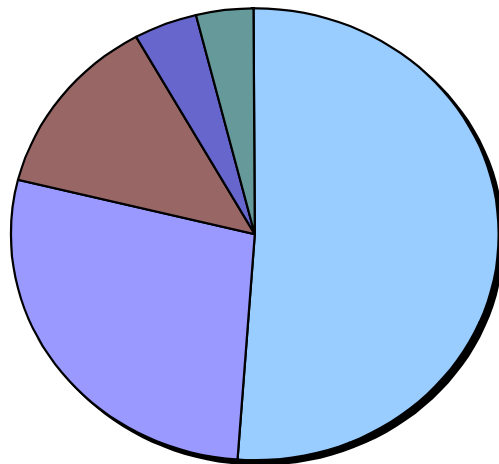




San Jose Story

San José Unified Demographics



■ Hispanic

■ White

■ Asian

■ African
Amer

■ Other

- **51% Hispanic**
- **28% White**
- **13% Asian**
- **4% African/American**
- **4% Other**

✓ **39% Low SES**

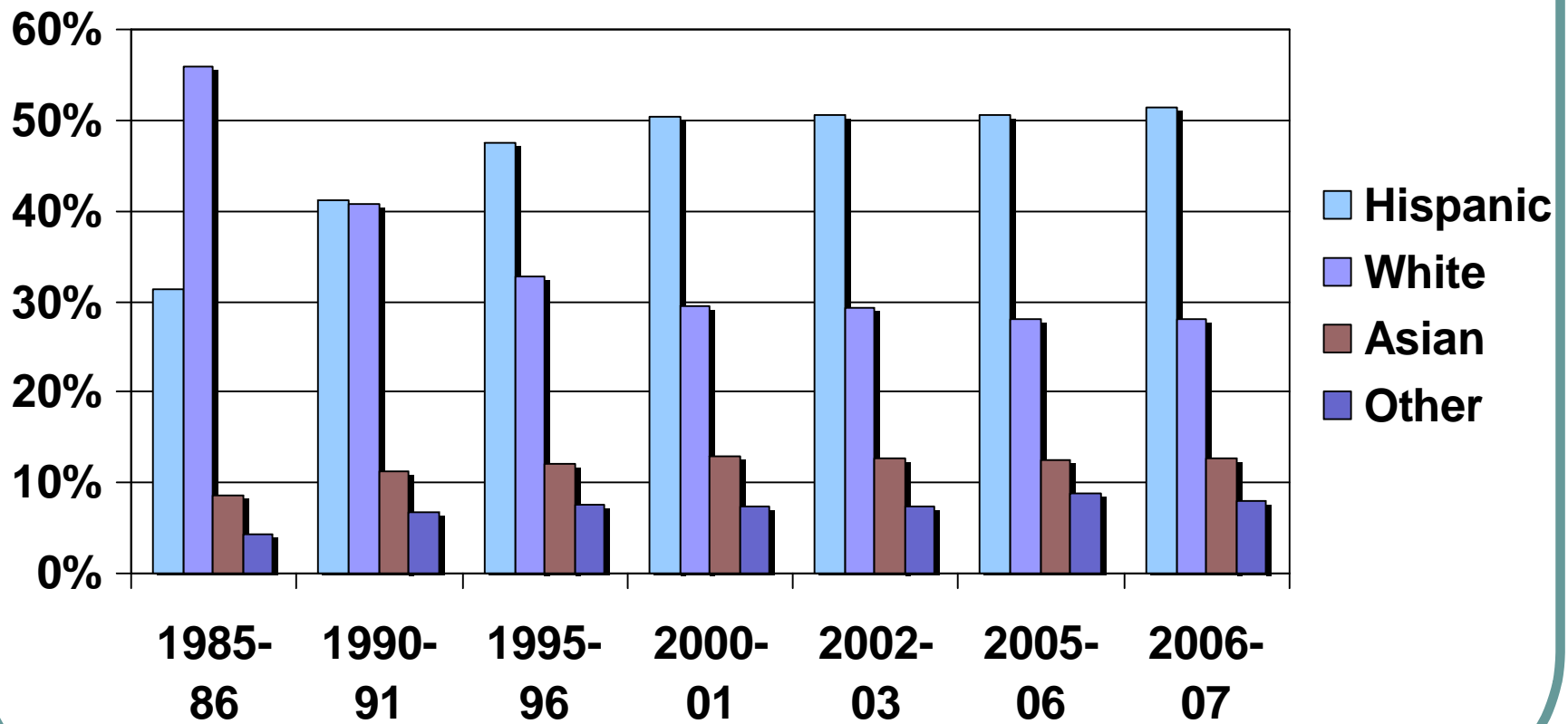
✓ **28% EL**

- **87% Spanish Speaking**

SJUSD Information

- **30,900 students**
- **6 comprehensive high schools,**
- **1 continuation high school**
- **6 middle schools**
- **1 K-8 magnet school**
- **26 elementary schools**

K-12 Enrollment by Ethnicity




Source: EdTrust West analysis of California Department of Education data

SJUSD Graduation Requirements


Course	Years	Credits
English	4.0	40
Mathematics	3.0	30
Science (2 lab)	3.0	30
Social Science	3.5	35
Foreign Language	2.0	20
Visual Performing Arts and Applied Arts	2.0	20
Physical Education	2.0	20
Other Electives	2.0	45
Total		240

