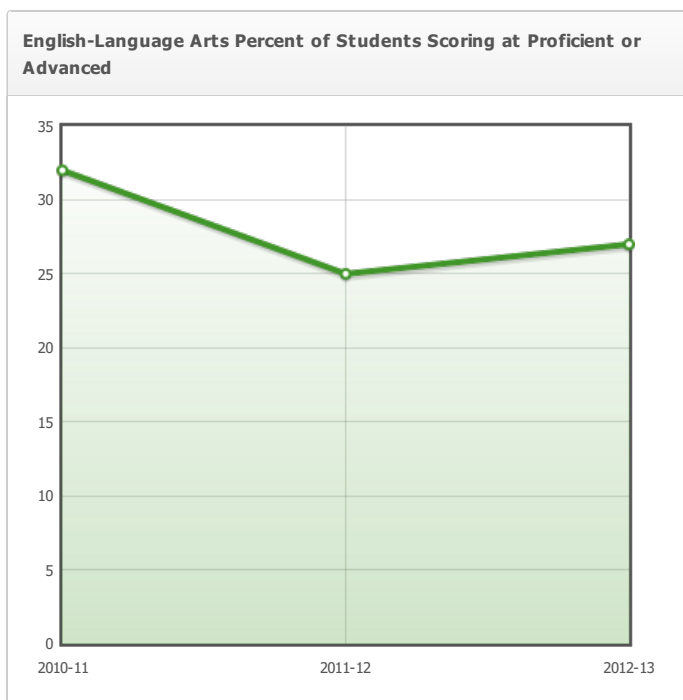
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

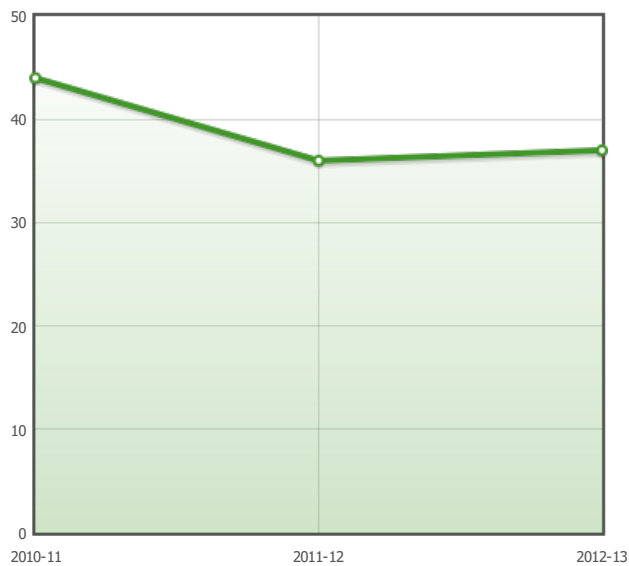
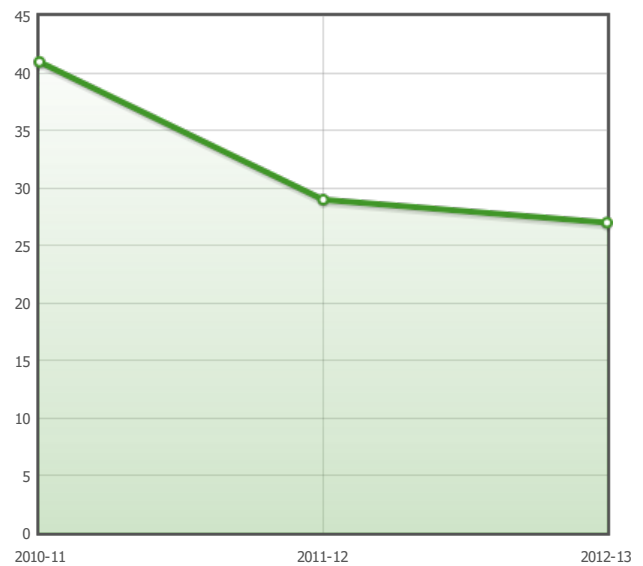
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	32%	25%	27%	55%	58%	57%	54%	56%	55%
Mathematics	22%	20%	15%	55%	57%	58%	49%	50%	50%
Science	44%	36%	37%	51%	65%	63%	57%	60%	59%
History-Social Science	41%	29%	27%	30%	46%	44%	48%	49%	49%

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.



