

SJ2020 Annual Report—

2012

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INTRODUCTION

SJ2020 is built upon the recognition that a significant difference in student achievement exists between ethnic subgroups in our community. This gap threatens the future of a large segment of students and the future well-being of our community. The goal of SJ2020 is long-term and ambitious — eliminating the achievement gap by the year 2020. We know the effort is complicated; it will require increased student learning opportunities for students from cradle to career and sustained involvement and support from all sectors. We know, too, that it is important to track progress over time and to use the data in this report to refine our strategies. In the summer of 2011 the *SJ2020 Baseline Metrics Report* was published. This report illustrated City of San José student performance and achievement gap data in 13 areas ranging from kindergarten readiness to high school. The Baseline Report also established annual targets for reducing the gap in each of these areas in order to meet the year 2020 target.

In this 2012 Annual Report, we present 2011 student performance data on key indicators, both for students within the City of San José and for Santa Clara County as a whole. The analysis focuses on overall proficiency (proficient and advanced) rates in the California Standards Test by the four major ethnic subgroups in our community (using designations reported by the California Department of Education - Hispanic/Latino, African American, Caucasian, and Asian American) in each of the 13 areas; as well as on the gap between the proficiency of the highest- and lowest-performing ethnic subgroups. We also compare the change in the gap from the previous year against the annual targets established in the *SJ2020 Baseline Metrics Report*.

The results from the first year are mixed. The most promising finding is that the percentage of Hispanic/Latino students scoring proficient or above increased on nearly all indicators in both the city and county. However, proficiency scores for African American students were more varied, with some increases and some declines. This volatility is also seen in the multiple-year analysis, and is attributable at least in part to the relatively small number of student test scores reported.

The “gap analysis” reveals that, while progress was made in increasing proficiency, the achievement gap issues remain. Within the City of San José, the SJ2020 annual target for reducing the gap was achieved in three areas: 3rd, 5th, and 8th grade English-Language Arts. In other areas, the gap either did not change appreciably or it increased. Similar results were found for the county as a whole.

The “achievement gap” measure is a dynamic metric, and there are multiple explanations for the gap findings among the various indicators, such as greater growth by the highest performing subgroup, which increased the gap even though other subgroups had grown; a significant drop by the lowest performing subgroup, which increased the gap; and simply not enough growth among the lower performing subgroups.

This report shows that some progress has been made, but there is much work ahead. In order to achieve our goal by 2020, we will need to accelerate our progress over time. This requires building upon successes, strengthening and developing new partnerships, and implementing programs and strategies that will enable all students to thrive.

SJ2020 Indicators and Measurements

San José

The table below is a summary of the SJ2020 indicators: measurements planned, 2010 and 2011 gaps, whether the gap reduction target was met, and relevant comments.

City of San José						
Indicator	Measure	2010 Gap* Baseline % Points	Annual Gap Decrease Target % points/ year	2011 Gap* % points	Met Gap Reduction Target	Comments
Kindergarten Readiness	School Readiness Assessment	N/A	N/A	N/A	N/A	N/A
3 rd grade ELA (English-Language Arts)	CST (California Standards Test)	45	4.5	37	YES	Gap reduced by 8 percentage points
3 rd grade Math	CST	30	3.0	32	NO	Gap increased by 2 percentage points
5 th grade ELA	CST	40	4.0	35	YES	Gap reduced by 5 percentage points
5 th grade Math	CST	32	3.2	58	NO	Gap increased by 26 percentage points
8 th grade ELA	CST	44	4.4	36	YES	Gap reduced by 8 percentage points
8 th grade Algebra	CST	43	4.3	45	NO	Gap increased by 2 percentage points
10 th grade Math (Proficient/Advanc ed)	CAHSEE (California High School Exit Exam)	46	4.6	42	NO	Gap reduced by 4 percentage points
11 th grade ELA	CST	39	3.9	41	NO	Gap increased by 2 percentage points
11th grade EAP (Early Assessment Program)- English	EAP (Early Assessment Program)	33	3.3	33	NO	No change in the gap
11th grade EAP- Math	EAP	32	3.2	33	NO	Gap increased by 1 percentage point
12 th grade A-G completion (2009- 10)	CDE (California Department of Education)	40	4.0	42	NO	Gap increased by 2 percentage points
High school graduation rates (2009-10)	CDE	26	2.6	29	NO	Gap increased by 3 percentage points
SJ Graduates enrolled in post- secondary (2008- 09)	CDE	N/A	N/A	26	N/A	First year of data

*difference between percentage of highest- and lowest-performing student ethnic subgroups achieving proficient or above level on corresponding measure.

SJ2020 Indicators and Measurements

Santa Clara County

The table below is a summary of the SJ2020 indicators: measurements planned, 2010 and 2011 gaps, whether the gap reduction target was met, and relevant comments.

Santa Clara County						
Indicator	Measure	2010 Gap* Baseline % Points	Annual Gap Decrease Target % points/ year	2011 Gap* % points	Met Gap Reduction Target	Comments
Kindergarten Readiness	School Readiness Assessment	N/A	N/A	N/A	N/A	N/A
3 rd grade ELA (English-Language Arts)	CST (California Standards Test)	46	4.6	44	NO	Gap reduced by 2 percentage points
3 rd grade Math	CST	37	3.7	33	YES	Gap reduced by 4 percentage points
5 th grade ELA	CST	42	4.2	38	NO	Gap reduced by 4 percentage points
5 th grade Math	CST	42	4.2	42	NO	No change in the gap
8 th grade ELA	CST	45	4.5	42	NO	Gap reduced by 3 percentage points
8 th grade Algebra	CST	52	5.2	47	NO	Gap reduced by 5 percentage points
10 th grade Math (Proficient/Advanced)	CAHSEE (California High School Exit Exam)	44	4.4	43	NO	Gap reduced by 1 percentage points
11 th grade ELA	CST	44	4.4	43	NO	Gap reduced by 1 percentage points
11 th grade EAP (Early Assessment Program)- English	EAP (Early Assessment Program)	38	3.8	39	NO	Gap increased by 1 percentage point
11 th grade EAP-Math	EAP	9	0.9	12	NO	Gap increased by 3 percentage points
12 th grade A-G completion (2009-10)	CDE (California Department of Education)	40	4.0	46	NO	Gap increased by 6 percentage points
High school graduation rates (2009-10)	CDE	26	2.6	29	NO	Gap increased by 3 percentage points
SJ Graduates enrolled in post-secondary (2008-09)	CDE	N/A	N/A	27	N/A	First year of data

*difference between percentage of highest- and lowest-performing student ethnic subgroups achieving proficient or above level on corresponding measure.

DEMOGRAPHICS

San José

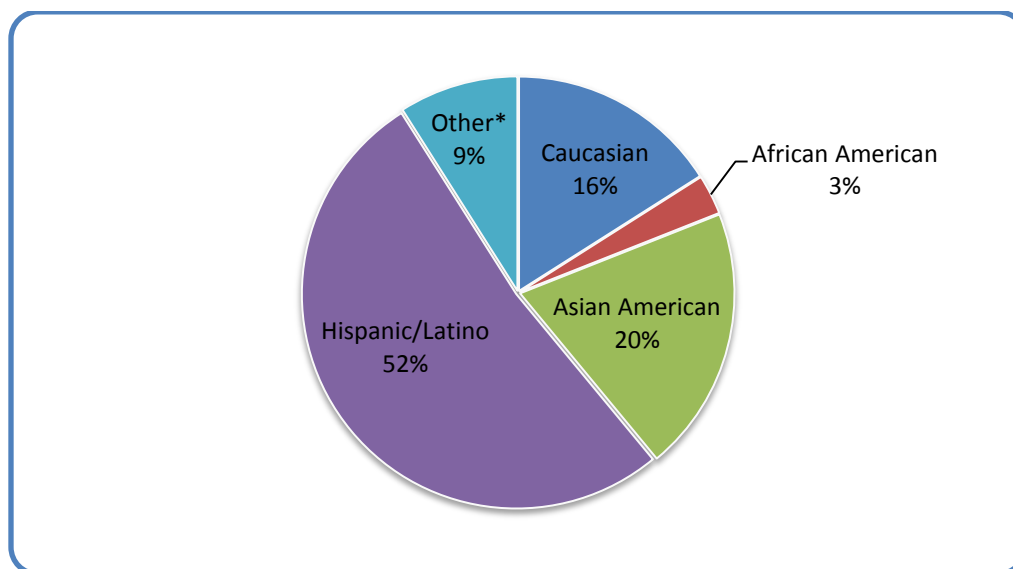
Types of Schools and Student Enrollment

Currently, 225 K-12 public schools operate in 19 school districts within the City of San José. Thirty-three (33) of the schools in San José are charters, which are located within seven districts (plus the County Office of Education). In 2010-11 there were 149,852 K-12 students enrolled in the 19 school districts within the City of San José. The standard of success for SJ2020 is that all students who are tested will achieve proficient or advanced levels on state assessments. The California Standardized Testing and Reporting (STAR) Program included 105,110 students in grades 2-11 within the City of San José in spring 2011 (see Appendix A).

Student Ethnicity

The ethnicity of the students tested within the City of San José is diverse with Hispanic/Latino students comprising the majority (52%) followed by Asian American students (20%) (see Figure below).

Ethnicity of Students in the City of San José



*Other students include American Indian/Alaska Native, Filipino, Native Hawaiian/Pacific Islander, and/or students who chose 'Two or More Races'.

Source: California Department of Education, 2011.

DEMOGRAPHICS

Santa Clara County

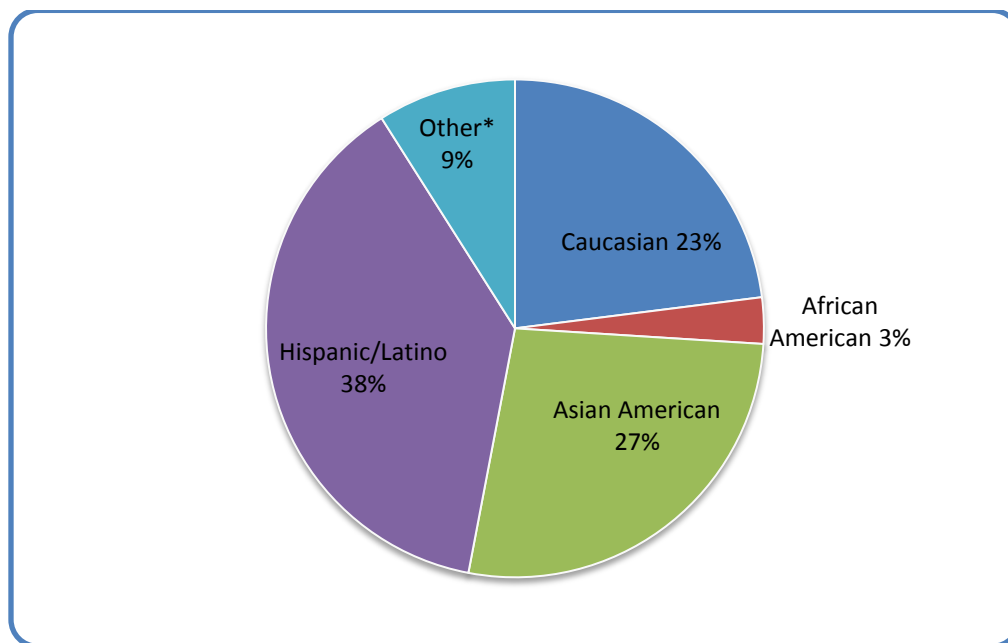
Types of Schools and Student Enrollment

There are 31 school districts within Santa Clara County (plus the County Office of Education) with an enrollment of 266,256 (Fall 2010) which is up from 2009 (265,543). Thirty-eight (38) of the schools in Santa Clara are charter schools. The standard of success for SJ2020 is that all students who are tested will achieve proficient or advanced levels on state assessments. The California Standardized Testing and Reporting (STAR) Program included 160,302 students in grades 2-11 within Santa Clara County in spring 2011 (see Appendix B).

Student Ethnicity

The ethnicity of the students in Santa Clara County is diverse. Hispanic/Latino students comprise the largest subgroup (38%) followed by Asian American students (27%), and Caucasian students (23%) (see Figure below).

Ethnicity of Students in the County of Santa Clara



*Other students include American Indian/Alaska Native, Filipino, Native Hawaiian/Pacific Islander, and/or students who chose 'Two or More Races'.