*40 hour Community Service Requirement



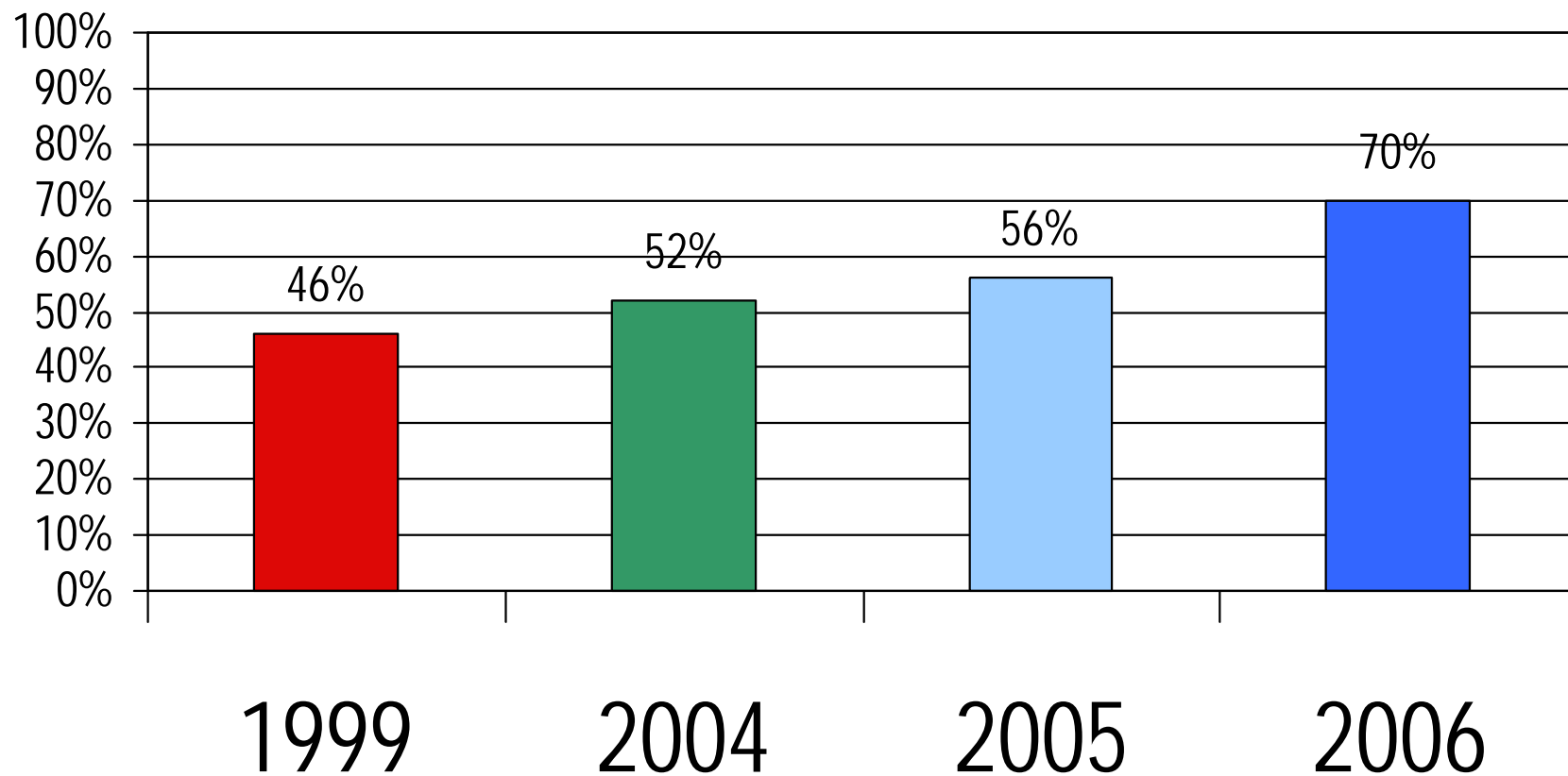
Dispelling myths about what happens to students when the college/career ready curriculum is expected for ALL.

A Case Study: San Jose Unified



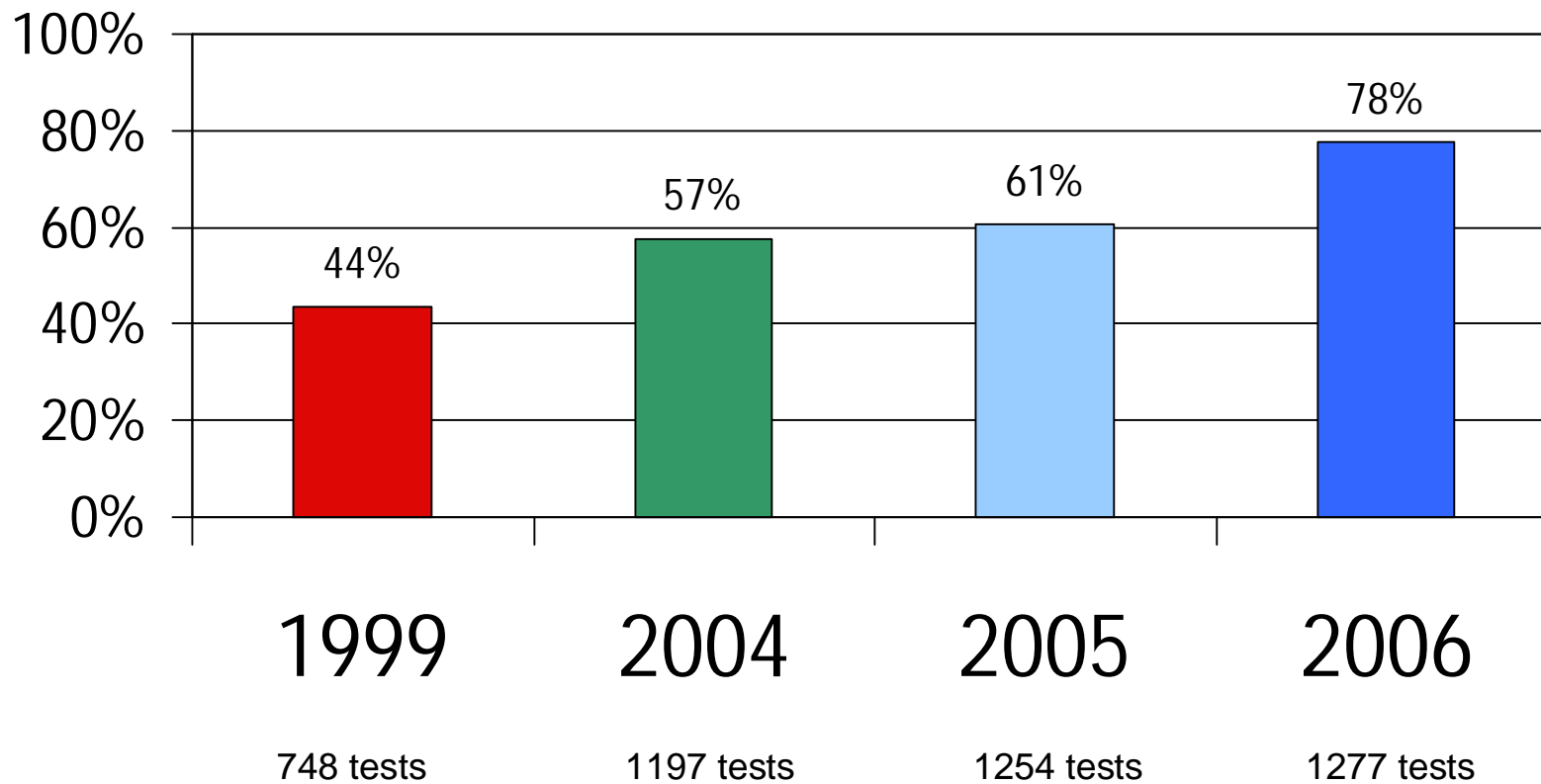
Myth: Requiring a rigorous course of study for all high school students will result in a watered down curriculum.