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 2/1/2014

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	58%	61%	44%
All Students at the School	27%	15%	37%	27%
Male	27%	19%	39%	39%
Female	26%	11%	35%	17%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	25%	13%	34%	25%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	25%	16%	36%	26%
English Learners	4%	8%	15%	5%
Students with Disabilities	7%	14%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 2/1/2014

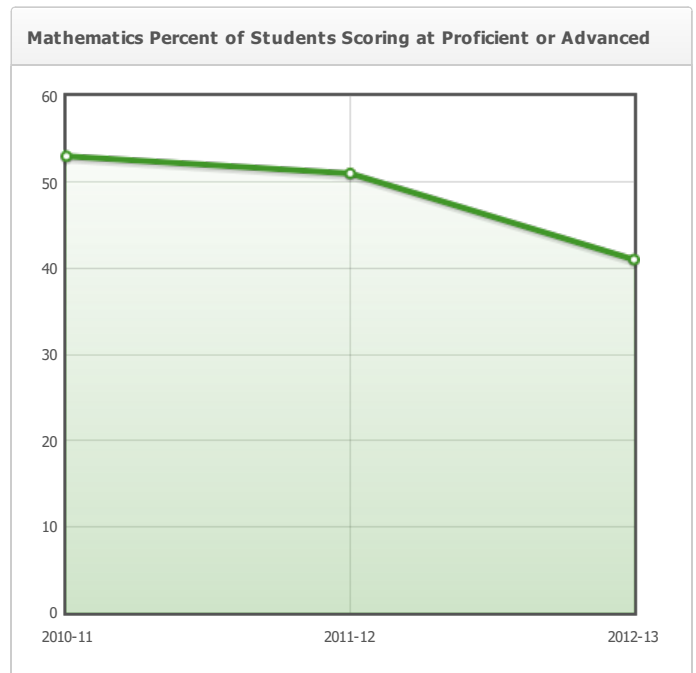
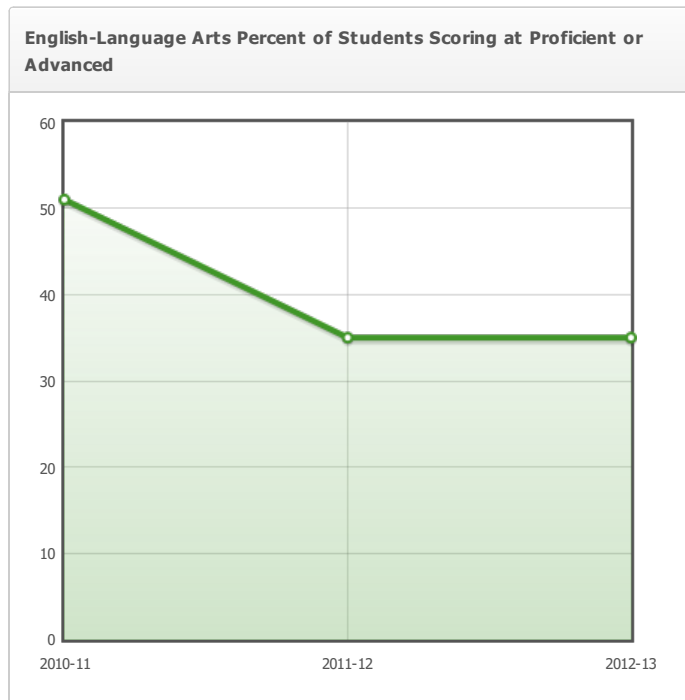
# California High School Exit Examination Results for All Grade Ten Students –

## Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	51%	35%	35%	37%	39%	45%	59%	56%	57%
Mathematics	53%	51%	41%	32%	40%	47%	56%	58%	60%