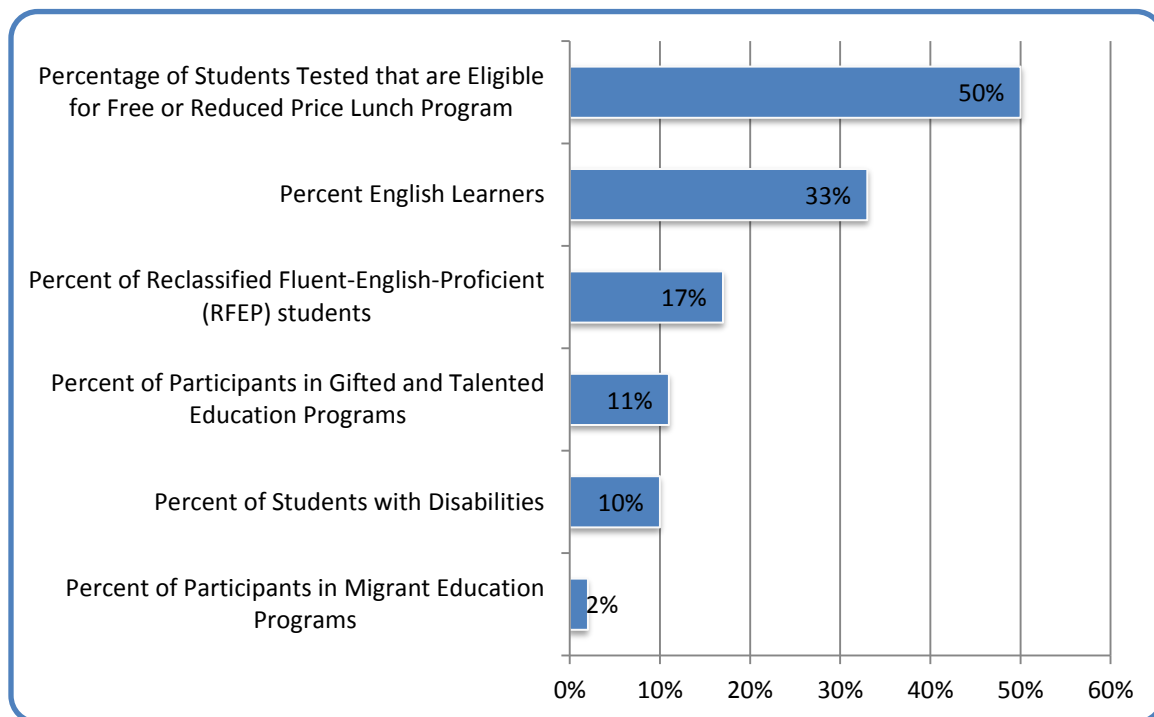
Source: California Department of Education, 2011.

Average Student Characteristics San José

Half (50%) of students tested within the City of San José are eligible for free or reduced-priced lunches (an indicator of socioeconomic status). One-third (1/3) speak a primary language other than English and lack the defined English-Language skills necessary to succeed in regular instructional programs at schools: listening, comprehension, speaking, reading and writing (see Figure below).

Seventeen percent (17%) of students have been reclassified as fluent in English (RFEP). An RFEP student is one whose primary language is not English, but was reclassified from English learner to fluent-English-proficient. Reclassification is based on assessment of English proficiency in listening, speaking, reading and writing as currently measured by the California English-Language Development Test (CELDT), teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in English. These characteristics point to some of the background factors that predict student achievement and suggest why expected levels of student achievement have not yet been met.

Average Characteristics of Students in the City of San José

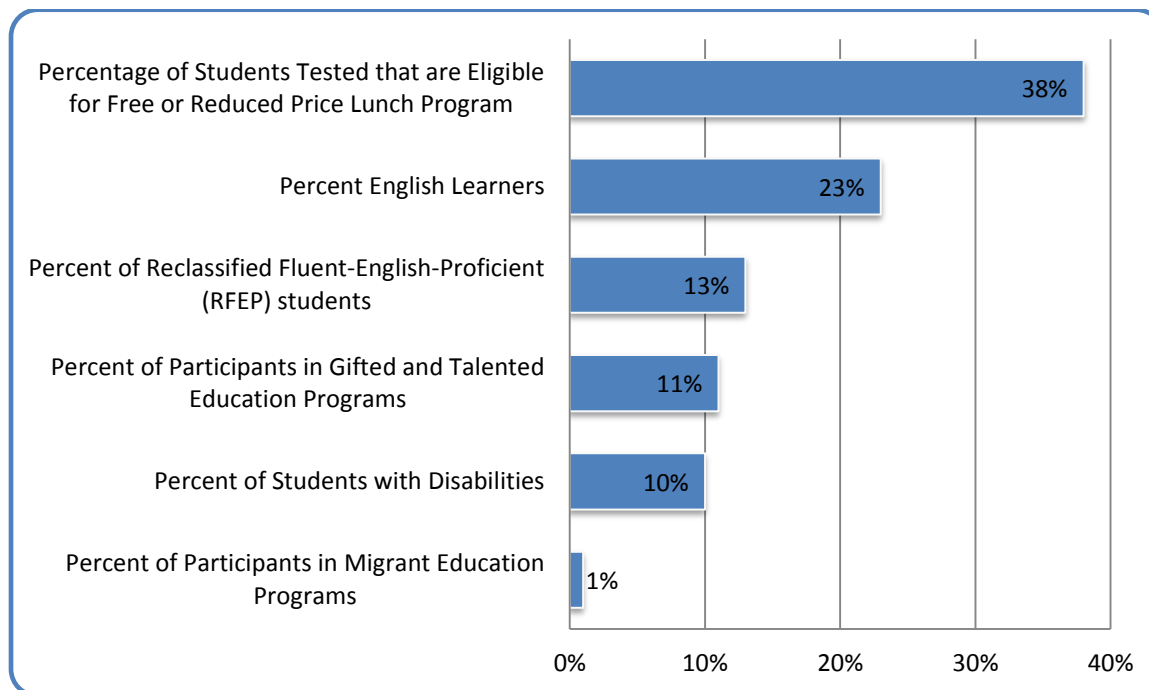


Source: California Department of Education, 2011.

Average Student Characteristics Santa Clara County

Over a third (38%) of the students tested within Santa Clara County are eligible for free or reduced-priced lunches (an indicator of socioeconomic status). Nearly one-fourth of all students (23%) speak a primary language other than English and lack the defined English language skills necessary to succeed in regular instructional programs at schools: listening, comprehension, speaking, reading and writing. Thirteen percent (13%) of students have been reclassified as fluent in English (RFEP) (see Figure below).

Average Characteristics of Students in Santa Clara County



Source: California Department of Education, 2011.

PROGRESS REPORTS

Early Learning Progress Report

The Early Learning Master Plan is a countywide effort that also serves as the early learning strategy for SJ2020. Early learning sets the foundation for the educational continuum, which is critical for student achievement and long-term success. High quality early learning enables children to develop the skills they need to succeed in school; helps to reduce the readiness gap—which then evolves into the achievement gap; correlates to higher levels of education, and ultimately employment; and lowers the rate of incarceration.

The Early Learning Master Plan was completed in fall 2010 after a year-long community engagement process that involved local school districts, early education professionals, community members, civic leaders, community colleges and universities, business representatives, and other stakeholders. The plan has 2-, 5-, and 7-year goals in six strategic areas (facilities, data management, articulation and alignment, parent engagement, workforce and quality).

Accomplishments

- The Franklin McKinley Children’s Initiative enhanced and expanded the summer kindergarten transition program. Franklin-McKinley and Gilroy Unified School Districts also served as early adopters for transitional kindergarten, implementing new programs in fall 2011.
- FIRST 5 Santa Clara County submitted a letter of intent to participate in the \$53 million Race to the Top-Early Learning Challenge Fund Grant awarded to the state. First 5 Santa Clara County is committed to working with the Santa Clara County Office of Education and other partners in moving this work forward.
- Approximately \$4.5 million has been raised to build Educare of California at Silicon Valley. The site will be a state-of-the art, high quality, birth-through-age-5 early learning facility to serve disadvantaged children and families in Silicon Valley.
- San Jose Unified and Santa Clara County Office of Education’s preschool programs were invited to participate in a WestEd STEM Center for Early Learning national research project. The project will focus on enhancing math and attention skills of at-risk preschoolers.

Next Steps

- The City of San Jose and its partners have been encouraged to apply for the All-American Cities Campaign award. A planning team has been formed and will submit an application in March 2012.
- Gilroy Unified School District is only one of four districts invited to participate in a statewide preschool through third grade study group, which will be launched in January 2012.
- The Early Learning Master Plan Articulation and Alignment Working Committee will unveil its Building Early Success with “Ready Schools” at the Santa Clara County Children’s Summit on January 27th. The document is a toolkit to support articulation and alignment efforts between preschool and elementary programs.

PROGRESS REPORTS

Family Engagement Progress Report

Recognizing the critical role that parental involvement plays in student success, the Santa Clara County Office of Education launched the Region V Parent Engagement Initiative in the 2010-2011 school year. The goal was to empower parents to improve student achievement by addressing the academic, discipline, nutrition, and safety needs of their children. Parent participants learned new techniques first, and then later practiced their new skills and improved their strategies through collaboration with other parents.

The following outcomes from July 1, 2011 through December 31, 2011 included: 400 parents participated in two fall Region V conferences; 122 participants from 14 districts received ongoing coaching at their school sites; 19 training modules and strategic planning resources were made accessible on the SCCOE parent engagement website link at <http://parentengagement.sccoe.org>; 92 of 160 scheduled parent workshops for the 2011-12 school year served 1,925 parents; Migrant and district parent leaders met bi-monthly at Parent Advisory Team meetings for program development and evaluation data monitoring; and SCCOE convened quarterly statewide video conferences and face-to-face meetings with California Department of Education staff and county office parent engagement leaders to share training materials and evaluation resources.

The table below displays the participating districts and types of involvement to date with the Region V Parent Engagement Initiative.

Summary of Workshop Participation in the Region V Parent Engagement Initiative			
Participating Districts	Number of Workshops	Total Number of Participants	Parent Trainers
Alum Rock Union School District	8	173	x
Berryessa Union School District	9	220	x
Cambrian School District	1	27	x
Campbell Union School District	14	145	x
Campbell Union High School District	1	34	x
Franklin-McKinley School District	-	-	x
Gilroy Unified School District	1	25	
Los Altos School District	5	97	x
Moreland School District	13	206	x
Mountain View-Los Altos Union High School District	2	33	x
Mount Pleasant School District	1	18	
Oak Grove School District	-	-	x
San Jose Unified School District	-	-	x
Santa Clara County Office of Education	37	947	x
TOTAL	92	1,925	

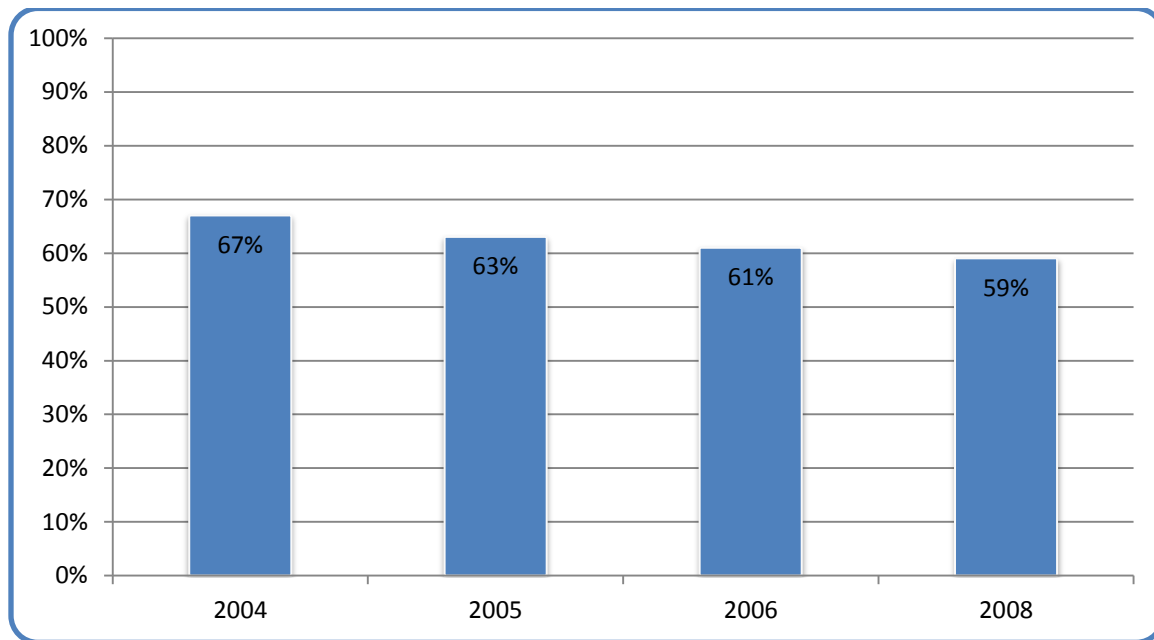
ACHIEVEMENT

Kindergarten Readiness

Currently, there are no standardized regional assessments or data collection efforts of kindergarten readiness, and therefore no uniform reliable measure of kindergarten readiness. There is a need for an ongoing system of collecting data on kindergarten readiness, and the Santa Clara County Early Learning Master Plan released in 2010 includes work on developing such a system.

The figure below is an estimate of how “ready” students were for school when they began kindergarten based on a representative sample of kindergarten teachers surveyed from 2004—2008. Teachers were asked to rate student readiness levels within the City of San José (data is not available by ethnic subgroup). The kindergarten teachers reported that up to 40% of the children entering kindergarten were not “ready.”