Seniors who take at least one AP course




Source: EdTrust West analysis of California Department of Education data

Senior AP scores of 3 or higher

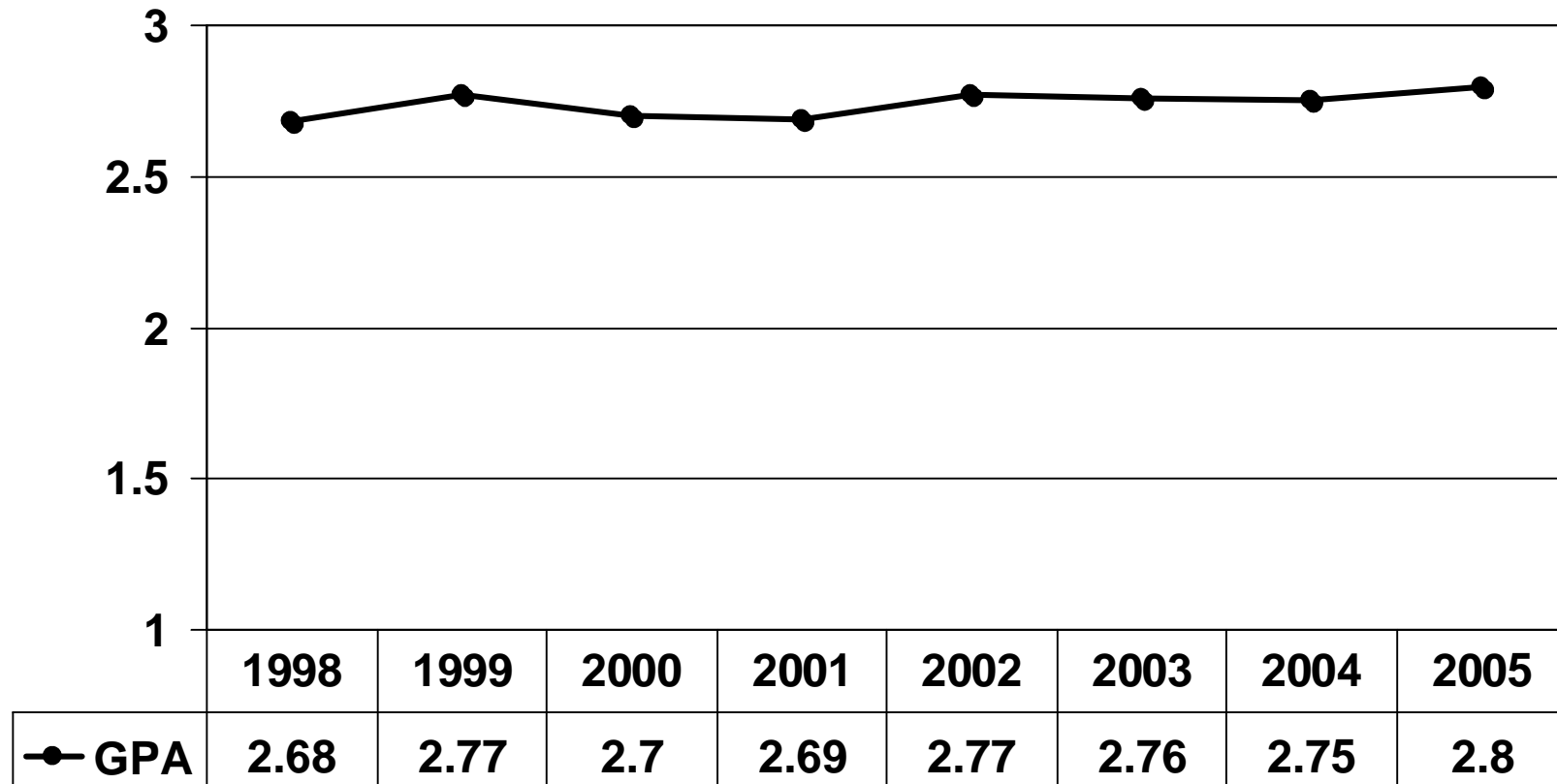


Source: EdTrust West analysis of California Department of Education data




MYTH: Grades will plummet if all students are expected to complete a college-ready/work-ready curriculum

Mean GPA for All SJUSD Graduating Seniors

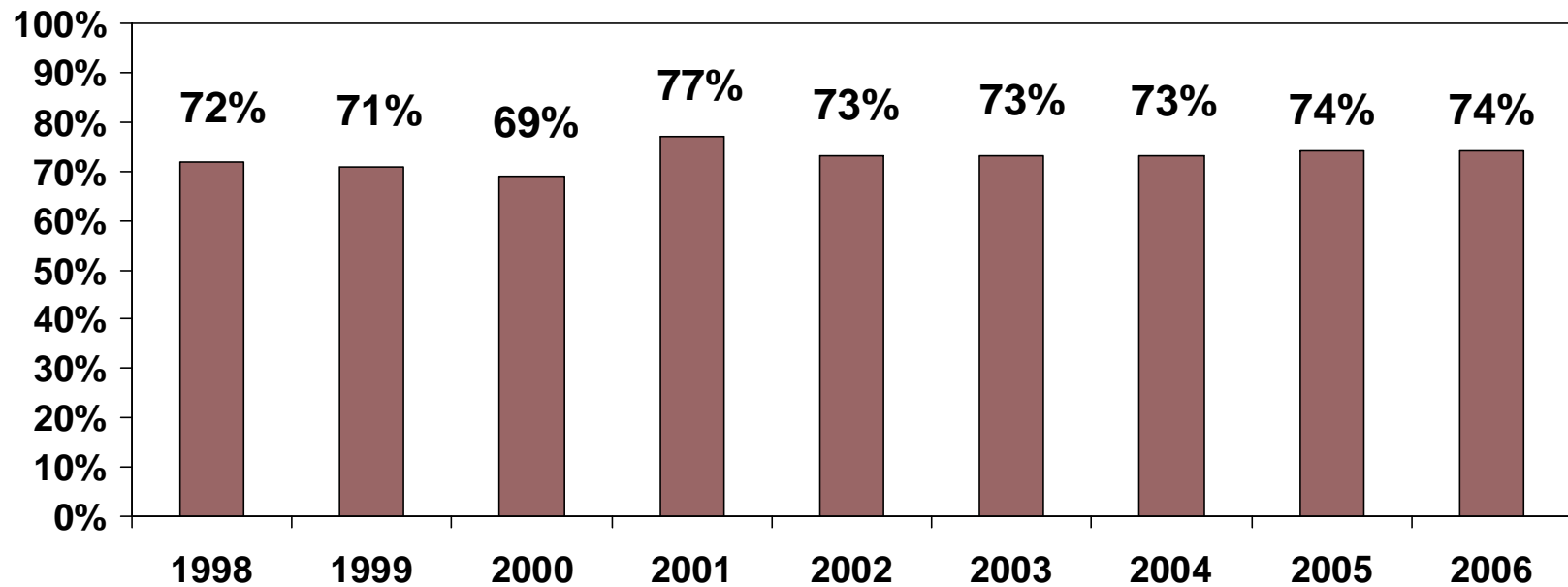


Source: EdTrust West analysis of San Jose District data




MYTH: Tough graduation requirements will cause non college bound students to disengage and drop out