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: 2/1/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	22%	23%	53%	29%	17%
All Students at the School	65%	27%	8%	59%	36%	5%
Male	68%	20%	11%	56%	33%	12%
Female	62%	33%	6%	62%	38%	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	66%	24%	9%	60%	36%	5%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	65%	27%	9%	56%	39%	5%
English Learners	94%	6%	N/A	84%	16%	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 2/1/2014*



## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	13.9%	13.9%	N/A

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: 2/1/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	1	3	2
Similar Schools	5	9	3

Last updated: 2/1/2014

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	68	-36	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	75	-45	16
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	71	-38	12
English Learners	103	-74	-61
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/1/2014

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	270	664			4,655,989	790
Black or African American	4				296,463	708
American Indian or Alaska Native	1				30,394	743
Asian	10				406,527	906
Filipino	4				121,054	867
Hispanic or Latino	234	654			2,438,951	744
Native Hawaiian or Pacific Islander	4				25,351	774
White	9				1,200,127	853
Two or More Races	3				125,025	824
Socioeconomically Disadvantaged	232	657			2,774,640	743
English Learners	100	543			1,482,316	721
Students with Disabilities	33	483			527,476	615

Last updated: 2/1/2014

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	Yes	N/A

Last updated: 2/1/2014

## Federal Intervention Program (School Year 2013-14)

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Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2007-2008
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	35.0%

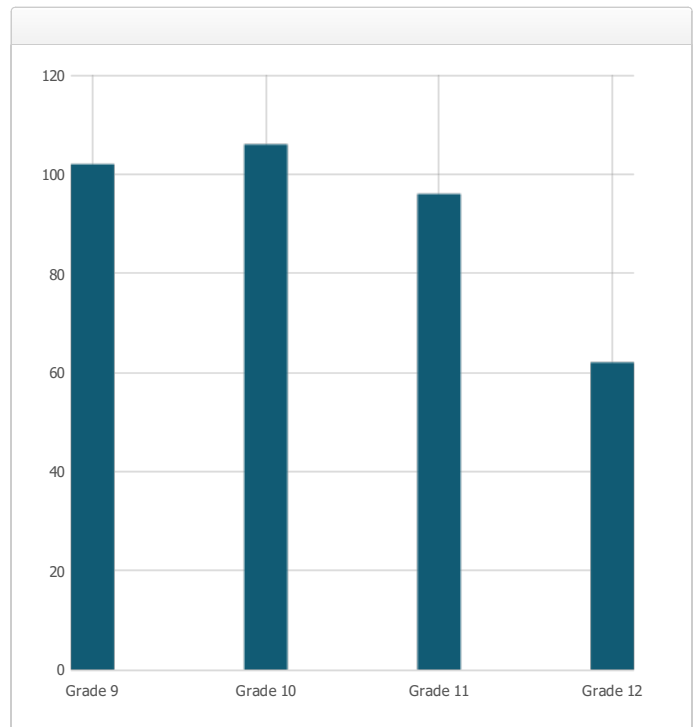
Note: Cells shaded in black or with N/A values do not require data.

*Last updated: 2/1/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

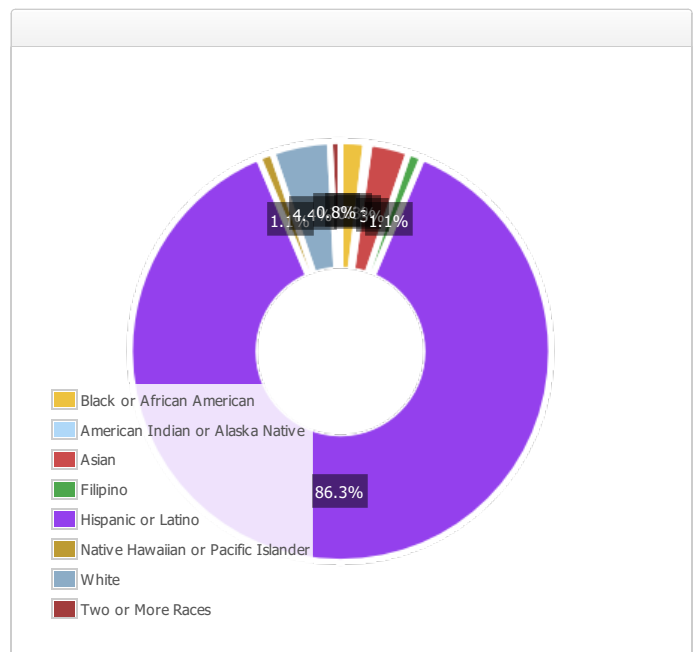
Grade Level	Number of Students
Grade 9	102
Grade 10	106
Grade 11	96
Grade 12	62
<b>Total Enrollment</b>	<b>366</b>



