

School Accountability Report Card

School Year 2008-09

(Published during 2009-10)

George Washington High School

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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.

Section I - Data and Access

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 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 other 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.

Section II - About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

George Washington HS (GWHS) offers its students an outstanding comprehensive education in a culturally enriching environment. GWHS has more than 100 course offerings, with 52 sections of honors and advanced placement classes. Of the 550 graduates last year (class of 2009), 92% were accepted by colleges. Students at GWHS also have the opportunity to participate in over 50 campus clubs and organizations and a full inter-scholastic athletic program, with 22 teams in 15 sports. Washington also has an active Beacon program, PTSA and Alumni Association. The mission of GWHS is to provide a learning environment that is safe, secure, and promotes high academic and ethical standards. Preparing all students to become successful lifelong learners in a global, multicultural society.

Opportunities for Parental Involvement

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

GWHS has a very active parent community and we actively seek parent involvement. The PTSA, School Site Council, and English Language Advisory Committee collaboratively meet with the principal. Parent and community input is actively sought in the decision making process. The PTSA sponsors programs of interest to parents and publishes a newsletter. The Beacon family council holds a variety of parent workshops throughout the year. Monthly PTSA meetings are held at the school and specific parent meetings are held in the community as well. The Alumni association supports school activities and meets with the principal on a regular basis. Open house events are held twice a year for new and prospective parents. Volunteers from San Francisco school volunteers assist in classrooms.

Student Enrollment By Grade Level (School Year 2008-09)

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

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	777
10	632
11	532
12	457
Ungraded Sec	0
Total Enrollment	2398

Student Enrollment By Group (School Year 2008-09)

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
African American	6.13
American Indian or Alaska Native	0.17
Asian	68.68
Filipino	4.09
Hispanic or Latino	9.72
Pacific Islander	0.58
White (Not Hispanic)	9.22
Multiple or No Response	1.42
Socioeconomically Disadvantaged	47.00
English Learners	16.00
Students with Disabilities	9.00

Average Class Size and Class Size Distribution (Secondary)

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

Subject	Avg Class Size	2006-07			Avg Class Size	2007-08			Avg Class Size	2008-09		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.1	51	22	32	27.2	39	18	37	23.4	48	35	27
Math	25.3	33	22	29	30.9	18	13	41	26.4	28	24	38
Science	29.0	15	15	46	32.4	7	18	45	29.8	11	23	41
Social Science	33.0	3	13	36	34.4	4	5	39	31.6	4	16	37

Section III (School Climate) begins on next page.

Section III - School Climate

School Safety Plan (School Year 2008-09)

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

GWHS has an active crisis response committee made up of teachers, support staff, administrators and students. We have an organizational evacuation flow chart and the crisis response team meets regularly to address school safety and review the site emergency procedures. Various emergency drills are conducted throughout the school year including fire, earthquake and intruder drills. These drills involve the entire faculty, staff, students and local emergency personnel.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	6.5	5.1	4.3	5.6	7.5	6.3
Expulsions	0.4	0.0	0.0	0.1	0.1	0.1

Section IV (School Facilities) begins on next page.

Section IV - School Facilities

School Facility Conditions and Improvements

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

GWHS has just undergone a three year major modernization project to bring the school up to ADA standards. Improvements included additional elevators, widening doorways, fire sprinkler installation in classrooms, new drinking fountains, and new bungalow classrooms. Additionally the interior and exterior of the building was just painted in the summer of 2009. While GWHS is a solid and well constructed structure (built in 1936), some of the infrastructure has difficulty serving the educational needs of the 21st century. Other upgrades needed include the intercom system and improving and upgrading both exterior playing fields (slated for upgrade in Summer 2010). Increasing the number of custodians during the day is also a critical need.

School Facility Good Repair Status

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

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Rm T62 (bathroom), 117A, M28, SH4A, 336, 304 - no heat. WO SH4C, SH1B - Repair new heating system that NEVER worked since it was installed. WO Rm 103 - Heater on all the time. WO Rm 303 - Heat is mostly not working. WO 205, 204 - thermostat cover broken or missing. WO
Interior: Interior Surfaces		X		Rm M23 - Remove mold on ceiling class. WO Rm 123, 125, 103, 102, 128, 335, 302A, 236 - Replace floor. They are torn/damaged causing trip hazard. WO Room 307 - Fill in two large holes in wall between window and door; fix hole in the floor next to the door. WO Hall 2nd floor by T66 - 3 locker doors missing. 204 - Hole in ceiling in NE corner of the room near kiln. WO
Cleanliness: Overall and Pest Infestation			X	Rm M23 - Remove broken chairs in back of choral room. WO Rm M03 Band Room, Rm 121 A Wellness, Rm 121C, 108 A, 338, 336, 333, 303 - Evidence of mice. Pest Co scheduled to visit site