Percentage of Students Performing at or above Teachers’ Expected Proficiency Levels, by Assessment Year

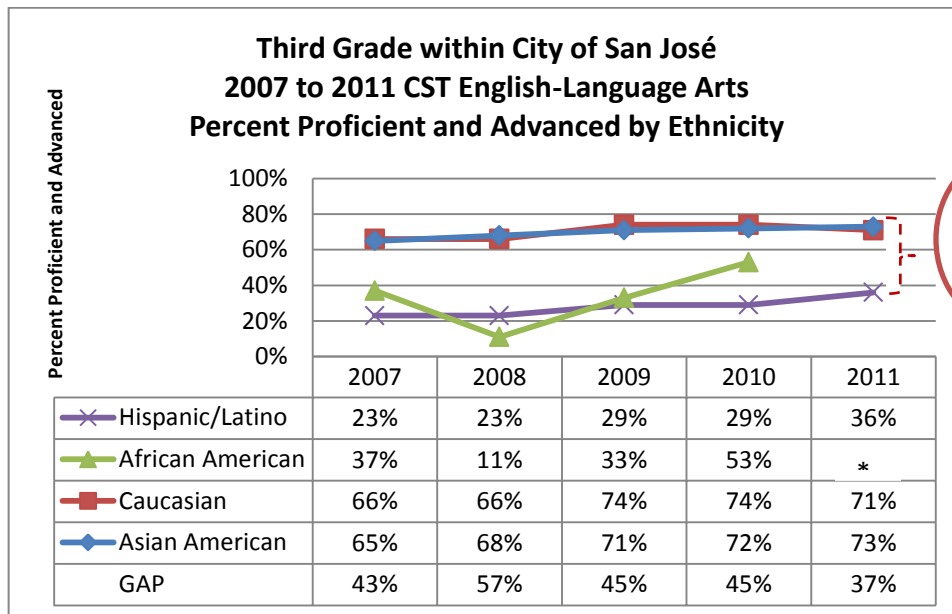


Source: Applied Survey Research, School Readiness Trends—City of San José, 2010.

Third Grade English-Language Arts City of San José

Reading proficiently by third grade is a crucial marker in a child’s educational development. Failure to read proficiently has been linked to higher dropout rates, which suppress individual earning potential as well the competitiveness and overall productivity of the region.

From 2007 to 2011, Asian American, Caucasian, and Hispanic/Latino students in San José have steadily but modestly improved their scores. African American students’ scores have sharply increased since 2008 (no score is shown for African American students in 2011 due to small sample size). While there has been overall progress in the number of students proficient and advanced, the overall difference between the highest and lowest subgroups was 37% in 2011.

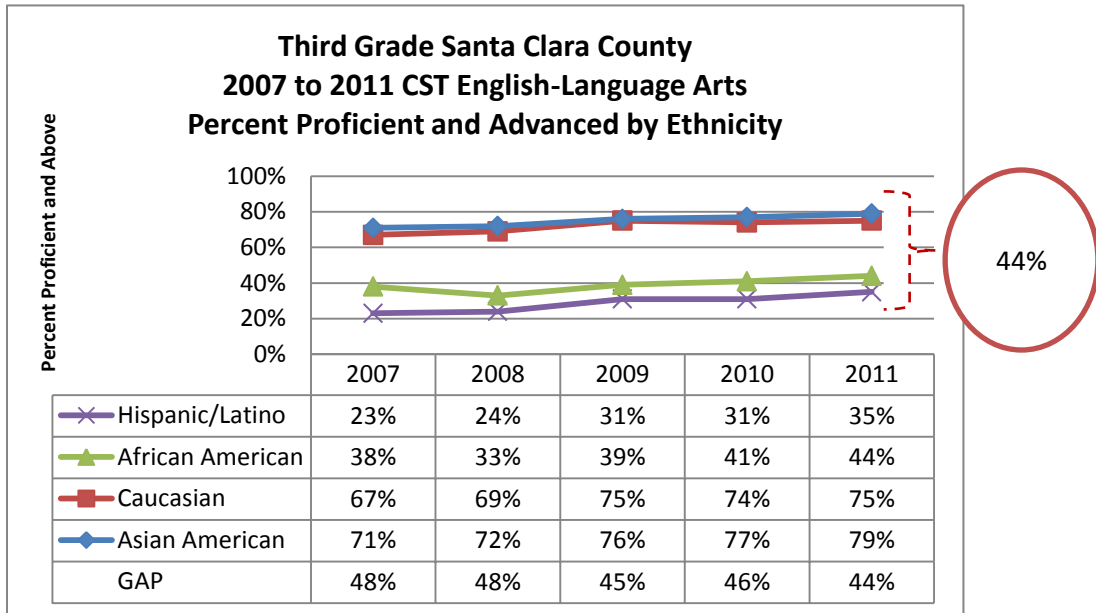


*data not available due to small sample size.

Source: California Department of Education, 2007-2011.

Third Grade English-Language Arts Santa Clara County

Between 2007 to 2011, all subgroups in Santa Clara County steadily but modestly improved their scores. In addition, the achievement gap has steadily decreased over the past five years; in 2011 the gap measured 44%, the lowest it has been since 2007.

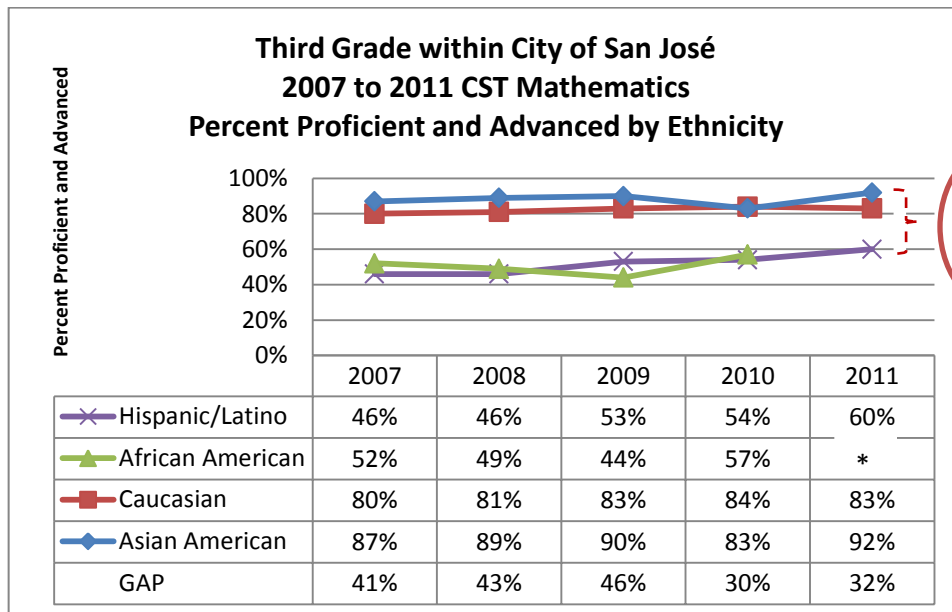


Source: California Department of Education, 2007-2011.

Third Grade Mathematics City of San José

Overall, students from all subgroups in San José do better on the mathematics CST than on the English-Language Arts CST, and the achievement gap is smaller as a result.

Hispanic/Latino students have shown a steady improvement in scores for the past five years while other student test scores have fluctuated (African American students' scores are not shown for 2011 due to small sample size.) While there has been overall progress in the number of students scoring proficient and advanced, the overall difference between the highest and lowest subgroups was 32% in 2011, an increase of 2% from the previous year.



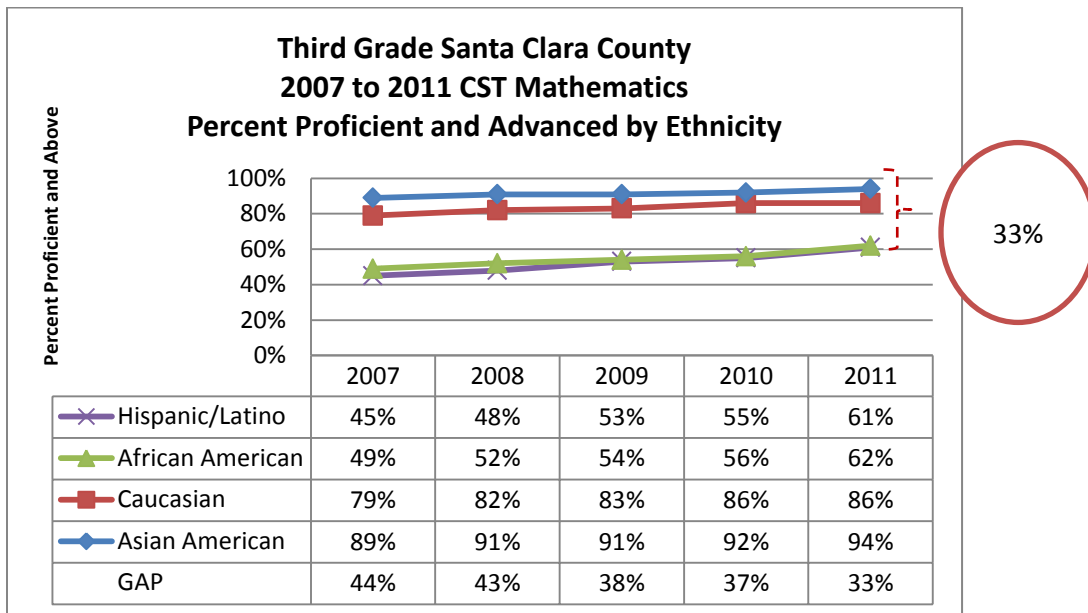
*data not available due to small sample size.

Source: California Department of Education, 2007-2011.

Third Grade Mathematics Santa Clara County

Overall, all student subgroups in Santa Clara County do better on the mathematics CST than on the English-Language Arts CST, and the achievement gap is smaller.

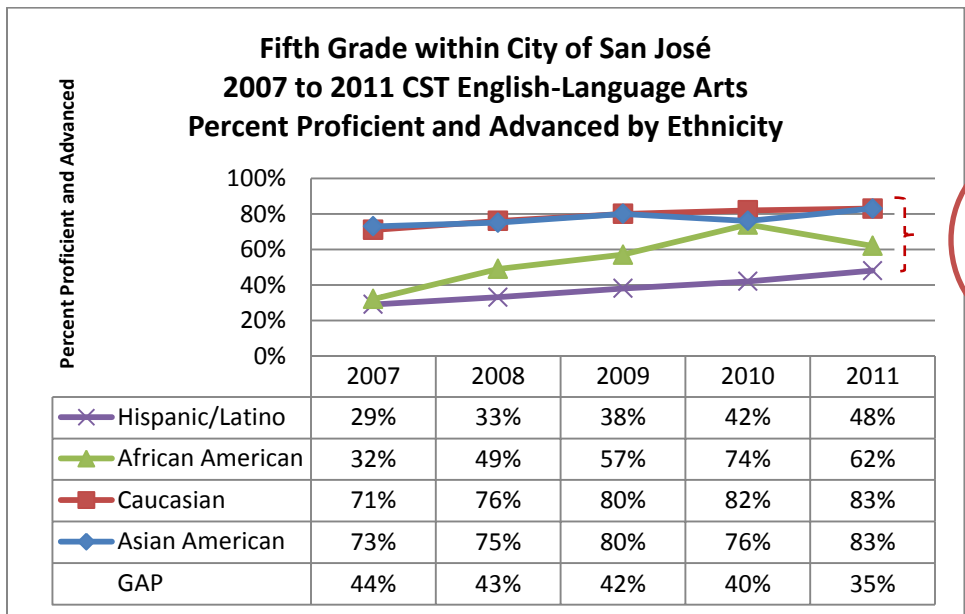
All students have made modest improvements in test scores over the past five years. Test scores have improved more drastically Hispanic/Latino students and African American students over the past five years compared to the scores for the Asian American and Caucasian students. In addition, the achievement gap was the lowest since 2007 at 33%.



Source: California Department of Education, 2007-2011.