Last updated: 2/1/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	3.0
Filipino	1.1
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	1.1
White	4.4
Two or More Races	0.8
Socioeconomically Disadvantaged	84.4
English Learners	68.9
Students with Disabilities	11.5



Last updated: 2/1/2014

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	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: 2/1/2014

## Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	21.4	9	9	0	28.1	1	14	1	24.0	7	13	1
Mathematics	24.0	5	10	1	25.8	3	13	0	25.0	4	12	
Science	26.8	2	8	1	27.4	1	11	0	27.0	4	6	2
Social Science	26.0	1	6	0	29.6	0	6	1	28.0		7	2

\* 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: 2/1/2014

## School Safety Plan (School Year 2012-13)

LPS San Jose works with the Santa Clara County Office of Education and local authorities to ensure the School Safety Plan meets or exceeds safety standards. The Plan includes but is not limited to regular Emergency Safety Drills, building inspections and safety training for staff members. All staff members participate in training to ensure familiarity with emergency procedures.

The School also complies with the Education Code requirement that each new employee be fingerprinted for the purpose of obtaining a criminal background check as a condition of employment. LPS San Jose follows standard health and safety practices as required by State and local law.

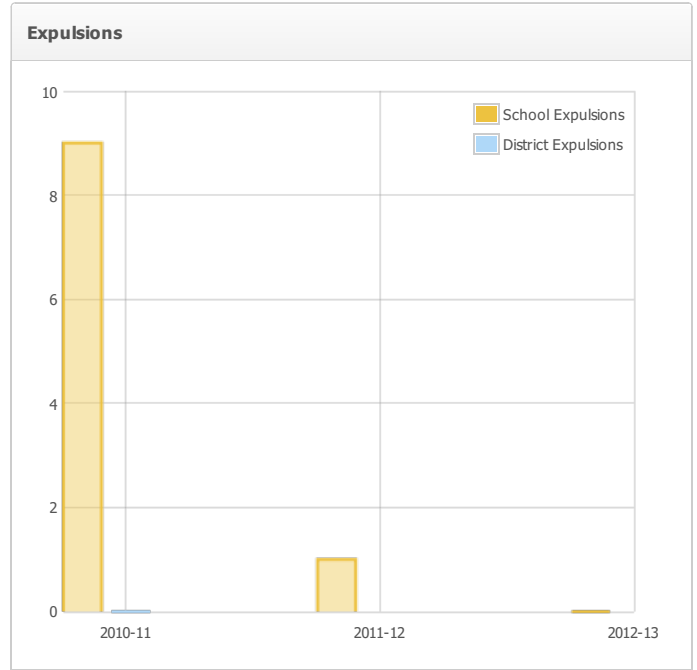
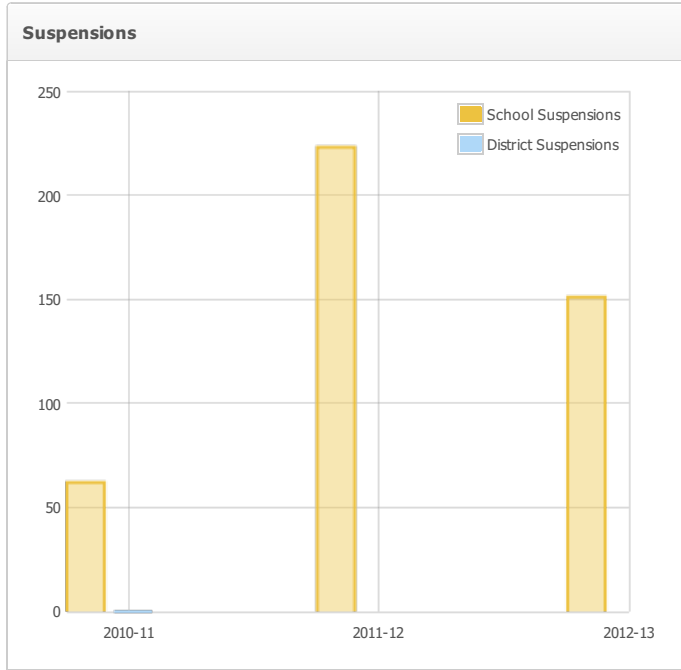
All visitors to the school are required to sign in and wear a badge indicating they are a visitor. No unauthorized visitors are allowed on the campus. The School practices close communication with parents, such as calling home when a student is sick or in the case of a medical emergency to ensure the health and safety of the student body.