SJUSD Graduation Rates

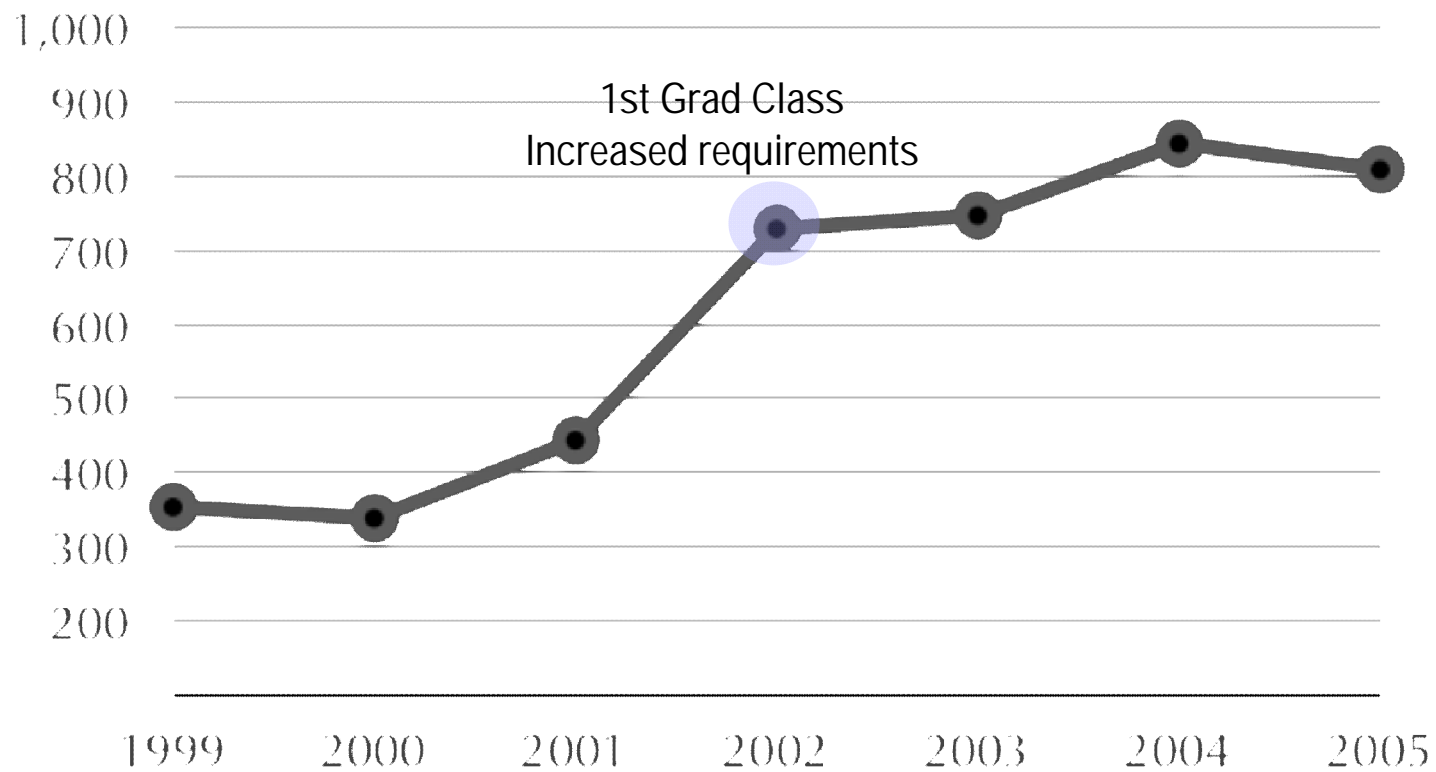


Estimated completion rate using Manhattan Institute methodology



MYTH: Requiring traditionally underrepresented students to take a rigorous academic course load will result in huge failure rates

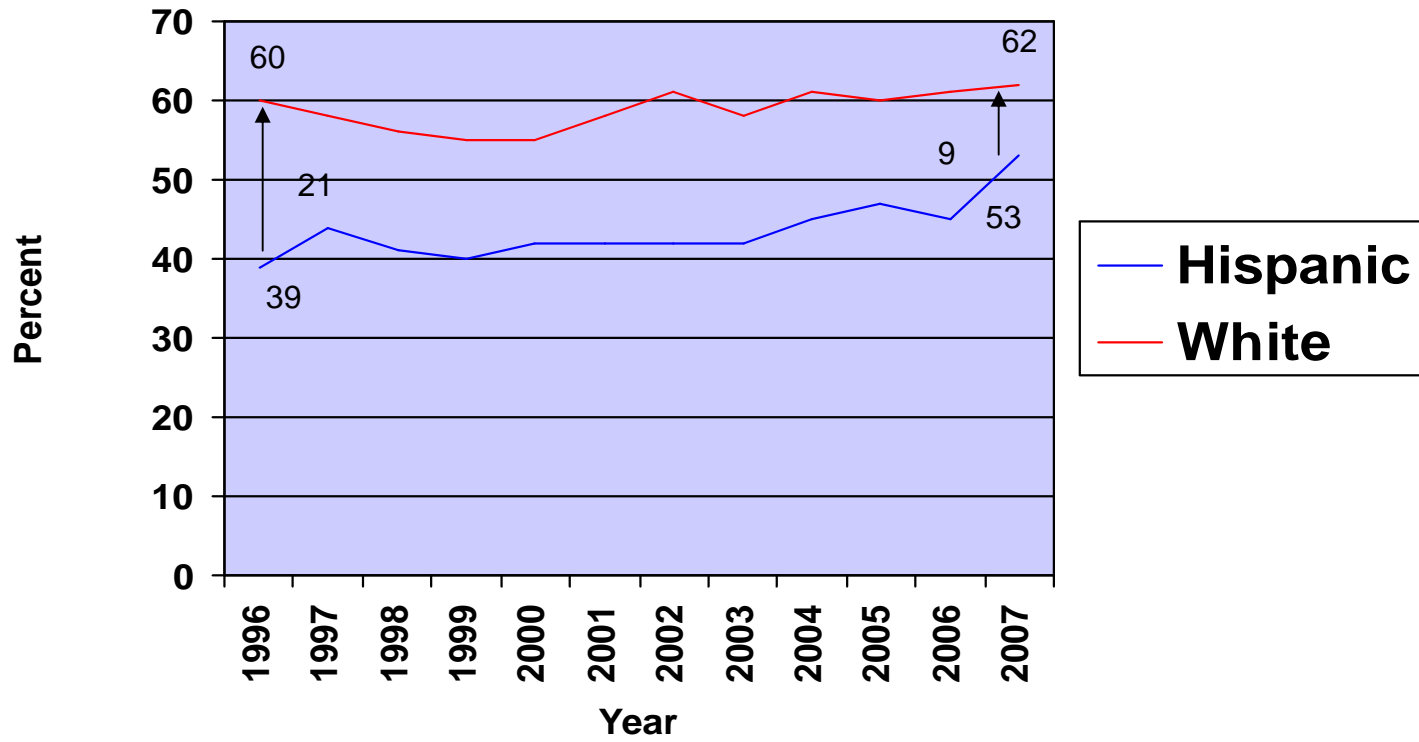
Hispanic Enrollment in AP/IB Courses 1999-2005



