

-Executive Summary School Accountability Report Card, 2007-08

For: John F. Kennedy High

Address: 6715 Gloria Drive
Principal: Felisberto Cedros

Phone: 916-433-5200
Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Recognized by the state as a 2005 California Distinguished School, John F. Kennedy High School is an outstanding high school, which features both traditional and innovative course offerings presented by caring and dedicated instructors. The students are encouraged to seek success in a positive, safe environment, which fosters growth, personal responsibility and a challenging curriculum. At Kennedy, individual and cultural diversity is endorsed and supported so that all students will have the opportunity to become productive citizens.

Kennedy is organized into five Small Learning Communities (SLCs) that promote personalized education for each student. Each (SLC) is theme based and offers students a chance to explore education and career options through specialized courses, guest speakers and field trips.

Parents and community members are a visible presence on campus. They participate in many parent forums and school decision-making committees. Parents support the school by walking the campus at lunch, beautifying, and providing security cameras and extra lighting. PTSA volunteers assist during orientation, testing, dances and provide the Cornel West Awards ceremony each Spring to honor outstanding Kennedy alumni.

The Program in America and California Exploration (PACE), founded by Sen. Gary Hart in 2001, is a four-year college prep history and English program that explores these curricular areas from a uniquely Californian and American perspective. The program features a summer component for incoming freshmen, numerous field trips and outstanding guest speakers from a wide range of career paths.

The Criminal Justice Academy offers a program to students who are interested in exploring the field of law enforcement. Students spend two hours a day with team teachers from Kennedy and the Sacramento Police Department. The curriculum includes in-depth coverage of federal, state and local government and law, plus a rigorous physical education and training program for four years. Community service and parental involvement are required. The Police Department provides cadet uniforms and offers summer employment and assistance with college tuition.

The Academy of Culinary Arts provides students opportunities to learn skills and explore career options in the Food Service and Hospitality, Tourism, and Recreation Industry. The culinary courses use innovative lesson plans and activities to teach a wide range of topics which include nutrition, food preparation and sanitation, serving and catering, and cooking skills. Junior and Senior-level courses provide job shadow and internship opportunities at local restaurants and hotel kitchens. In addition to the academy providing catering to the community, students in the advanced program do all the preparation, serving and cooking for the Cougar Cafe. The Cougar Cafe houses a full scale commercial kitchen and an eating area that seats seventy-five people. The Cougar Cafe is open to the public twice a month.

Among Kennedy's other curricular offerings are the Marine Corps Junior ROTC program, automotive technology, computer programming, engineering and architectural design and culinary arts. Kennedy offers numerous advanced placement classes in English, Social Science, Science, Math and World Languages.

Kennedy features a varied physical education program, with sixteen competitive sports available to students.

Student Enrollment

| Group | Enrollment |
|----------------------------------|-------------------|
| Number of students | 2253 |
| African American | 24.59% |
| American Indian or Alaska Native | 1.24% |
| Asian | 31.82% |
| Filipino | 1.78% |
| Hispanic or Latino | 20.99% |
| Pacific Islander | 1.91% |
| White (not Hispanic) | 16.82% |
| Multiple or No Response | 0.84% |
| Socioeconomically Disadvantaged | 39% |
| English Learners | 17% |
| Students with Disabilities | 8% |

Teachers

| Indicator | Teachers |
|---------------------------------------------------------|-----------------|
| Teachers with full credential | 97 |
| Teachers without full credential | 5 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 4 |
| Total Teacher Misassignments | 4 |

School Facilities

Summary of Most Recent Site Inspection

The latest facility inspection was completed July 2008.

Repairs Needed

Site was under modernization during the summer 2008.

Corrective Actions Taken or Planned

None at this time.

Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|--------------------------------------------|-------------------------------------------------------|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |
| Science Laboratory Equipment (grades 9-12) | 0% |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|----------------------------------------------------|
| School Site | \$4,509 |
| District | \$4,696 |
| State | \$5,300 |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|------------------------|-------------------------------------------------------------|
| English-Language Arts | 51% |
| Mathematics | 25% |
| Science | 44% |
| History-Social Science | 43% |

Academic Progress

| Indicator | Result |
|-----------------------------------------------------|-----------|
| 2008 API Growth Score (from 2008 API Growth Report) | 754 |
| Statewide Rank (from 2007 API Base Report) | 7 |
| 2008-09 Program Improvement Status (PI Year) | Not in PI |

School Completion

| Indicator | Result |
|-----------------|--------|
| Graduation Rate | 98 |

Postsecondary Preparation

| Measures | Percent |
|--------------------------------------------------------------------------------------------------------------------|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 86% |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 50.9% |

John F. Kennedy High School Accountability Report Card Reported for School Year 2007-08 *Published During 2008-09*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

| School | | District | |
|-------------------------|-----------------------|-----------------------|--------------------------------------------------|
| School Name | John F. Kennedy High | District Name | Sacramento City Unified |
| Street | 6715 Gloria Drive | Phone Number | 916-643-9000 |
| City, State, Zip | Sacramento, CA, 95831 | Web Site | www.scusd.edu |
| Phone Number | 916-433-5200 | Superintendent | Susan E. Miller, Interim |
| Principal | Felisberto Cedros | E-mail Address | superintendent@sac-city.k12.ca.us |
| | | CDS Code | 34-67439-3434768 |

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Recognized by the state as a 2005 California Distinguished School, John F. Kennedy High School is an outstanding high school, which features both traditional and innovative course offerings presented by caring and dedicated instructors. The students are encouraged to seek success in a positive, safe environment, which fosters growth, personal responsibility and a challenging curriculum. At Kennedy, individual and cultural diversity is endorsed and supported so that all students will have the opportunity to become productive citizens.

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Parents and community members are a visible presence on campus. They participate in many parent forums and school decision-making committees. Parents support the school by walking the campus at lunch, beautifying, and providing security cameras and extra lighting. PTSA volunteers assist during orientation, testing, dances and provide

the Cornel West Awards ceremony each Spring to honor outstanding Kennedy alumni.

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Among Kennedy's other curricular offerings are the Marine Corps Junior ROTC program, automotive technology, computer programming, engineering and architectural design and culinary arts. Kennedy offers numerous advanced placement classes in English, Social Science, Science, Math and World Languages.

Kennedy features a varied physical education program, with sixteen competitive sports available to students.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

| | | | |
|----------------------------|----------------------------------------------------------------------------------------------|------------------------------------|----------|
| Contact Person Name | Daniel Alemar, President PTSA Martin Young, PAK Stella Delgadillo, Parent Adviso | Contact Person Phone Number | 433-5200 |
|----------------------------|----------------------------------------------------------------------------------------------|------------------------------------|----------|

The PTSA promotes parental involvement in many school activities. The organization provides parent volunteers for dance chaperones, Open House, Orientation, Back-to-School Night, Information Night for 8th grade parents, and Grad Night. Historically, they have hosted the Teacher Appreciation Luncheon and the Cornel West Award Night. Pride at Kennedy (PAK), owns and operates the lockers at the school, and seeks to beautify the campus and make it a safer environment. They also seek volunteers available to walk the campus during lunch, providing additional adult supervision. The parent booster clubs provide added support for the music and sports programs and other activities throughout the campus.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 643 |
| Grade 10 | 560 |
| Grade 11 | 567 |
| Grade 12 | 483 |
| Ungraded Secondary | 0 |
| Total Enrollment | 2253 |
| | |

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 24.59 | White (not Hispanic) | 16.82 |
| American Indian or Alaska Native | 1.24 | Multiple or No Response | 0.84 |
| Asian | 31.82 | Socioeconomically Disadvantaged | 39 |
| Filipino | 1.78 | English Learners | 17 |
| Hispanic or Latino | 20.99 | Students with Disabilities | 8 |
| Pacific Islander | 1.91 | --- | --- |