Last updated: 2/1/2014

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	62.00	223.00	151.00			
Expulsions	9.00	1.00	0.00			

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 2/1/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

LPS San Jose is housed in twenty four modular classroom buildings next to Overfelt HS. Two buildings are used as administrative offices, one is used as a teacher work room, and twenty-one buildings are used as instructional space. Each building is equipped with a heating and air conditioning unit, adequate lighting, a fire extinguisher, an ADA-accessible ramp, operable windows, fire and burglar alarms, a phone, an intercom, and adequate furnishings and equipment. In addition, the entire campus is wired for CAT-5 or better networking.

The facilities used by LPS San Jose are provided by East Side Union High School District in fulfillment of the district’s Proposition 39 obligations. The district is responsible for major maintenance and code compliance of the facilities. The modular classrooms are in good condition and are adequate for the delivery of the LPS instructional program. LPS San Jose contracts directly for custodial services and the classrooms are cleaned on a daily basis.

Contact between the two high school student bodies is minimized by designing bell schedules to ensure that the pickups and drop offs, breaks, lunch periods, and passing periods of the schools happen at different times. Any student disciplinary or safety issues that arise are resolved between the principals of the two schools.

LPS has invested in the build-out of two science labs, a warming kitchen and administrative offices. LPS has partnered with a local community organization, City Year, to beautify the campus. LPS has also partnered with ESUHSD to improve the sewer capacity of the facility, install modest recreational courts, and install a shade structure in the center of campus.

*Last updated: 2/1/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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 (School Year 2013-14)

Overall Rating	Good
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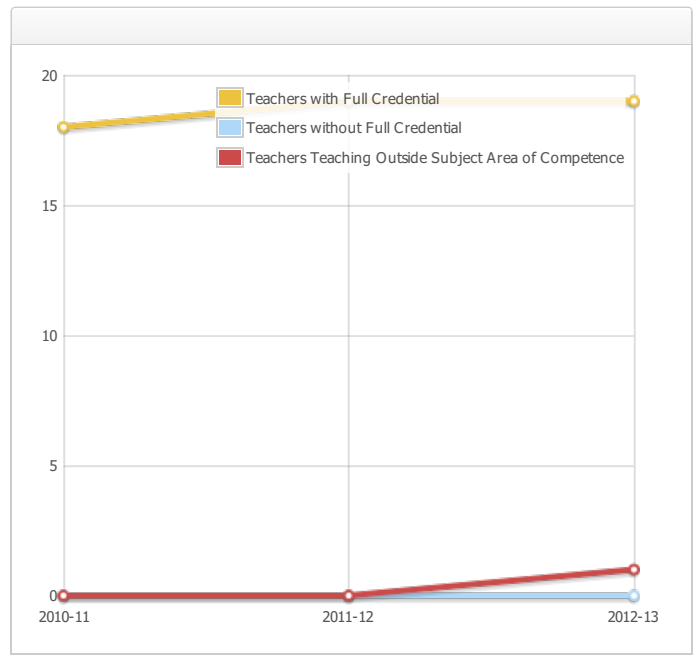
*Last updated: 2/1/2014*