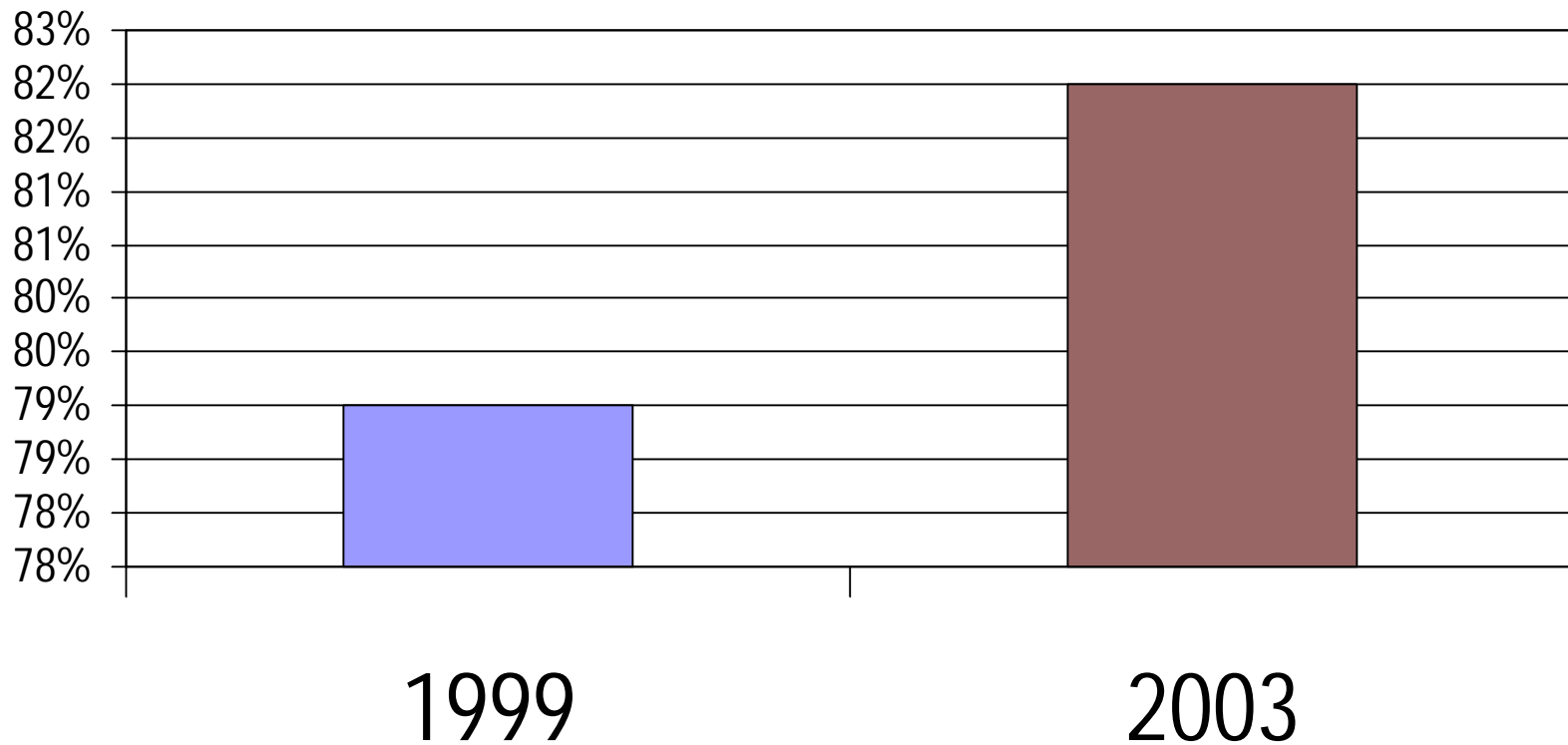
Source: EdTrust West analysis of San Jose Unified data