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 26 | 31 | 46 | 31 | 24.1 | 36 | 53 | 13 | 25.8 | 28 | 44 | 24 |
| Mathematics | 26.5 | 21 | 48 | 13 | 23.1 | 35 | 36 | 11 | 23.9 | 31 | 42 | 6 |
| Science | 29.2 | 2 | 52 | 11 | 27.9 | 10 | 46 | 6 | 30.1 | 4 | 43 | 8 |
| Social Science | 30.3 | 10 | 34 | 38 | 26.8 | 19 | 50 | 14 | 27.5 | 15 | 41 | 26 |

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

| Date of Last Review/Update | 11/02/08 | Date Last Discussed with Staff | 11/06/08 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------|----------|
| <p>Kennedy is committed to providing a positive School Climate for the success and safety of our students. The school constantly strives to improve school discipline and climate to create an atmosphere of pride for students and staff. We sponsor the Every Fifteen Minutes program as well as other seat belt safety, drug and alcohol, and health awareness assemblies. Staff development is on-going, including Gang Risk Interventions, Safe School training, and various other topics. The school has an in-house suspension room operating daily so that disruptive students are removed from classrooms but are kept at school for intervention purposes. Kennedy continues to be a Closed Campus in order to supervise entries and exits during school hours. All visitors must report to the main office to sign in. We have six campus monitors and a Sacramento City Police officer stationed at the school to assist in school safety issues. The school site has complied with all of the components of the Comprehensive Safe School Plan as required by Ed. Code and recent Legislation.</p> <p>The comprehensive school safety plan includes the following: Assessing the current status of school crime committed on the school campus and at school-related functions. Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following: Child abuse reporting procedures Disaster procedures, routine and emergency Fire drills Earthquake emergency procedure system Campus intruder "lock down" Flood, evacuation of the site Parent/student reunification Policies on suspension, expulsion, or mandatory expulsion recommendations Procedures to notify teachers of dangerous pupils Discrimination and harassment policy School-wide dress code</p> | | | |

Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
 Safe and orderly environment conducive to learning
 Rules and procedures on school discipline
 Hate crime reporting procedures

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|--------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-7 | 2007-08 |
| Suspensions | 14.1 | 10.4 | 13.4 | 18.3 | 14.6 | 15.9 |
| Expulsions | 0 | 0.4 | 0 | 0.0 | 0.1 | 0.0 |

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district Facilities/Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The main campus was built in 1966. This school has 74 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 22 portables.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects (if applicable)

The district's governing board has approved a deferred maintenance 5-year plan. The complete deferred maintenance plan is available at the district office.

Modernization Projects (if applicable)

During the 2006 modernization, renovations and upgrades were made in the following areas: health and safety, fire alarms, HVAC, roofing and miscellaneous upgrades.

New School Construction Projects (if applicable)

N/A

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|-------------------------------------------------|---------------|------|------|-------------------------------------------|
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates (interior and exterior) | X | | | |
| Interior Surfaces (walls, floors, and ceilings) | X | | | |
| Hazardous Materials (interior and exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (interior and exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (inside and outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Playground/School Grounds | X | | | |
| Roofs | X | | | |
| Overall Cleanliness | X | | | |

[Overall Summary of School Facility Good Repair Status](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | X | | |

V. Teachers

[Teacher Credentials](#)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---------------------------------------------|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| With Full Credential | 103 | 101 | 97 | 2334 |
| Without Full Credential | 10 | 6 | 5 | 131 |
| Teaching Outside Subject Area of Competence | 11 | 6 | 0 | 25 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