# Teachers

## Teacher Credentials

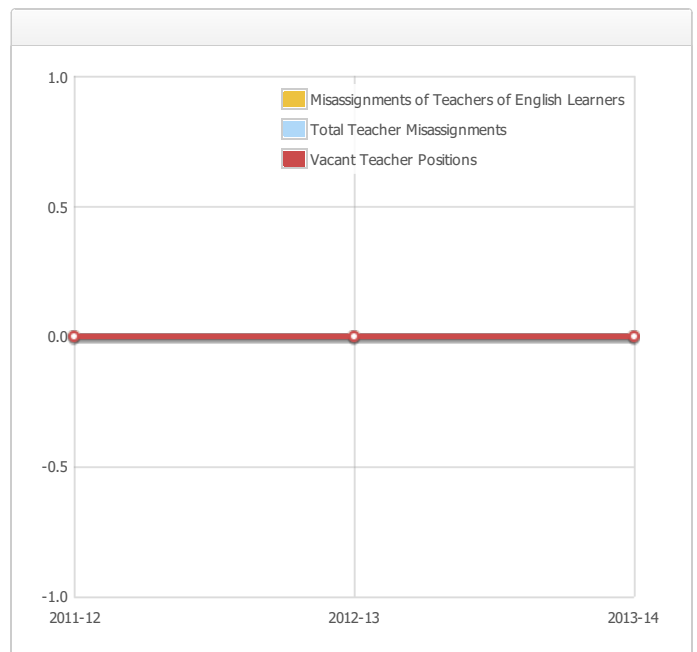
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	18	19	19	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 2/1/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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: 2/1/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	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: 2/1/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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: 2/1/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	College Board Springboard English adopted Fall 2012 -- Common Core aligned, vertically articulate 9th-12th curriculum provided in a blend of on-line and printed formats	Yes	0.0
Mathematics	Algebra 1: (McDougal-Littell, 2007) Geometry: (McDougal-Littell, 2007) Algebra 2: (McDougal-Littell, 2007) Pre-Calculus: A Graphing Approach (Holt, 2004)	Yes	0.0
Science	Biology: Modern Biology: Holt Earth Science: Earth Science: Prentice Hall Physics: Conceptual Physics (Prentice Hall) Chemistry: Modern Chemistry: Holt	Yes	0.0
History-Social Science	World History: Modern World History (McDougal Littell) World Civilizations (Pearson Longman) U.S. History: History Alive: Pursuing American Ideals (TCI)	Yes	0.0
Foreign Language	Sendas Literaturas 1 Sendas Literaturas 2 (Prentice Hall) Paso a Paso 1 Paso a Paso 2 (Prentice Hall) El Español Para Nosotros 1 El Español Para Nosotros 2 (McGraw Hill)	Yes	0.0
Health			0.0
Visual and Performing Arts	Art and Drama: teacher developed instructional materials; web based resources; art supplies	Yes	0.0
Science Laboratory		Yes	0.0

Equipment (grades 9-12)

ALL:

teacher developed instructional materials; web based resources; art supplies

*Last updated: 2/1/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,078	\$1,071	\$7,007	\$50,175
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 2/1/2014*

### Types of Services Funded (Fiscal Year 2012-13)

LPS San Jose provides a robust offering of programs, extracurricular activities and supplemental services to enrich the students' academic experiences, including:

21st Century High School ASSETs Program: LPS San Jose received a grant from the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program. This grant provides us an opportunity to establish a variety of before- and after-school enrichment programs that provide academic support, CAHSEE prep, college prep, mentoring, tutoring, homework assistance, enrichment opportunities in the arts and physical fitness opportunities for all our students. This grant also affords us the opportunity to provide greater support and services to our families (e.g. computer literacy, workshops, job training, English as a second language). We currently offer the following classes/activities:

- \* Yearbook
- \* Digital Design
- \* Slam Poetry
- \* Study Hall
- \* Martial Arts
- \* Tutoring elementary students

In addition, LPS San Jose is a member of California Interscholastic Federation (CCS Division) and offers students a number of winter and spring sports options each year. These include boys' and girls' basketball, boys' and girls' soccer, boys' baseball and girls' softball.