Closing the Gap


% of Students Earning at Least 5 Credits in AP/IB



Pass Rate in A-G Courses for Hispanic Students

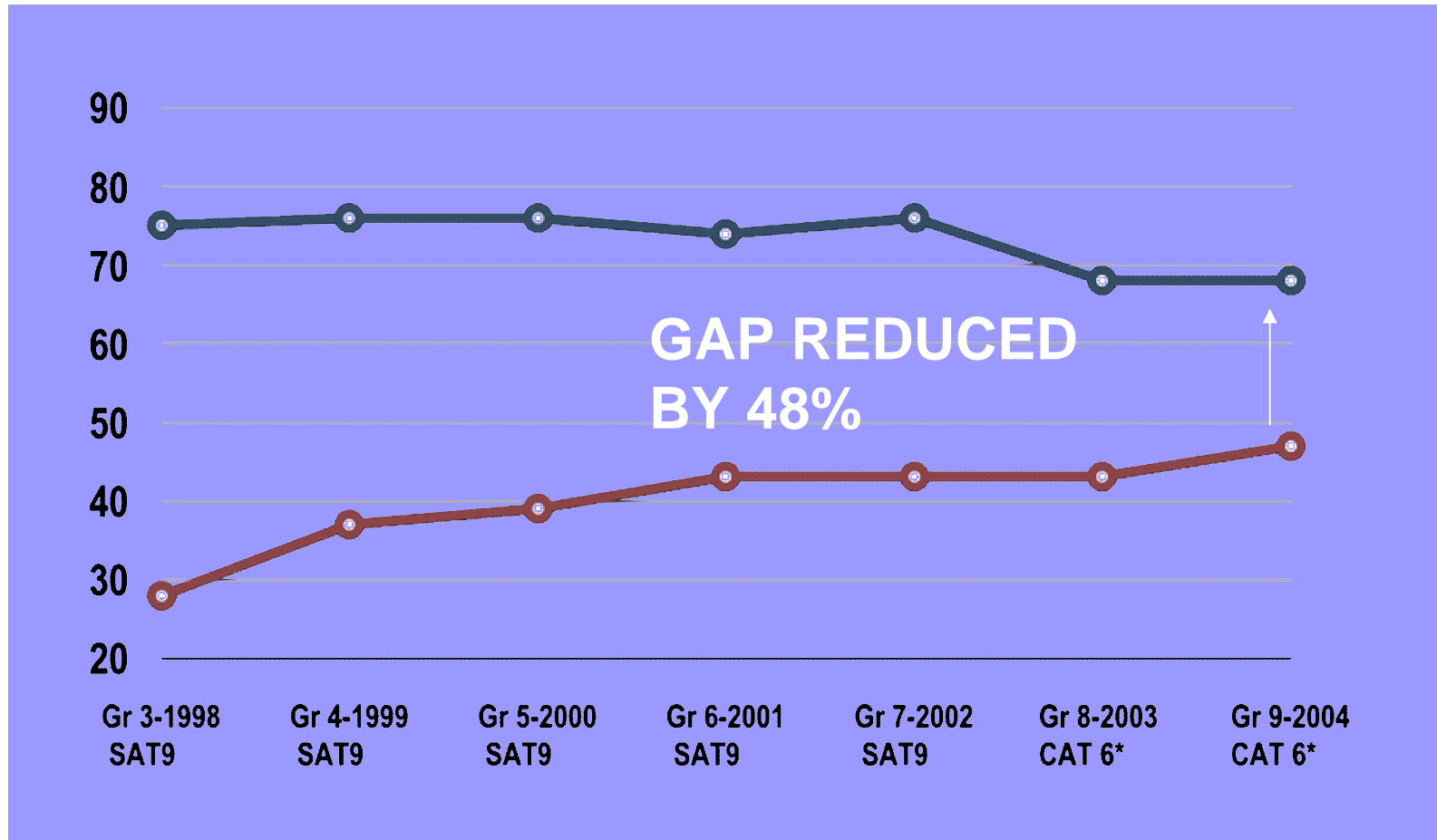


Source: EdTrust West analysis of San Jose Unified data



MYTH: Closing the achievement gap by demanding rigor in graduation standards is the wrong place to start

San Jose SAT9 & CAT6-Matched reading scores at grades 3-9 who have been tested with STAR every year since 1998 – White and Latino students

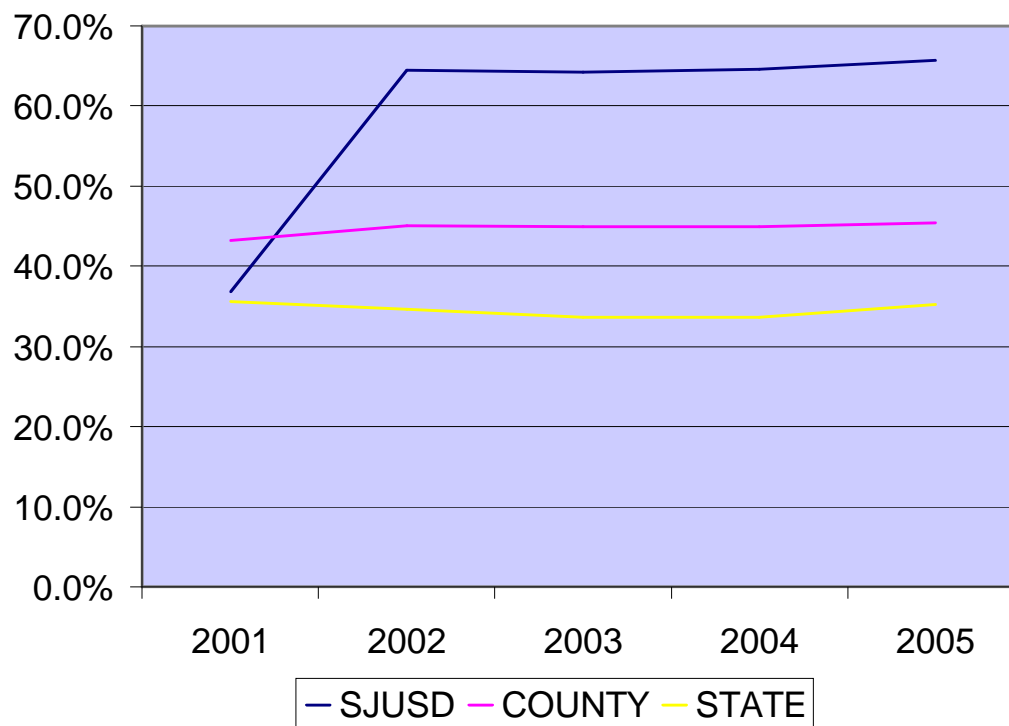


Source: EdTrust West analysis of California Department of Education data

THE REALITY IS:

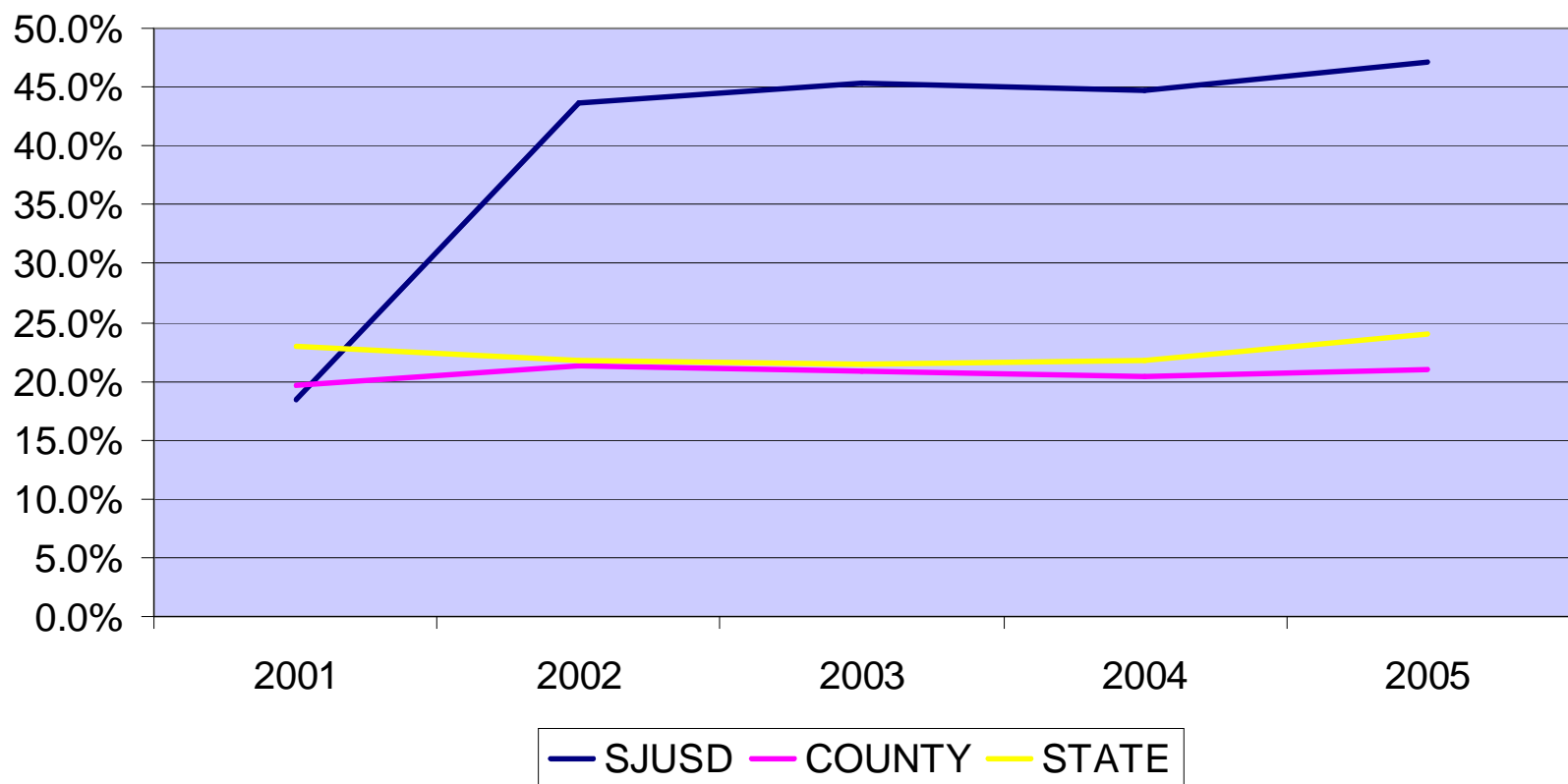
A college-ready/career-ready curriculum for all students will result in dramatic increases in the numbers of students, both minority and non-minority, who are eligible to enter UC/CSU directly out of high school.

All 12th Grade Graduates 2001-2005 Completing all Courses Required with a “C” or better for UC/CSU Entrance



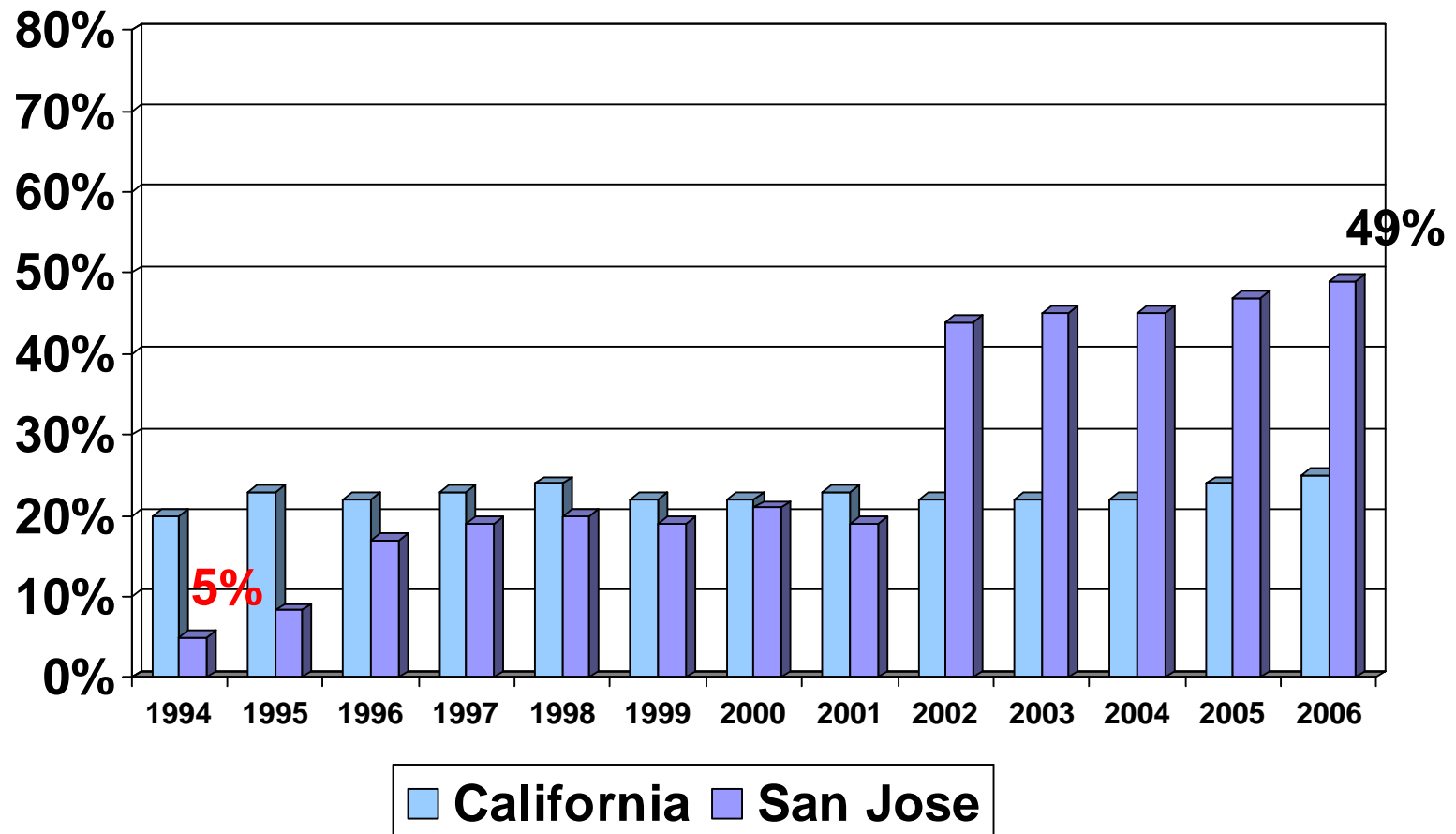
Source: EdTrust West analysis of California Department of Education data

12th Grade Latino Graduates 2001-2005 Completing all Courses Required with a “C” or better for UC/CSU Entrance