Fifth Grade English-Language Arts City of San José

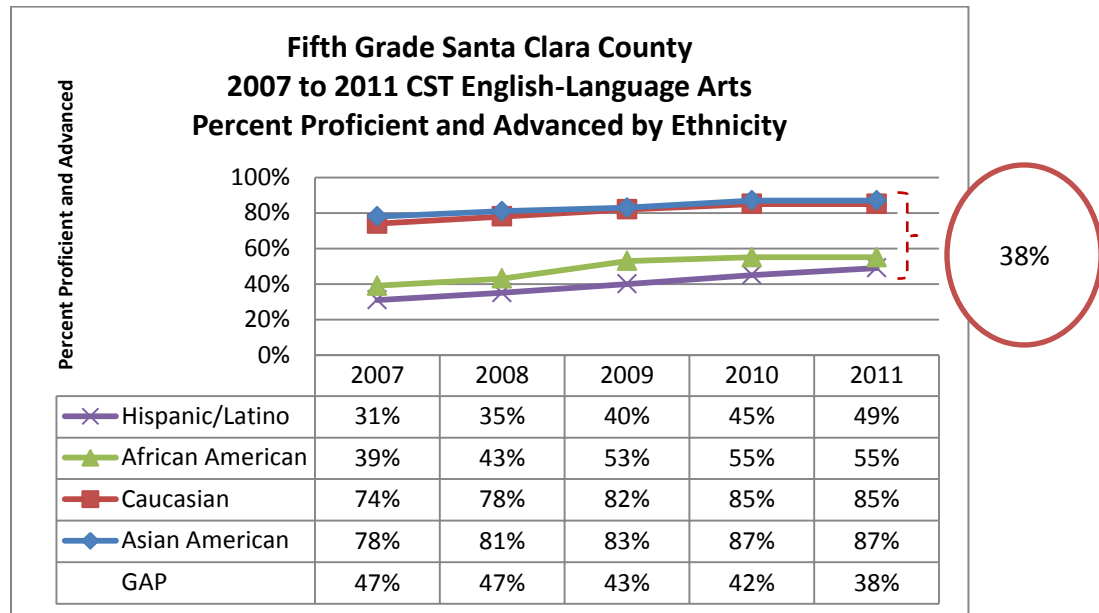
Test scores have improved for all subgroups of students in San José over the past five years with the exception of African American students; African American students achieved 74% proficiency in 2010 but decreased by 12% in 2011 (62%). However, African American students made gains over the last five years (2007 to 2011), a 30% increase. Overall, the achievement gap in English-Language Arts was smaller for fifth grade students than for third grade students, but a difference of 35% between the highest and lowest performing subgroups of students remained in 2011.



Source: California Department of Education, 2007-2011.

Fifth Grade English-Language Arts Santa Clara County

For fifth grade math scores in the last five years (2007 to 2011), all subgroups of students in Santa Clara County improved their test scores; from 2010 to 2011, Hispanic/Latino students improved their scores (4%) while all other students remained at the same proficiency rate. Overall, the achievement gap in English-Language Arts was smaller for fifth grade students than for third grade students, but a difference of 38% between the highest and lowest performing subgroups of students remained in 2011.



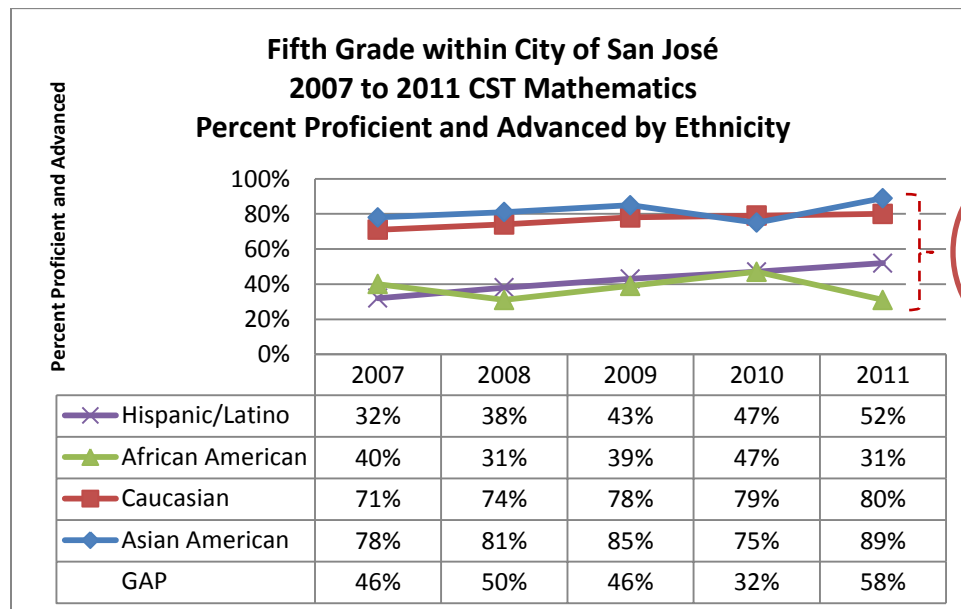
Source: California Department of Education, 2007-2011.

Fifth Grade Mathematics

City of San José

Fifth grade mathematics scores are an important indicator of student readiness to move into the more complex mathematics of middle school and for preparation for 8th grade algebra.

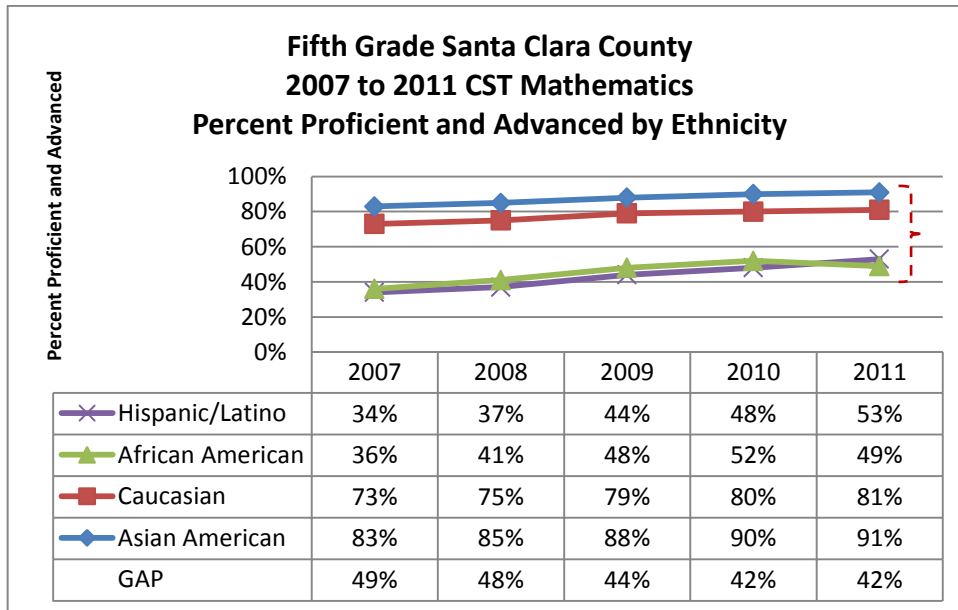
The percentage of students proficient or advanced has increased for all subgroups in the past five years (2007 to 2011) with the exception of African American students (scores decreased by 16% from 2010 to 2011). The achievement gap in 2011 increased to 58%.



Source: California Department of Education, 2007-2011.

Fifth Grade Mathematics Santa Clara County

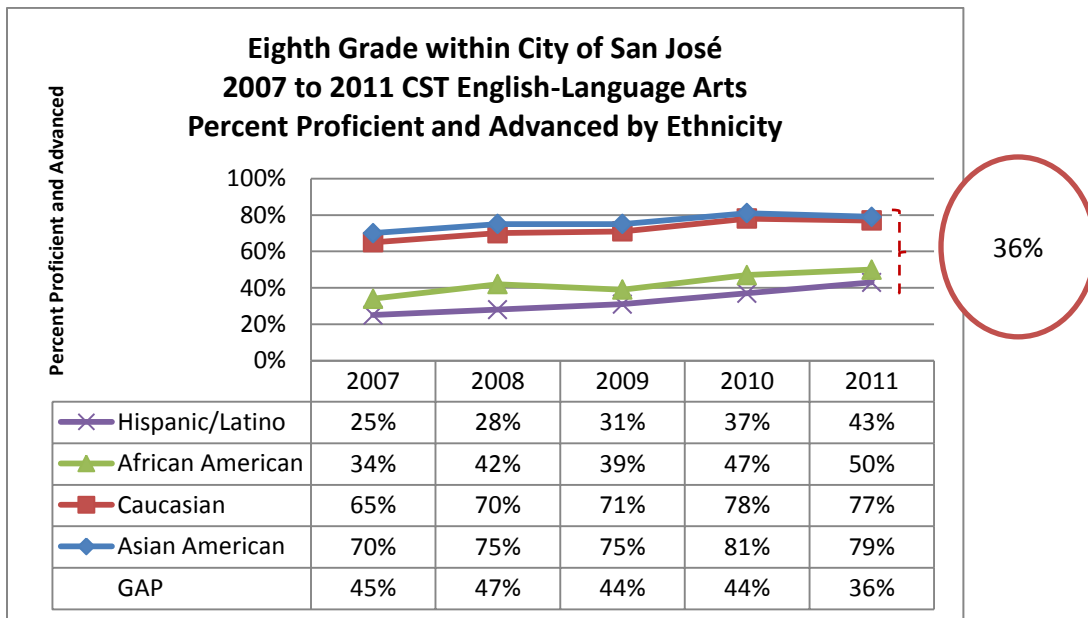
The percentage of students proficient and advanced has increased for all subgroups in the past five years (2007 to 2011); however, African American students' scores decreased by 3% from 2010 to 2011. The achievement gap was 42% in 2011, a 7% decrease from 2007.



Source: California Department of Education, 2007-2011.

Eighth Grade English-Language Arts City of San José

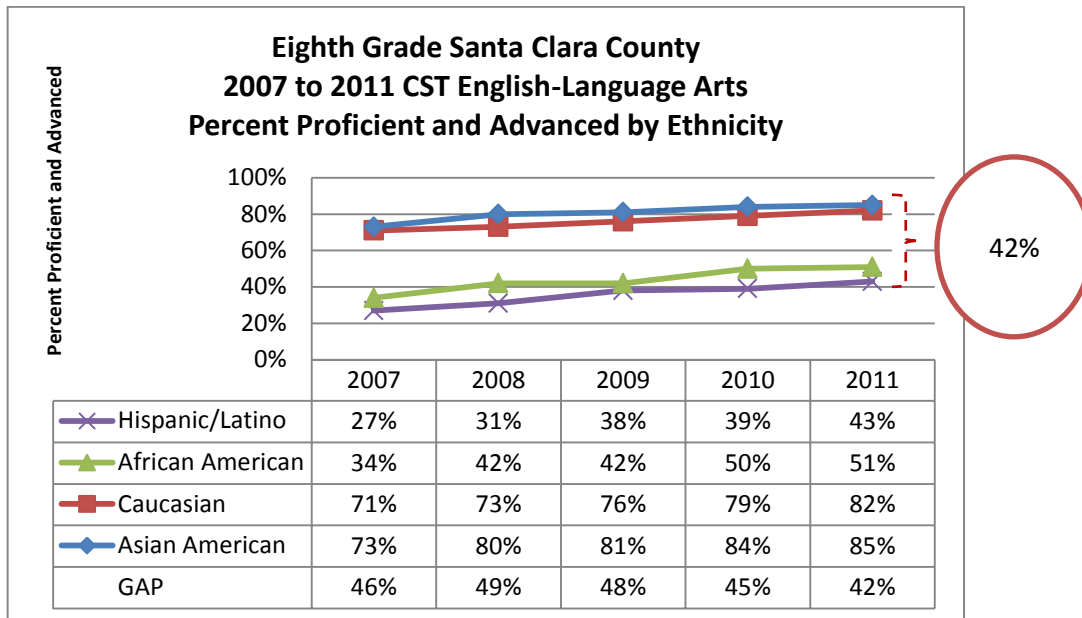
Data shows that ELA scores of students in all subgroups have increased between 2007 and 2011 with fluctuations in scores for the African American and the Asian American students. Asian American students consistently have the highest test scores, and Hispanic/Latino students the lowest. The 8th grade ELA gap is the lowest it has been over the past five years (2007 to 2011) at 36%.



Source: California Department of Education, 2007-2011.

Eighth Grade English-Language Arts Santa Clara County

ELA scores of Santa Clara County students of all subgroups have increased between 2007 and 2011. Asian American students consistently have the highest test scores, and Hispanic/Latino students the lowest. While the eighth grade ELA gap is lowest it has ever been over the past five years (2007 to 2011), the achievement gap for eighth graders (42%) is greater than the gap for fifth graders (38%).



Source: California Department of Education, 2007-2011.