Student Government: All students at LPS -San Jose are invited to participate in student government. Elections are held in the fall of each school year and two students are elected by their peers to represent their grade level in student government. In addition to this, a core group of ASB officers are elected. These students are the foundation of the student government and are responsible planning and organizing dances, fundraisers and lunchtime activities. All students can participate in student government planning and help host events.

After School Office Hours: Students needing additional instruction and skill development in literacy and numeracy, or students needing further support to pass the California High School Exit Exam (CAHSEE) are enrolled in an additional class after school that meets for a minimum of 3 hours weekly.

Community College Courses: LPS San Jose is developing concurrent enrollment relationships with local community colleges. Students have the opportunity to enroll in a variety of courses that provide additional enrichment, increased academic support or credit recovery.

Cyber High: Cyber High is a comprehensive "electronic high school" that is available to students at LPS San Jose. Accessible via the internet, the Cyber High curriculum is aligned with the California content standards, meets the admission requirements for the UC/CSU system, and is accredited through the Fresno Unified School District. Students at LPS San Jose enroll in Cyber High courses for acceleration, enrichment or credit recovery.

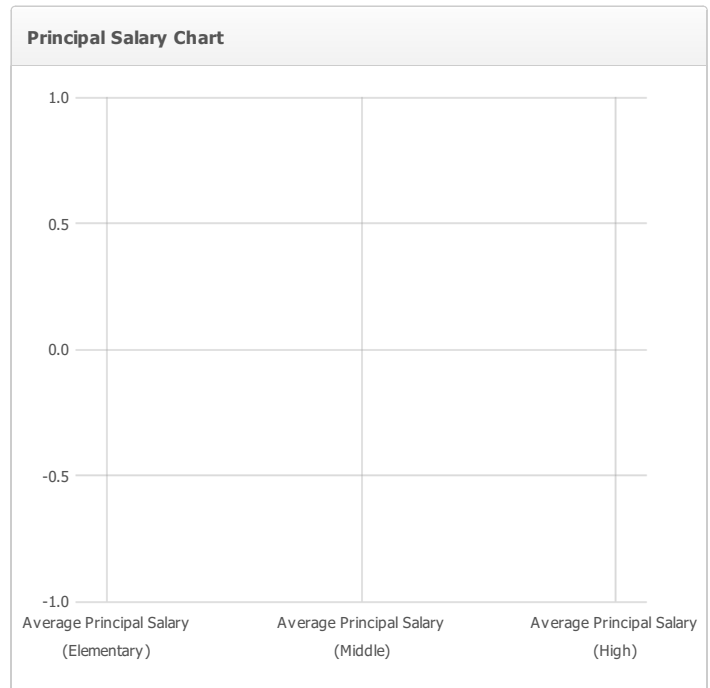
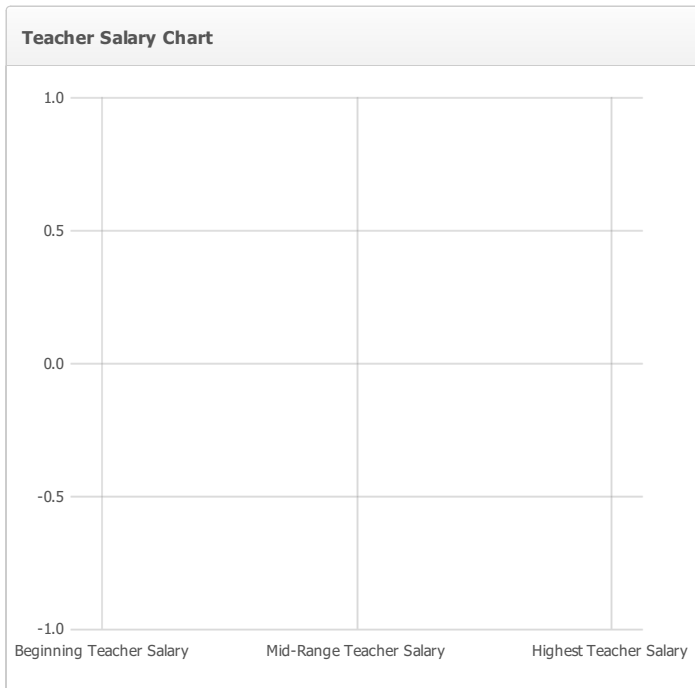
Revolution Foods Food Services: LPS San Jose has secured Revolution Foods as our meal provider for students. Revolution Foods delivers healthy, fresh, organic meals (breakfast, lunch, after school snacks) on a daily basis to LPS. In addition, Revolution Foods provides our students ample opportunities for learning about healthy eating and nutritious food.