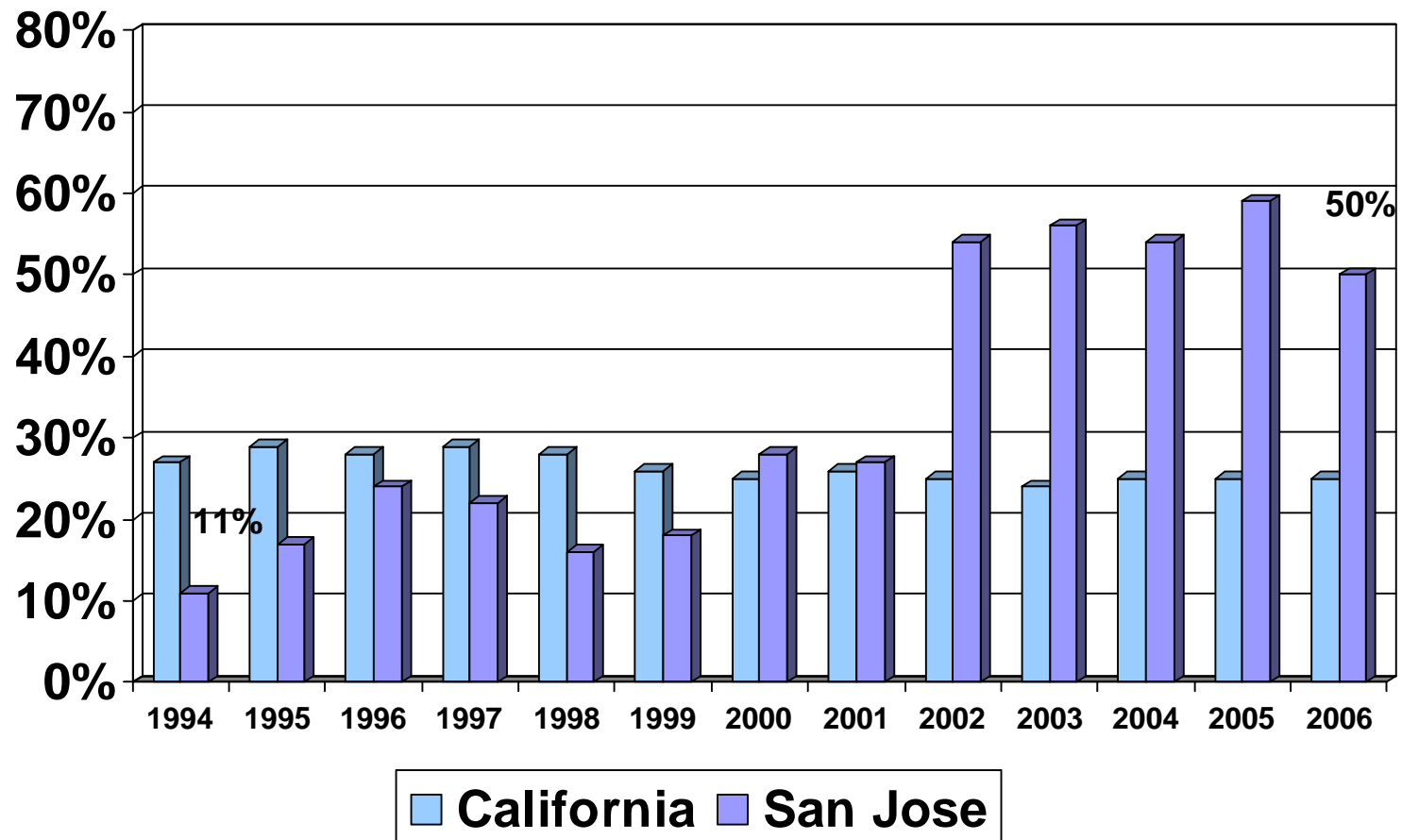


Source: EdTrust West analysis of California Department of Education data

Latino Graduates College-Ready San Jose vs. California



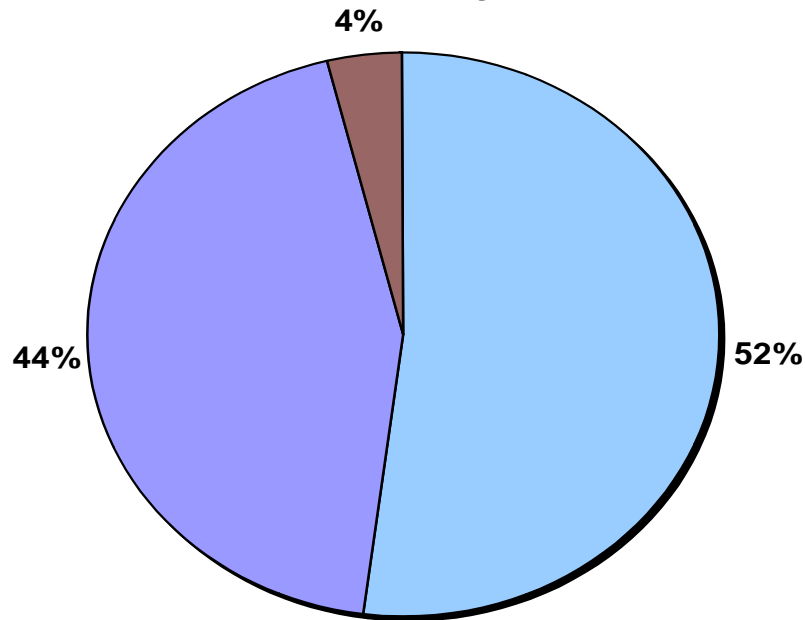
African American Graduates College-Ready San Jose vs. California



Senior Exit Survey-

96% surveyed/88% responded

SJUSD 2005 Senior Exit Survey Post Secondary Plans



■ 4 yr. University ■ 2 yr. College/ Career Tech ■ Other

Student Quotes

- *When I got to high school – I didn't know I needed to take these classes. There was so much college talk I realized how important it was to take the a-g courses.*
- *Having everyone take a-g classes meant they're available. Without the a-g requirement, many kids would slip through the cracks.*
- *My teacher stood up in front of the class and said, "This class is going to be tough, you will get into college and I'm here to support you."*

“You need a door, or a window. The A-G curriculum gives you that opportunity. I can’t imagine not having it. Students will find the motivation, they only need the opportunity.

Personally, I didn’t see myself in college until my sophomore year. I had kept up in my school work, but I didn’t know what I would do after graduation. It was that persistence; that I had to keep doing well and the bar being raised so high, that made me realize that I was college material.”

- Cesar Lopez, Senior, Lincoln High, San Jose Unified

“They showed me how to fill out a McDonald’s application in my Life Skills Class. I think that they should have at least taught me how to fill out a college application or at least tell me what the ‘A-G’ requirements are,”

- Gabriela Perez, 17, Garfield High School, LAUSD