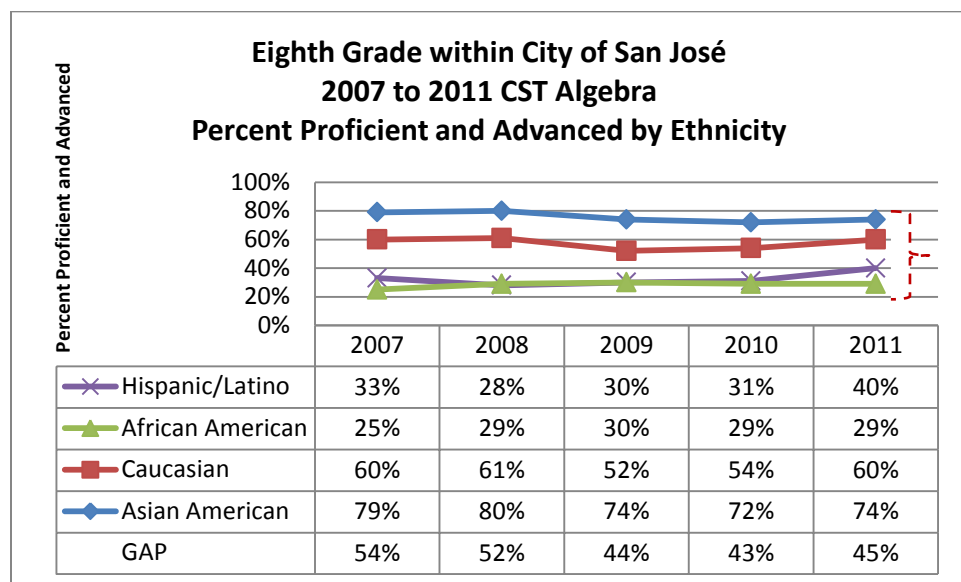
Eighth Grade Algebra

City of San José

Algebra proficiency is viewed as a key indicator of future academic and employment success and students are now expected to be ready for algebra by eighth grade. As a result, student enrollment in 8th grade algebra has increased over the years.

Since 2007, scores of all subgroups of San José students have fluctuated. Although Asian American students consistently score higher than other subgroups, it was the only subgroup that demonstrated a decrease in the number of students proficient and advanced over the last five years.

While the achievement gap for 8th grade algebra has decreased since 2007, it is important to note that the gap in 2011 is bigger than it was in 2009 and 2010 but mathematics achievement gap for eighth graders is significantly smaller (45%) than it was at fifth grade (58%).

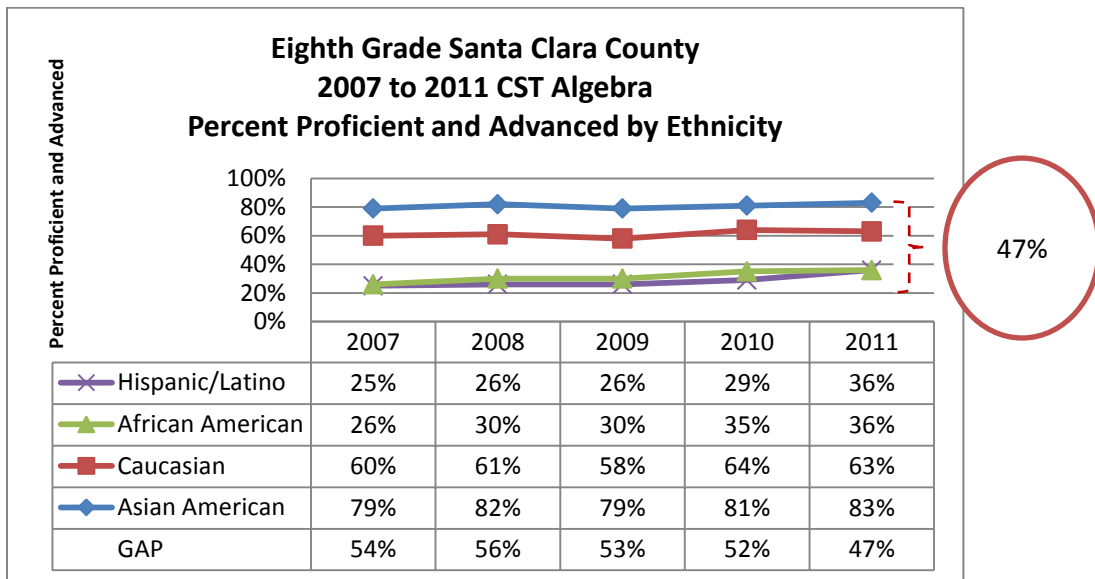


Source: California Department of Education, 2007-2011.

Eighth Grade Algebra Santa Clara County

Since 2007, the percentage of students proficient and advanced has increased for each of the four largest subgroups. Asian American students have consistency outperformed all other subgroups; Hispanic/Latino and African American students score the lowest of all student subgroups on 8th grade Algebra.

The achievement gap for 8th grade algebra has decreased since 2007; 47% in 2011 compared to 54% in 2007.



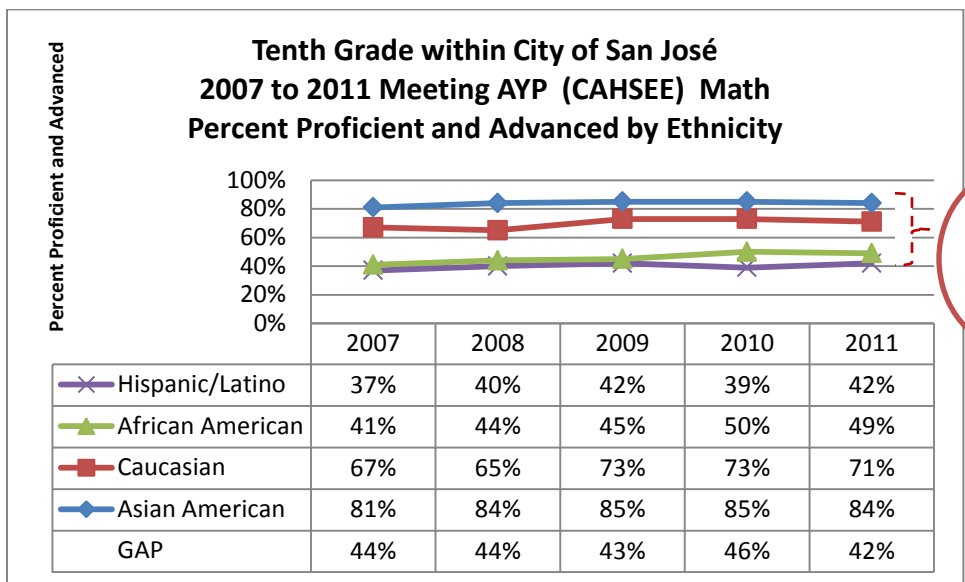
Source: California Department of Education, 2007-2011.

Tenth Grade Mathematics

San José

Due to the wide variety of 10th grade math classes, there is no single California Standards Test (CST) mathematics assessment for all 10th grade students. Beginning in 10th grade, all students take the California High School Exit Exam (CAHSEE), which can be used as an assessment of 10th grade math proficiency.

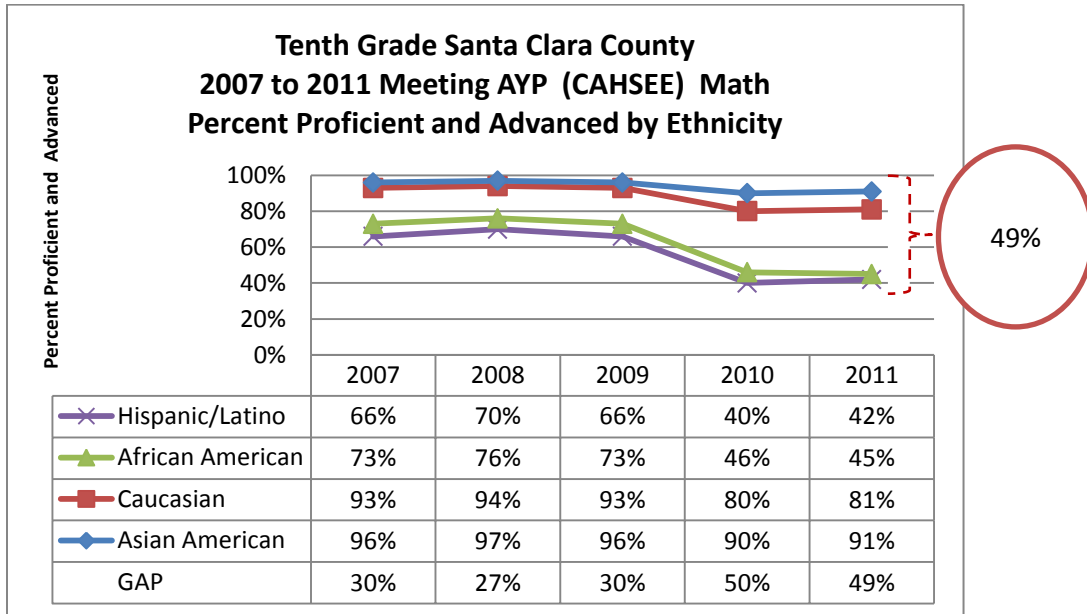
Between 2007 and 2011, scores of the lower performing subgroup (Hispanic/Latino, African American) students has steadily improved while the scores of higher performing subgroup (Caucasian, Asian American) students have fluctuated. Asian American students consistently have the highest test scores, and Hispanic/Latino students have the lowest. The 10th grade math achievement gap in 2011 was the lowest over the past five years (42%).



Source: California Department of Education, 2007-2011.

Tenth Grade Mathematics Santa Clara County

Over the past five years, CAHSEE math scores have declined for all Santa Clara County students. Asian American students have consistently outperformed all other subgroups; Hispanic/Latino students have the lowest scores. The achievement gap has increased over time and is currently at 49%.

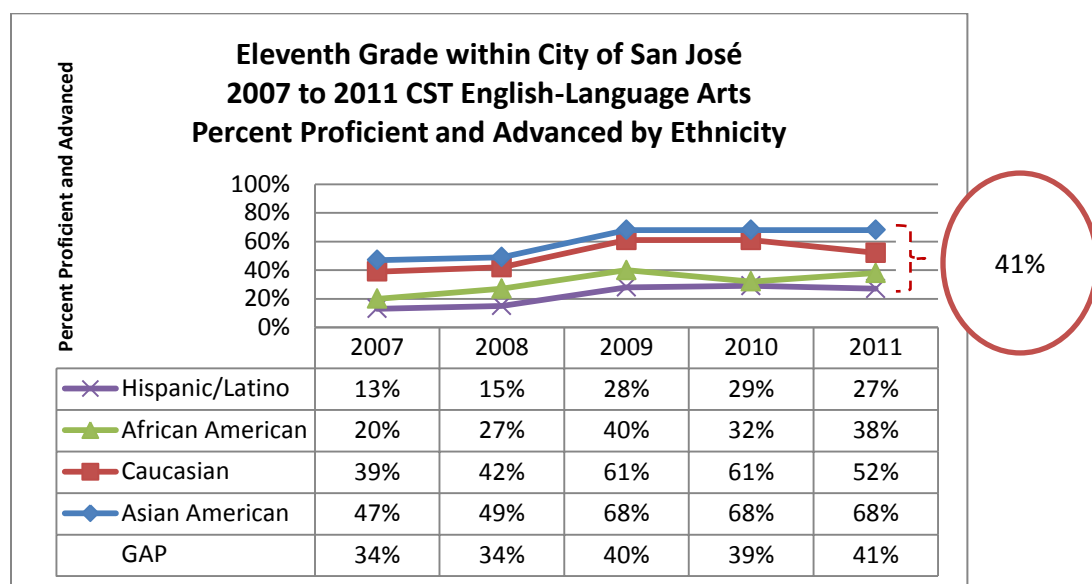


Source: California Department of Education, 2007-2011.

Eleventh Grade English-Language Arts City of San José

By 11th grade, overall proficiency rates in English-Language Arts have declined from eighth grade levels. A decline as students near high school completion raises concerns about the overall readiness of the high school population for success in post-secondary education.

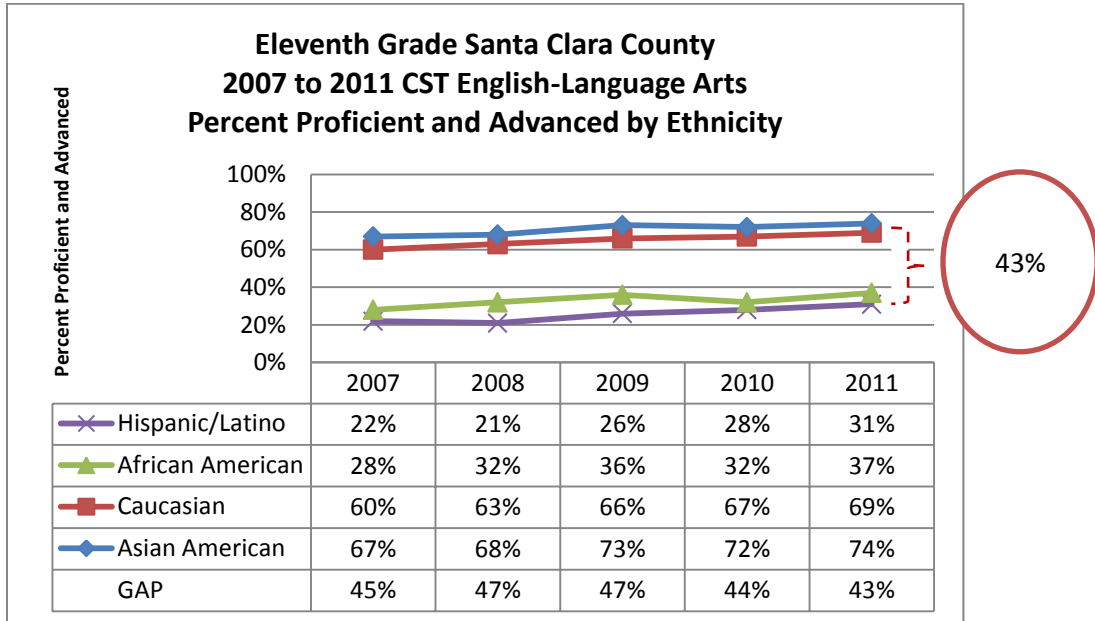
In general, 11th grade ELA scores have improved from 2007-2011. Asian American students consistently have achieved the highest test scores, and Hispanic/Latino students have the lowest scores. The achievement gap has increased from 34% in 2007 to 41% in 2011.