Last updated: 2/1/2014

## Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 2/1/2014

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

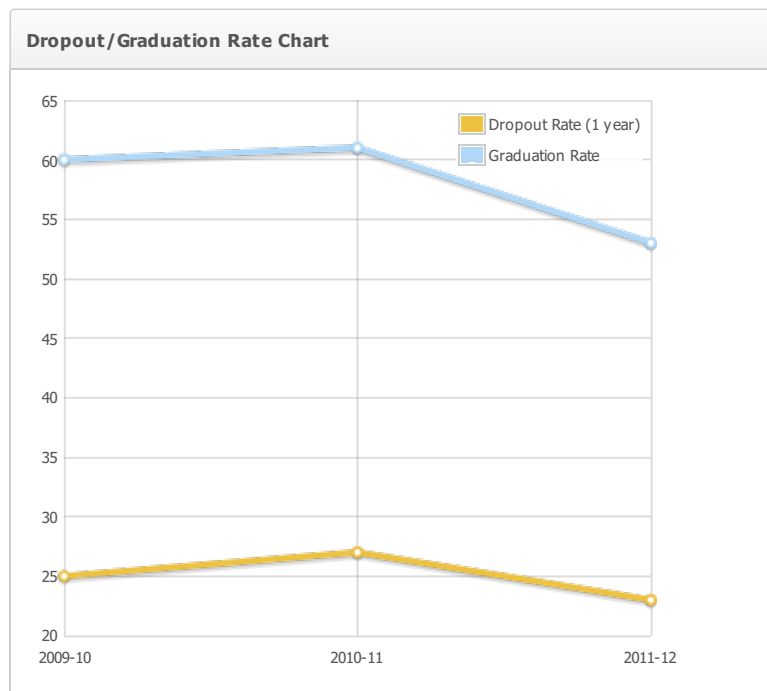
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	25.6	27.0	23.8	13.9	14.2	12.2	16.6	14.7	13.1
Graduation Rate	60.47	61.90	53.97				74.72	77.14	78.73



Last updated: 2/1/2014



## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	35	160	418,598
Black or African American	1	6	28,078
American Indian or Alaska Native		1	3,123
Asian	3	21	41,700
Filipino	3	11	12,745
Hispanic or Latino	26	95	193,516
Native Hawaiian or Pacific Islander			2,585
White	2	24	127,801
Two or More Races		1	6,790
Socioeconomically Disadvantaged	29	102	217,915
English Learners	18	56	93,297
Students with Disabilities	5	30	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 2/1/2014

## Career Technical Education Programs (School Year 2012-13)

n/a
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Last updated: 2/1/2014

## Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 2/1/2014

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent

2012-13 Students Enrolled in Courses Required for UC/CSU Admission	87.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	85.7

*Last updated: 2/1/2014*

## Advanced Placement Courses (School Year 2012-13)

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Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics		N/A
Science	6	N/A
Social Science	2	N/A
All Courses	15	8.8

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 2/1/2014*

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

LPS believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. To this end, LPS invests heavily in professional development for our staff. Annually, teachers engage in 15 days of professional development including approximately 5 days of training prior to the start of school, 7 days of staff development interspersed throughout the academic year and 3 days at the conclusion of the year. In addition, teachers at LPS San Jose are actively involved in 3 hours of collaborative planning and professional development per week.

*Last updated: 2/1/2014*