| Indicator | 2006-07 | 2007-08 | 2008-09 |
|------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | 10 | 0 | 4 |
| Total Teacher Misassignments | 26 | 4 | 4 |
| Vacant Teacher Positions | 1.2 | 0 | 4 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|----------------------------------------------|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 93.0 | 7.0 |
| All Schools in District | 95.4 | 4.6 |
| High-Poverty Schools in District | 96.9 | 3.1 |
| Low-Poverty Schools in District | 100.0 | 0.0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor | 4.5 | 500 |
| Library Media Teacher (Librarian) | | n/a |
| Library Media Services Staff (paraprofessional) | 1.0 | n/a |
| Psychologist | | n/a |
| Social Worker | 1.0 | n/a |
| Nurse | | n/a |
| Speech/Language/Hearing Specialist | | n/a |
| Resource Specialist (non-teaching) | | n/a |
| Other | | n/a |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Reading/Language Arts | Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook Sufficiency data is collected annually during the second week of school (September 2008). | 0% |
| Mathematics | | 0% |
| Science | | 0% |
| History-Social Science | | 0% |
| Foreign Language | | 0% |
| Health | | 0% |
| Visual and Performing Arts | | 0% |
| Science Laboratory Equipment (grades 9-12) | | 0% |

Core Curriculum for Sacramento City Unified School District High School Core Textbooks

The following is a listing of Board of Education approved High School Core Textbooks adopted for use in our high schools.

| COURSES | TEXTBOOKS ADOPTED FOR THE COURSES |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English 9 | <i>Holt Literature and Language, Course 3</i> (HRW) c. 2003 |
| English 10 | <i>Holt Literature and Language, Course 4</i> (HRW) c. 2003 |
| English 11 | <i>Holt Literature and Language, Course 5</i> (HRW) c. 2003 |
| English 12 | <i>Holt Literature and Language, Course 6</i> (HRW) c. 2003 |
| English 11 AP | <i>Short Takes, Model Essays for Composition, Ninth edition</i> Pearson Longman, c. 2007 <i>The Well Crafted Argument, A Guide and Reader, Third edition</i> Houghton Mifflin, c. 2008 |
| English 12 AP | <i>Literature: Reading, Fiction, Poetry and Drama, 6th edition</i> Glencoe/McGraw-Hill, c. 2007 <i>Perrine's Literature: Structure, Sound, and Sense, Tenth edition</i> Wadsworth Cengage Learning, c. 2009 |
| English Language Development-- Beginning | Visions, Levels Basic and A Student workbooks, Levels Basic and A |
| English Language Development-- Intermediate | Visions, Levels B and C Student workbooks, Levels B and C |
| Reading Development | REACH! Student Workbooks |

| | |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | or |
| | LANGUAGE! |
| Algebra 1 | Algebra (Prentice Hall) c. 2001 |
| Advanced Algebra | Algebra and Trigonometry, Structure and Method, Book 2 (McDougal Littell) c. 2000 <i>or</i> Algebra 2 (McDougal Littell) c. 2001 |
| Geometry | Geometry (McDougal Littell) c. 2004 |
| Advanced Geometry | Geometry: A Guide Inquiry (Morton Publishing Company) c. 1998 <i>or</i> Geometry (HRW) c. 2001 |
| Algebra 2 | <i>Algebra 2</i> (California Edition) Pearson Prentice Hall, c. 2004 |
| Pre Calculus | Precalculus with Unit-Circle Trigonometry by David Cohen, 4th ed. (Thomson Brooks/Cole) c.2006 or <i>Precalculus</i> by Robert Blitzer, 3 rd ed. (Pearson Prentice Hall) c. 2007 or <i>Precalculus with Limits</i> by Larsen, Hostetler and Edwards, 5 th ed. (Houghton Mifflin) c. 2008 |
| Advanced Pre Calculus | Algebra and Trigonometry with Analytic Geometry, 9th Edition (Brooks and Cole) |
| Calculus AB or Calculus BC | Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP edition) (Pearson Prentice Hall) c. 2007 or <i>Calculus: Single Variable with Vector Functions</i> , 1 st ed. (Thomson Brooks/Cole) c. 2007 or <i>Calculus of a Single Variable</i> , 8 th edition (Houghton Mifflin) c. 2006 |
| Geography | World Geography (McDougal Littell) c. 2003 |
| Geography SDAIE | World Cultures and Geography (McDougal Littell) c. 2003 (for English Learners who are at the Intermediate and Early Advanced Levels of English Proficiency) <i>or</i> World Geography and Cultures (Globe Fearon) c. 2002 (for English Learners who are at the Beginning through Early Intermediate Levels of English Proficiency) |
| World History | World History Human Legacy (Holt, Rinehart and Winston) c. 2008 |
| World History AP | <i>World History</i> , 5 th ed. Duiker and Spielvogel (Thomson Wadsworth) c. 2007 <i>Document Exercise Workbook for World History, Volume I & II</i> (Thomson Wadsworth) c. 2007 |
| U.S. History | American Anthem Modern American History (Holt, Rinehart and Winston) c. 2007 |
| U.S. History AP | The American Journey: A History of the United States (Prentice Hall) c. 2001 |

| | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| U.S. Government | <i>Prentice Hall Magruder's American Government</i> (Pearson Prentice Hall), c. 2005 |
| U.S. Government AP | American Government, 9th Edition Houghton Mifflin, c. 2004 |
| Modern Economics | Economics Principles in Action (Pearson Prentice Hall) c. 2007 |
| Psychology AP | <i>Psychology: 7th edition</i> (Worth Publishers) 2004 Study Guide: Psychology |
| Physical Science | <i>Holt Earth Science</i> (Holt, Rinehart and Winston), c. 2006 |
| Biology/ Biophysical Science | Biology: The Dynamics of Life (Glencoe) c. 2005 or <i>Modern Biology</i> (HRW) c. 2002 or Biology (Prentice Hall) c. 2004 |
| Molecular Biology | BSCS Biology: A Molecular Approach (Glencoe) c. 2001 |
| Biology AP | <i>Biology, Eighth edition (AP)</i> Pearson, Benjamin Cummings, c. 2008 |
| Chemistry | Chemistry, Matters and Change (Glencoe/McGraw-Hill), c. 2005 (reading level appropriate for grades 9 & 10) <i>or</i> Holt Modern Chemistry (Holt, Rinehart and Winston) c. 2006 (reading level appropriate for grades 11 & 12) |
| Chemistry AP | <i>Chemistry: The Central Science, 11th edition</i> Upper Saddle River, NJ, Prentice Hall, c. 2009 or <i>Chemistry, 7th ed, (AP Edition)</i> , Boson, Houghton Mifflin, c. 2007 |
| Physics | <i>Conceptual Physics, 9th Edition</i> (Addison Wesley), c. 2002 (reading level appropriate for grades 9 & 10) or Physics: Principles and Problems Glencoe/McGraw-Hill, c. 2005 (reading level appropriate for grades 11 & 12) |
| Physics AP | <i>Physics, 6th edition</i> John Wiley and Son, Inc. c. 2004 |
| Human Anatomy and Physiology | <i>Hole's Essentials of Human Anatomy and Physiology, 8th Edition</i> McGraw-Hill, c. 2003 |
| Spanish 1 | <i>En Español, Levels 1</i> (McDougal Littell) c. 2004 |
| Spanish 2 | <i>En Español, Levels 2</i> (McDougal Littell) c. 2004 |
| Spanish 3 | <i>En Español, Levels 3</i> (McDougal Littell) c. 2004 |
| Spanish AP | Abriendo Paso (Prentice Hall) c. 2001 Abriendo Paso Gramatica (Heinle & Heinle) c. 2000 Album (D C Heath) c. 1993 Repaso (National Textbook Co.) c. 1997 |
| French 1 | Discovering French, Levels 1 (McDougal Littell) c. 2001 |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| French 2 | Discovering French, Levels 2 <i>(McDougal Littell) c. 2001</i> |
| French 3 | Discovering French, Levels 3 <i>(McDougal Littell) c. 2001</i> |
| French AP | <i>Discovering French, Rouge Level 3 (McDougal Littell) c. 2001</i> <i>La Grammaire a L'oeuvre (McGraw-Hill) 4th edition</i> |
| Hmong 1P and 2P | Basic Hmong Book 1, Jonas, Vang-na Vangay & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Rooj ntawv Hmoob, 1981 |
| Hmong 3P and 4P | Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Rooj Ntawv Hmoob, 1981 Dab Neeg Hmoob, Volumes 1, 2, and 3 Discovering the Hmong Language, Van, Txhim Patrick, San Jose, CA 2006 |
| Art P | The Visual Experience <i>(Davis Publications, Inc.) c. 1995-2000</i> |
| Music Courses: Band P, Choir P, Orchestra P | Kjos Music Company c. 1996 Glencoe c. 1999 Alfred Publishing 2001 |
| Special Education (Special Day Class) | <i>American Guidance Service (AGS) Publishing</i> |
| <ul style="list-style-type: none"> ○ English ○ Algebra ○ Geometry ○ Geography ○ World History ○ U.S. History ○ U.S. Govt. ○ Economics ○ Physical Science ○ Biology | <ul style="list-style-type: none"> ○ <i>Basic English</i> ○ <i>Algebra</i> ○ <i>Geometry</i> ○ <i>World Geography</i> ○ <i>World History</i> ○ <i>United States History</i> ○ <i>United States Government</i> ○ <i>Economics</i> ○ <i>Earth Science</i> ○ <i>Biology</i> |
| IB courses | <i>IB world school</i> <i>www.ib-source.com</i> |
| <ul style="list-style-type: none"> ○ Biology ○ Math Methods | <ul style="list-style-type: none"> ○ <i>Biology 7/e, Benjamin Cummings, c. 2005</i> ○ <i>Mathematics Standards Level 3rd edition, IBID Press</i> |