Source: California Department of Education, 2007-2011.

Eleventh Grade English-Language Arts Santa Clara County

Despite fluctuations in scores between 2007 and 2011, students in all subgroups of Santa Clara County improved their scores in 2011 when compared to 2007. Asian American students consistently have achieved the highest test scores, and Hispanic/Latino students have the lowest. There have also been fluctuations in the achievement gap, but 2011 had the lowest gap in five years (43%) for scores between Asian American students and Hispanic/Latino students.

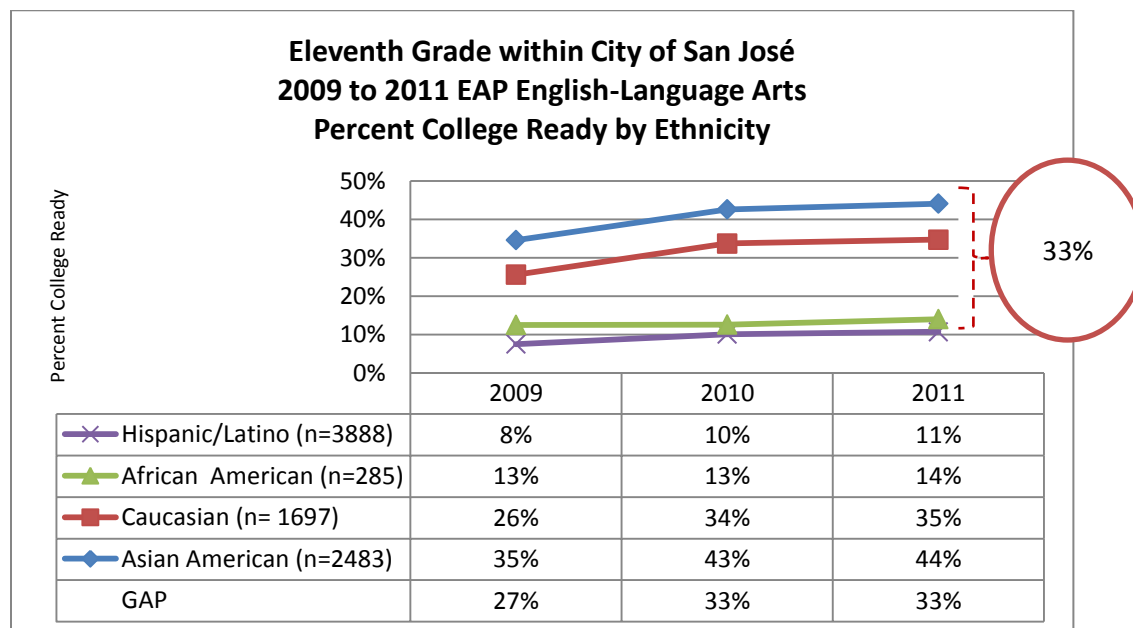


Source: California Department of Education, 2007-2011.

Eleventh Grade Early Assessment Program English-Language Arts City of San José

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE), and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year.

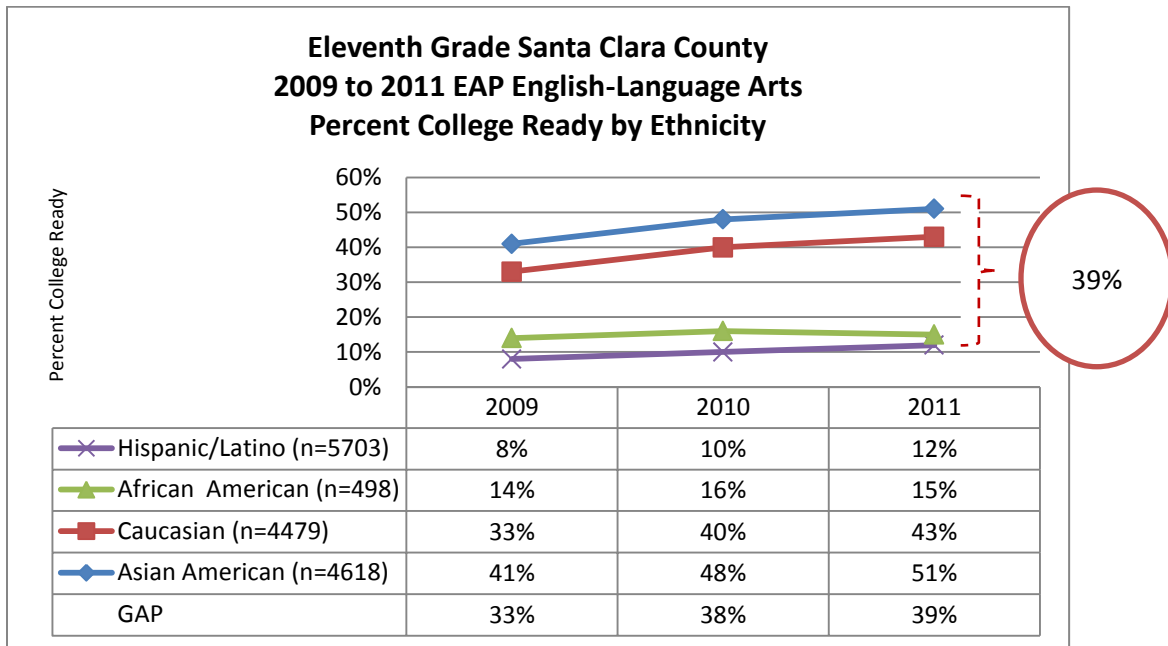
Asian American and Caucasian students have shown an increase (about 10%) in their performance in the English Language Arts EAP over the last three years. In comparison, Hispanic/Latino and African American scores have remained flat (increasing at 1%-3%). In San José schools, more than four times as many Asian American students, and three times as many Caucasian students, test as “Ready for College” compared to Hispanic/Latino students.



Source: California State University (CSU), <http://eap2011.ets.org/>, 2009-2011.

Eleventh Grade Early Assessment Program English-Language Arts Santa Clara County

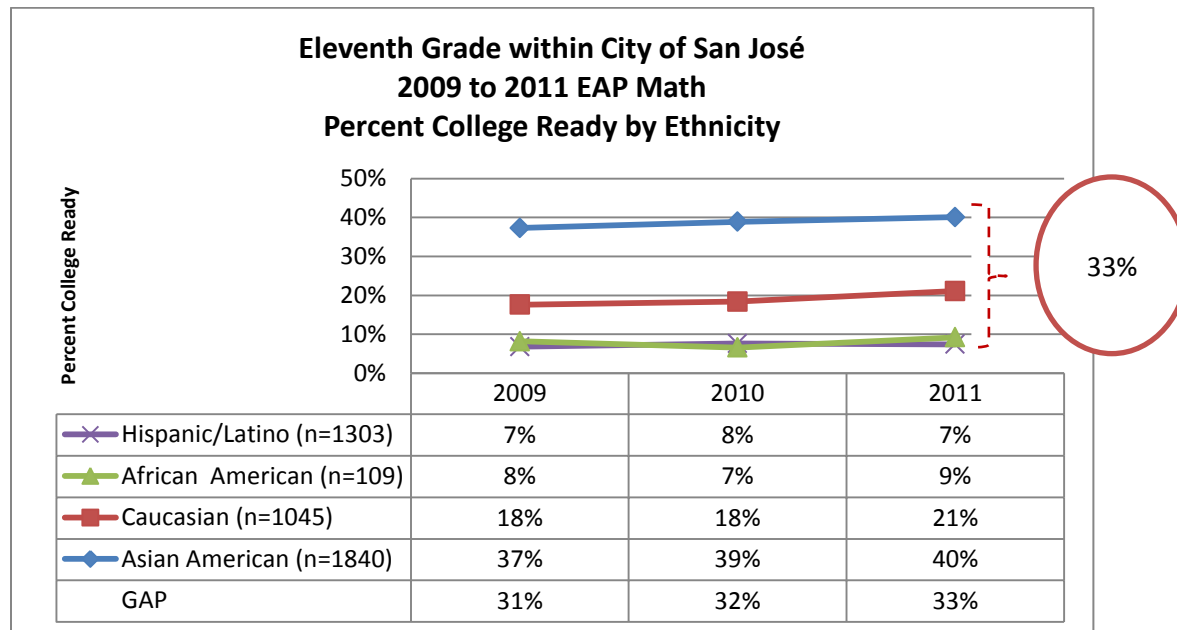
While all student subgroups in Santa Clara County had steady improvement in scores over the past three years (except for a slight decrease in 2011 scores for African American students), the gap between the highest (Asian American) students and the lowest (Hispanic/Latino) students has increased between 2009 and 2011.



Source: California State University (CSU), <http://eap2011.ets.org/>, 2009-2011.

Eleventh Grade Early Assessment Program Math City of San José

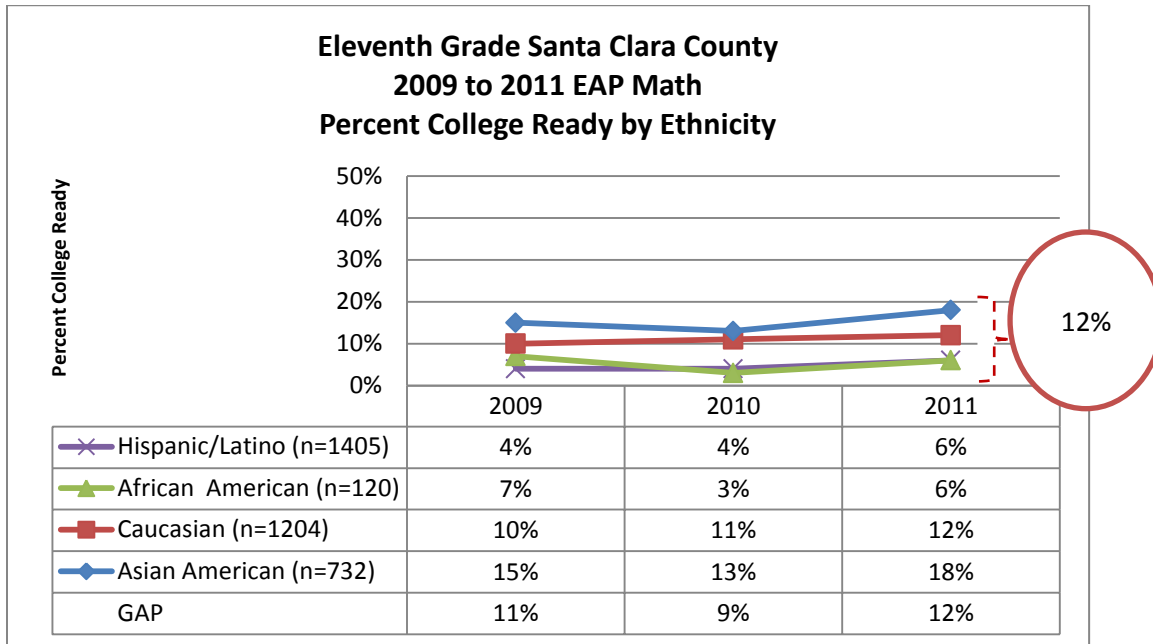
Math scores for all student subgroups have remained relatively unchanged over the past three years; Caucasian and Asian American students have made modest gains of 3% over the past three years. The gap has increased from 31% to 33% since 2009.



Source: California State University (CSU), <http://eap2011.ets.org/>, 2009-2011.

Eleventh Grade Early Assessment Program Math Santa Clara County

EAP scores for Santa Clara County students have fluctuated over the past three years (2009 to 2011). Scores on the Math EAP are lower for all subgroups when compared to the ELA EAP, this is especially true for higher performing subgroups (Caucasian and Asian American students). The gap between the lowest and highest scoring subgroups for 2011 is at 12%.