| | |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ○ Math Studies | ○ <i>Mathematical Studies SL, Haese & Harris, c. 2004</i> |
| ○ Theory of Knowledge | ○ <i>Theory of Knowledge for the IB Diploma, Cambridge University Press, c. 2006</i> |
| | ○ <i>Tomorrow's Technology and You, Complete, 8/E, George Beekman/Mike Quinn, Prentice Hall, c. 2008 http://vig.prenhall.com</i> |
| ○ ITGS | ○ <i>A Gift of Fire: Social, Legal, and Ethical Issues for Computers and the Internet, 2/E, Sara Baase, San Diego State University, Prentice Hall, c. 2003 http://vig.prenhall.com</i> |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$12,561,611 | \$5,633 | \$4,509 | \$57,259 |
| District | --- | --- | \$4696 | \$57953 |
| Percent Difference – School Site and District | --- | --- | -4.0% | -1.2% |
| State | --- | --- | \$5300 | \$65008 |
| Percent Difference – School Site and State | --- | --- | -14.9% | -11.9% |

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Supplemental Services

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school.

Services throughout the district include:

Class Size Reduction

Tutoring

Supplemental instructional materials and books in mathematics, reading/language arts and ELD

Extended Day/Year/ Summer school

Enrichment programs-Assets: After School Safety Enrichment for Teens

Access to technology

Parent Education/Family Nights

Student/Family Primary Language Support

Translation for Home-School Communication

Counseling (academic and career)

Gifted and Talented Education (GATE)

Special Education

10th Grade Counseling

AB 1802 at risk student counseling (11th grade counseling)

Professional Development

Support Staff, such as nurses, instructional assistants, parent advisors, counselors and two social workers

Supplemental Education Services

School Choice

Five theme based small learning community providing access to many community partners, event and internships

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$39015 | \$40721 |
| Mid-Range Teacher Salary | \$51275 | \$65190 |
| Highest Teacher Salary | \$84151 | \$84151 |
| Average Principal Salary (Elementary) | \$98946 | \$104476 |
| Average Principal Salary (Middle) | \$101101 | \$108527 |
| Average Principal Salary (High) | \$116489 | \$119210 |
| Superintendent Salary | \$253504 | \$210769 |
| Percent of Budget for Teacher Salaries | 36.1% | 39.9% |
| Percent of Budget for Administrative Salaries | 5.7% | 5.5% |

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|-------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 41 | 44 | 51 | 37 | 39 | 43 | 42 | 43 | 46 |
| Mathematics | 18 | 21 | 25 | 38 | 38 | 42 | 40 | 40 | 43 |
| Science | 32 | 39 | 44 | 25 | 29 | 39 | 35 | 38 | 46 |
| History-Social Science | 29 | 31 | 43 | 26 | 27 | 32 | 33 | 33 | 36 |

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|-----------------------------------------------|-------------------------------------------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 39 | 7 | 31 | 26 |
| American Indian or Alaska Native | 43 | 17 | * | 44 |
| Asian | 62 | 42 | 55 | 52 |
| Filipino | 56 | 14 | 58 | 43 |
| Hispanic or Latino | 40 | 13 | 36 | 34 |
| Pacific Islander | 44 | 17 | * | 32 |
| White (not Hispanic) | 62 | 29 | 58 | 62 |
| Male | 48 | 27 | 46 | 49 |
| Female | 54 | 22 | 43 | 38 |
| Economically Disadvantaged | 36 | 17 | 33 | |
| English Learners | 9 | 7 | 14 | 13 |
| Students with Disabilities | 6 | 3 | 0 | |
| Students Receiving Migrant Education Services | * | * | * | * |

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 60.0 | 57.3 | 56.8 | 46.9 | 46.2 | 49.1 | 51.1 | 48.6 | 52.9 |
| Mathematics | 52.8 | 58.4 | 63.6 | 42.1 | 47.3 | 52.3 | 46.8 | 49.9 | 51.3 |

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

| Group | English-Language Arts | | | Mathematics | | |
|----------------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 43.2 | 43.9 | 12.9 | 36.4 | 33.0 | 30.7 |
| Male | 47.3 | 43.1 | 9.6 | 36.0 | 33.1 | 31.0 |
| Female | 39.1 | 44.6 | 16.3 | 36.5 | 33.0 | 30.5 |
| African American | 61.1 | 33.6 | 5.3 | 59.6 | 30.7 | 9.6 |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 39.6 | 44.5 | 15.9 | 18.9 | 37.2 | 43.9 |
| Filipino | * | * | * | * | * | * |
| Hispanic or Latino | 48.5 | 40.6 | 10.9 | 48.5 | 32.7 | 18.8 |

| | | | | | | |
|------------------------------------------------------|------|------|------|------|------|------|
| Pacific Islander | * | * | * | * | * | * |
| White (not Hispanic) | 19.4 | 59.7 | 20.9 | 22.4 | 28.4 | 49.3 |
| English Learners | 67.8 | 29.6 | 2.6 | 47.8 | 35.7 | 16.5 |
| Socioeconomically Disadvantaged | 58.6 | 32.9 | 8.6 | 48.3 | 30.3 | 21.3 |
| Students Receiving Migrant Education Services | * | * | * | * | * | * |
| Students with Disabilities | 96.6 | 3.4 | 0.0 | 96.4 | 3.6 | 0.0 |

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |
|--------------------|----------------------------------------------------------|
| 9 | 32.6 |

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 | 2005 | 2006 | 2007 |
|------------------------|-------------|-------------|-------------|
| Statewide | 6 | 6 | 7 |
| Similar Schools | 4 | 3 | 6 |

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

| Group | Actual API Change | | | Growth API Score |
|-----------------------------------------|--------------------------|----------------|----------------|-------------------------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students at the School | 4 | 28 | 25 | 754 |
| African American | 11 | 64 | 14 | 684 |
| American Indian or Alaska Native | | | | |
| Asian | -5 | 11 | 14 | 800 |
| Filipino | | | | |
| Hispanic or Latino | -2 | 20 | 47 | 710 |
| Pacific Islander | | | | |

| | | | | |
|----------------------------------------|-----|----|----|-----|
| White (not Hispanic) | 6 | 12 | 38 | 808 |
| Socioeconomically Disadvantaged | 19 | 50 | 25 | 702 |
| English Learners | -24 | 20 | 27 | 670 |
| Students with Disabilities | 3 | 0 | 19 | 441 |