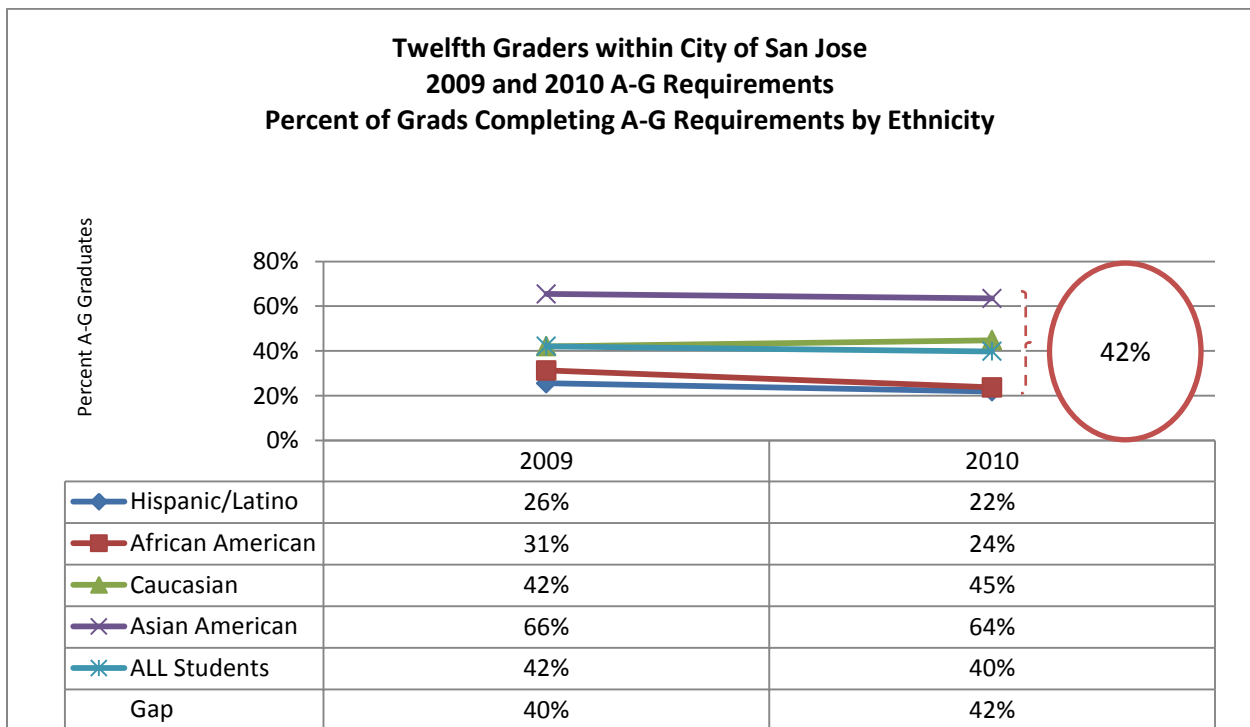
Source: California State University (CSU), <http://eap2011.ets.org/>, 2009-2011.

Twelfth Grade A-G Completion City of San José

The A-G requirement is a series of 15 year-long high school classes that must be completed with a grade of “C” or better for California State or University of California freshman enrollment eligibility. The A-G subjects consist of history/social science, English, math, laboratory science, language other than English, visual/performing arts, and a college preparatory elective.

Students who complete the A-G course requirements are better prepared for the rigors of college coursework, and are more likely to continue their college enrollment and graduate. As part of an overall strategy of ensuring that all students have post-secondary educational options, the San José Unified School district has established A-G completion as a graduation requirement, and East Side Union High School District has adopted A-G as the default curriculum for entering students.

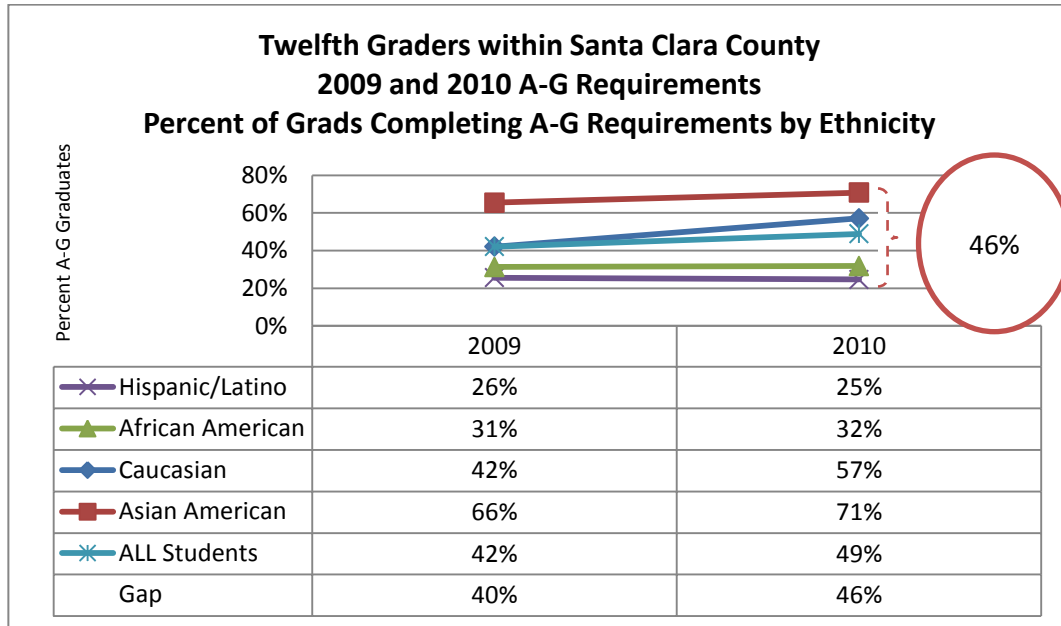
In 2009, the gap between Asian American students who complete the A-G requirements and Hispanic/Latino students was 40%; in 2010 the gap increased slightly to 42%. Asian American students consistently have achieved the highest test scores, and Hispanic/Latino students have the lowest.



Source: California Department of Education, 2009-2010.

Twelfth Grade A-G Completion Santa Clara County

All student subgroups, with the exception of Hispanic/Latino students, obtained a higher A-G completion rate in 2010 compared to 2009. Asian American students had the highest completion rates while Hispanic/Latino students had the lowest; the gap between the two subgroups has widened by 6% (from 40% in 2009 to 46% in 2010).

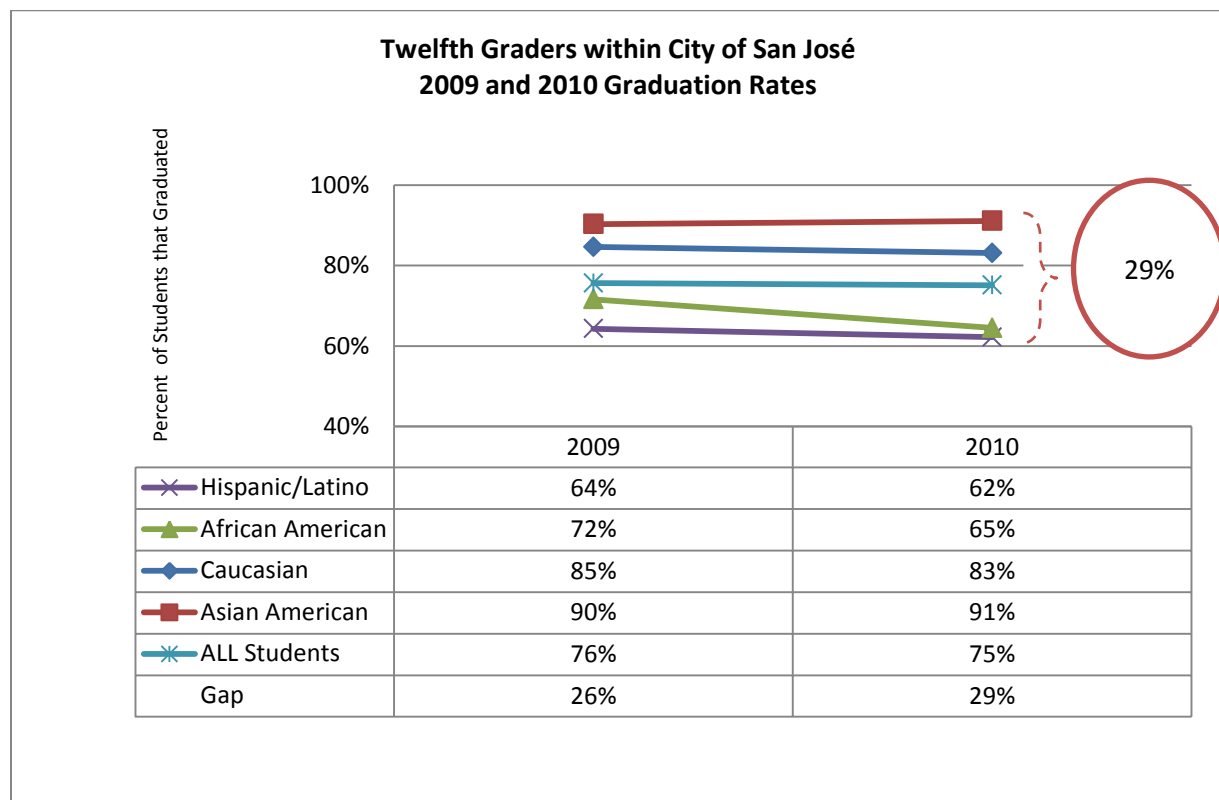


Source: California Department of Education, 2009-2010.

High School Graduation Rates City of San José

Over his or her lifetime, a high school graduate is estimated to earn \$500,000 more than a person without a high school diploma. It is estimated that by 2025, two-thirds of all jobs will require post-secondary education. However, nearly 25% of high school students in San José do not graduate from high school.

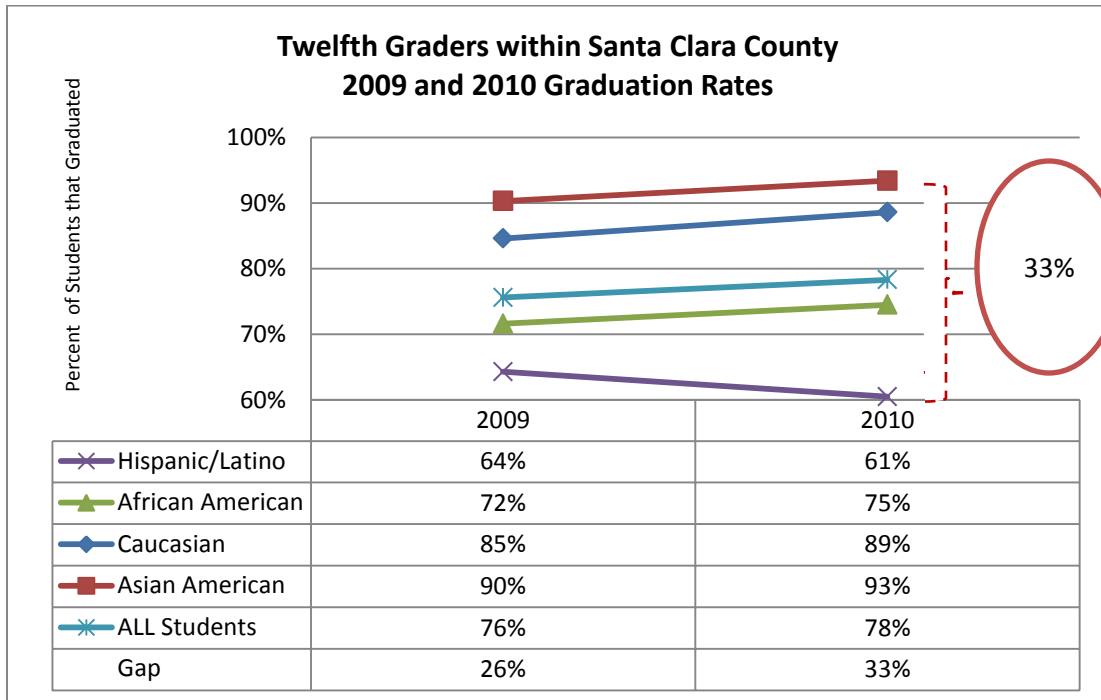
In 2010, Asian American students had the highest graduation rates (91%), followed by Caucasian (83%), African American (65%), and Hispanic/Latino (62%) students. The gap between the highest (Asian American) group and the lowest student subgroup (Hispanic/Latino) for 2010 was 29%, an increase from 2009 (26%).



Source: California Department of Education, 2009-2010.

High School Graduation Rates Santa Clara County

In 2010, Asian American students had the highest graduation rates (93%), followed by Caucasian (89%), African American (75%), and Hispanic/Latino (61%) students. The gap between the highest (Asian American) group and the lowest student subgroup (Hispanic/Latino) for 2010 was 33%, an increase of 7% from 2009 (26%).