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---------------------------------------------------|---------------|-----------------|
| Overall | Yes | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | No |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

[Federal Intervention Program \(School Year 2008-09\)](#)

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 (English-language arts 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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|------------------------------------------------------------|---------------|-----------------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2008-2009 |
| Year in Program Improvement | | Year 1 |
| Number of Schools Currently in Program Improvement | --- | 24 |
| Percent of Schools Currently in Program Improvement | --- | 27.0 |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

[California State University](#)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| Dropout Rate (1-year) | 2 | 0 | 2 | 3.9 | 1.7 | 5.9 | 3.1 | 3.5 | 4.4 |
| Graduation Rate | 93 | 97 | 98 | 83.4 | 86.9 | 81.0 | 85.0 | 83.0 | 79.5 |

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2008 | | |
|-----------------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 91.0 | 85.3 | --- |
| African American | 86.7 | 76.3 | --- |
| American Indian or Alaska Native | NA | 81.0 | --- |
| Asian | 97.6 | 89.8 | --- |
| Filipino | NA | 93.9 | --- |
| Hispanic or Latino | 87.3 | 82.7 | --- |
| Pacific Islander | NA | 83.3 | --- |
| White (not Hispanic) | 88.5 | 88.0 | --- |
| Socioeconomically Disadvantaged | 89.4 | 83.2 | --- |
| English Learners | 87.9 | 77.0 | --- |
| Students with Disabilities | 32.3 | 37.9 | --- |

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Architectural Design+ Automotive Mechanic Technician I* Automotive Mechanic Technician II* Beginning Mechanical Drafting Graphic Illustration Computer Assisted Design & Drafting* Computer Business Technologies* Computer Graphics*, + Culinary Arts*, ** Food & Nutrition ** Information Technology Productive Advertising Retail Sales* |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Web Author Training*

*ROP (Regional Occupational Program) Course

**California Partnership Academy Course

+Course Approved for UC "F" credit

++Course Approved for UC "G" credit

+++Course Approved for CSUS "ACE" credit

++++Course Articulated with CRC

Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.

[Career Technical Education Participation \(School Year 2007-08\)](#)

This table displays information about participation in the school's career technical education (CTE) programs.

| Measure | CTE Program Participation |
|----------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of pupils participating in CTE | 1006 |
| Percent of pupils completing a CTE program and earning a high school diploma | 86% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100% |

[Courses for University of California and/or California State University Admission \(School Year 2007-08\)](#)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | Percent |
|-------------------------------------------------------------------|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 77.1 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 50.9 |

[Advanced Placement Courses \(School Year 2007-08\)](#)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | | --- |
| English | 1 | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | 2 | --- |
| Mathematics | 3 | --- |
| Science | 3 | --- |
| Social Science | 3 | --- |
| All courses | 12 | 8 |

XII. Instructional Planning and Scheduling

Professional Development

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

Professional Development is an essential component of effective instruction and student learning. The District The District has developed a responsive and comprehensive research-based professional development plan with an in-depth focus on English Learners, Algebra, and culturally and linguistically responsive pedagogy. In addition to the required 18-hours of professional development, district staff is provided growth opportunities throughout the year; i.e. after school, during summer vacation, and on some Saturdays. The wide spectrum of offerings reflects the specific needs identified by individual school sites and are aligned with the district strategic plan. Key focus areas include: Instructional Leadership, Instructional Practices, Assessment, Curriculum Development, and Understanding the Learning Process. Professional development is coordinated by Administrators of Curriculum, Professional Development Support in coordination with school site staff.