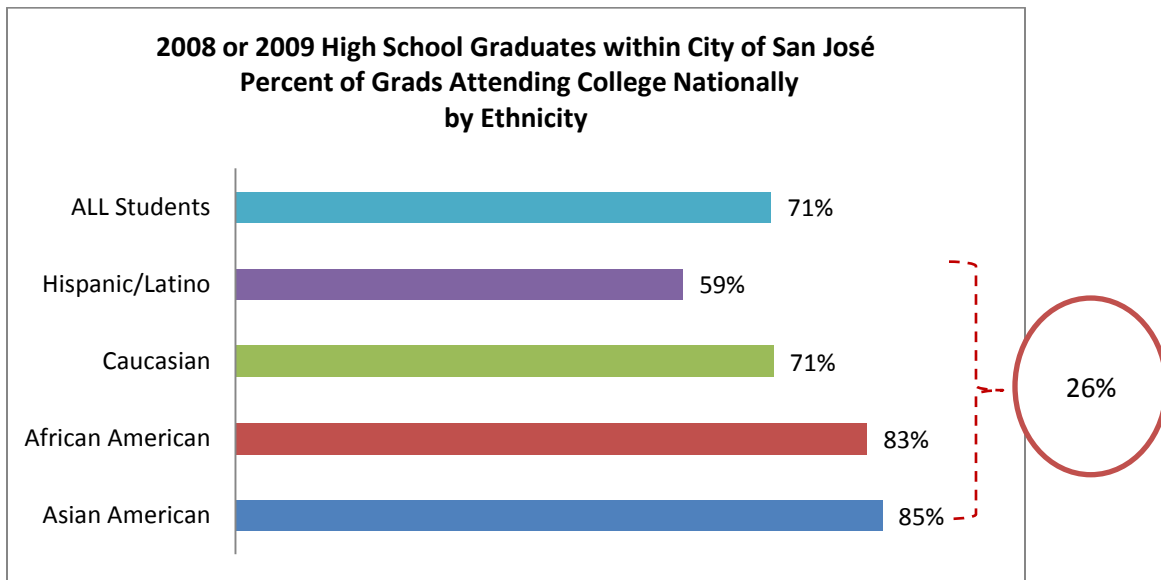
Source: California Department of Education, 2009-2010.

Post-Secondary Education City of San José

It is projected that by 2025 most jobs will require post-secondary education. SJ2020 seeks to provide all students with the opportunity to be ready for college and career success. For this reason, SJ2020 metrics include post-secondary measures.

The California Department of Education (CDE) has released data on the rates at which students are attending college nationally and within the state; below are the results by ethnicity for percent of graduates attending college nationally.

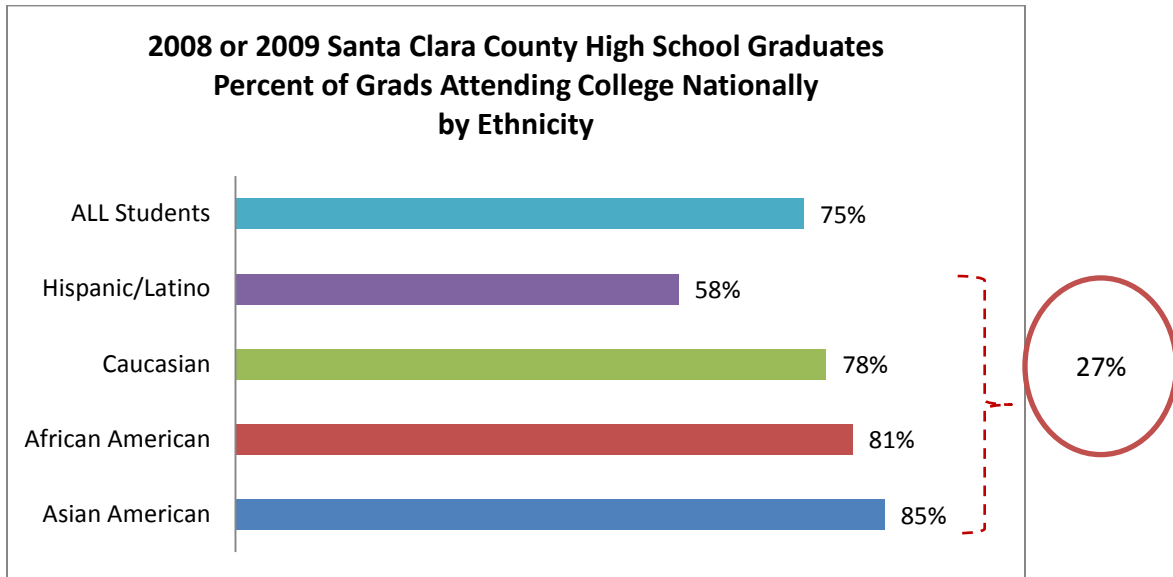
Comparing all student subgroup results, Asian American students had the highest rates of college attendance (85%), followed by African American students (83%). Caucasian students had a 71% college attendance rate followed by Hispanic/Latino students with 59%. The gap in college attendance rates is 26%.



Source: California Department of Education, 2011.

Post-Secondary Education Santa Clara County

Comparing all student subgroup results, Asian American students had the highest rates of college attendance (85%), followed by African American students (81%). Caucasian students had a 78% college attendance rate followed by Hispanic/Latino students with 58%. The gap in college attendance rates is 27%.



Source: California Department of Education, 2011.

APPENDIX A: Student Enrollment and Students Tested by School District within the City of San José

School District	Number (%) of Schools within the City of San José (2010-2011)	Number of K-12 Students Enrolled within the City of San José (2010-2011)	Number of Students Grades 2-11 Tested (Spring 2011) within the City of San José
Alum Rock Union Elementary	27 (12.0%)	13,056	9,363
Berryessa Union Elementary	14 (6.2%)	8,224	6,223
Cambrian	5 (2.2%)	3,332	2,466
Campbell Union	6 (2.7)	3,266	2,230
Campbell Union High	5 (2.2%)	4,583	3,044
Cupertino Union	6 (2.7%)	3,972	2,967
East Side Union High	20 (8.9%)	25,628	17,125
Evergreen Elementary	18 (8.0%)	13,388	10,390
Franklin-McKinley Elementary	18 (8.0%)	10,274	7,268
Fremont Union High	1 (.4%)	1,774	1,269
Luther Burbank	1 (.4%)	563	360
Moreland Elementary	6 (2.7%)	4,238	2,955
Morgan Hill Unified	2 (.9%)	1,202	985
Mt. Pleasant Elementary	5 (2.2%)	2,593	1,971
Oak Grove Elementary	20 (8.9%)	11,530	8,383
Orchard Elementary	1 (.4%)	880	638
San José Unified	52 (23.1%)	32,980	23,330
Santa Clara County Office of Education	11 (4.9%)	4,151	2,591
Union Elementary	7 (3.1%)	4,218	1,552
Total	225	149,852	105,110

Source: California Department of Education

APPENDIX B: Student Enrollment and Students Tested by School District within Santa Clara County

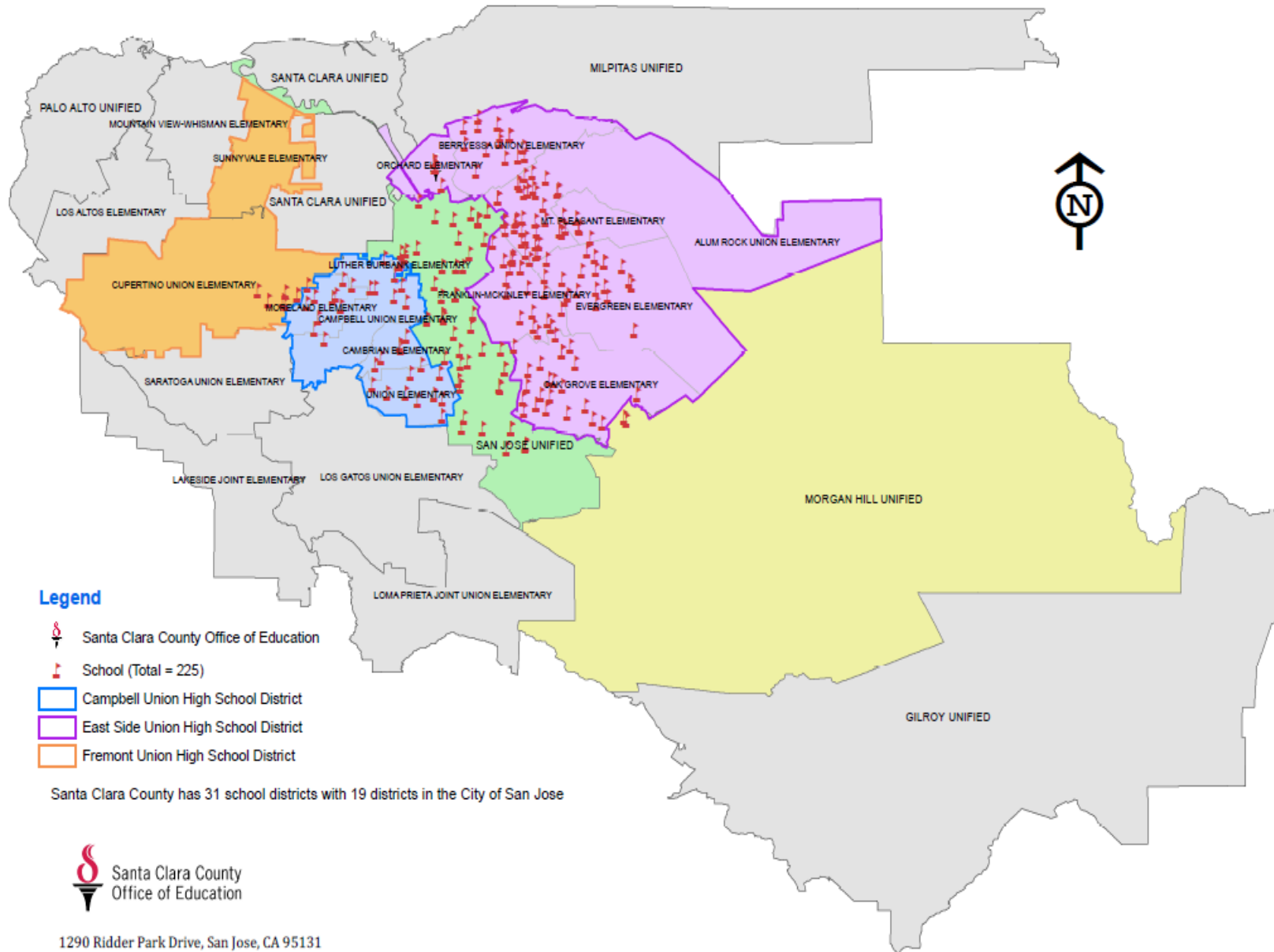
School District	Number (%) of Schools within Santa Clara County (2010-2011)	Number of K-12 Students Enrolled within Santa Clara County (2010-2011)	Number of Students Grades 2-11 Tested (Spring 2011) within Santa Clara County
Alum Rock Union Elementary	28 (7%)	13,060	9,682
Berryessa Union Elementary	14 (4%)	8,224	6,485
Cambrian	6 (2%)	3,334	2,536
Campbell Union	13 (3%)	7,555	5,626
Campbell Union High	7 (2%)	7,581	5,529
Cupertino Union	25 (6%)	18,370	14,166
East Side Union High	20 (5%)	25,676	17,567
Evergreen Elementary	18 (5%)	13,388	10,783
Franklin-McKinley Elementary	18 (5%)	10,274	7,609
Fremont Union High	6 (2%)	10,403	7,715
Gilroy Unified	16 (4%)	11,077	8,462
Lakeside Joint	1 (0.3%)	85	54
Loma Prieta Joint Union Elementary	2 (1%)	416	335
Los Altos Elementary	9 (2%)	4,393	3,436
Los Gatos Union Elementary	5 (1%)	3,031	2,411
Los Gatos-Saratoga Joint Union High	3 (1%)	3,153	2,333
Luther Burbank	1 (0.3%)	563	387
Milpitas Unified	14 (4%)	9,887	7,690
Moreland Elementary	6 (2%)	4,240	3,110
Morgan Hill Unified	14 (4%)	9,532	6,894
Mountain View Whisman	11 (3%)	4,824	3,525
Mountain View-Los Altos Union High	3 (1%)	3,642	2,660
Mt. Pleasant Elementary	5 (1%)	2,593	2,064
Oak Grove Elementary	20 (5%)	11,535	8,912

School District	Number (%) of Schools within Santa Clara County (2010-2011)	Number of K-12 Students Enrolled within Santa Clara County (2010-2011)	Number of Students Grades 2-11 Tested (Spring 2011) within Santa Clara County
Orchard Elementary	1 (0.3%)	880	663
Palo Alto Unified	19 (5%)	11,987	9,077
San José Unified	52 (13%)	33,018	24,693
Santa Clara County Office of Education	16 (4%)	4,720	1461
Santa Clara Unified	25 (6%)	15,383	11,163
Saratoga Union Elementary	4 (1%)	2,167	1,840
Sunnyvale	10 (3%)	6,496	4,796
Union Elementary	8 (2%)	4,769	3,689
Total	400	226,256	202,001*






*202,001 figure includes 4,648 charter school students listed separately from school district levels at CDE: (<http://star.cde.ca.gov/star2011/Index.aspx>).

Source: California Department of Education

School Districts in Santa Clara County and Schools within the City of San Jose (N = 225)



Legend

-  Santa Clara County Office of Education
-  School (Total = 225)
-  Campbell Union High School District
-  East Side Union High School District
-  Fremont Union High School District

Santa Clara County has 31 school districts with 19 districts in the City of San Jose



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