Electrical:	X	Auditorium, Rm 136, 123, 127, 114, 138B, 108B, 338, 336, 333, 314, 312, 308, 310, 330, 301, 303, 311, 313, 312, 321, 125, 128, 102, 324, 233, 234 - Re-lamp banks of ceiling lights. WO Rm 136 - Bank of Ceiling Lights Not Working. WO Rm SH3, 125, 128, 102, 335 - Replace ballast. WO Rm 138C, 304, 302B, 202B, 327, 201, 213, 205 - Replace Light Cover. WO Rm 125 - electrical outlet near teacher's desk inoperable; electrical switch plate near door is broken with exposed wires. WO Rm 108A - repair electrical outlet with exposed wires and no cover plate. WO Rom 306, 302A - Replace cracked electrical outlet plate. WO 213 - Electrical receptacle pulled away from wall. WO 237 - Broken electrical receptacle cover under window. WO
Restrooms/Sinks/Fountains:	X	Rm T55 boys bathroom - 2 inoperable urinals. WO T66 (girls' bathroom) - Graffiti on the end stall on the right side and on the 5th stall on the left side. Rm 336 - Drinking fountain not draining properly. WO Boys Bathroom 3rd Fl - one urinal not draining properly. WO Hall 2nd floor by T66 - Handicapped water fountain out of order. WO
Safety: Fire and Hazardous Materials	X	Rm 312 - Remove towel around strobe light. WO
Structural: Damage, Roofs	X	
External: School Grounds, Windows, Doors	X	Rm 110 A Severely Impaired Students - Door closure needs to be adjusted so that door does not slam into students who are fragile and severely impaired. (2nd request). WO Rm 101, 108A, 202B, 224, 222, 208, 336, SH2 - Repair window that won't shut or latch. WO Rm 335 - door appears to be locked but it is stuck and won't open unless you really pull hard WO; shade under skylight does not work because of an obstruction caused by a post. WO 215, 210A - Broken shade hanging off the window. WO 225 - Windows leak and leave water on the floors. WO

WO - Work Order. DM - Deferred Maintenance.

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.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary				X
Inspection Date	12/08/2009			

Section V (Teachers) begins on next page.

Section 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	115	107	115	3228
Without Full Credential	0	0	1	73
Teaching Outside Subject Area of Competence	1	1	0	—

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	3	0	1
Total Teacher Misassignments	4	0	5
Vacant Teacher Positions	0	1	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2008-09

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district (75 or more in free/reduced lunch meal program), and at low-poverty schools in the district (25% or less in free/reduced lunch meal program). More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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	95.7	4.3
All Schools in District	96.5	3.5
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	98.1	1.9

Section VI - Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<i>Title</i>	<i>Number of FTE Assigned to School</i>	<i>Average Number of Students per Academic Counselor</i>
Academic Counselor	4.0	599
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist		----
Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Section VII - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Instructional materials were adopted by the SFUSD Board of Education for the 2009-2010 school year and were provided for all high school students enrolled in advanced algebra, economics, environmental science and algebra and trigonometry classes. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 13, 2009 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2009-2010, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 13, 2009 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv

Section VIII (School Finances) begins on next page.

Section VIII - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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	\$5,419	\$1,249	\$4,170	\$59,447
District	----	----	\$4,170	\$59,447
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,512	\$67,049
Percent Difference - School Site and State	----	----	-24.3%	-11.3%

Types of Services Funded (Fiscal Year 2008-09)

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

The Richmond Village Beacon Center is located on the Washington campus. The Beacon brings in new resources to the school, supports academic achievement and youth development through a broad array of programs for teens and adults and co-sponsors our College Center. The College Center provides personnel and resources to students regarding college entrance requirements, test preparation, and financial aid.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information 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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,195	\$42,065
Mid-Range Teacher Salary	\$60,878	\$67,109
Highest Teacher Salary	\$77,630	\$86,293
Average Principal Salary (Elementary)	\$95,305	\$107,115
Average Principal Salary (Middle)	\$103,348	\$112,279
Average Principal Salary (High)	\$98,115	\$122,532
Superintendent Salary	\$255,000	\$216,356
Percent of Budget for Teacher Salaries	33%	39%
Percent of Budget for Administrative Salaries	5%	6%

Section IX - Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); The California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 9-11; and history-social science in grades 8 and 10-11. The CAPA includes ELA, mathematics, and science in grades 2-11, and for science for grades 5, 8 and 10. The CAPA is given to those students with significant cognitive disabilities which prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades 3-8 and science in grade 5 and is an alternative assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percents of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) results web site at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

STAR 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		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	54	56	59	49	51	53	43	46	50
Mathematics	30	36	38	49	51	52	40	43	46
Science	47	57	64	45	51	52	38	46	50
History-Social Science	37	42	54	41	42	45	33	36	41

Standardized Testing Reporting 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	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	20	4	22	19
American Indian or Alaska Native	*	*		*
Asian	65	46	71	60
Filipino	60	23	79	45
Hispanic or Latino	30	10	32	32
Pacific Islander	*	*	*	*
White (not Hispanic)	66	32	56	63
Male	57	39	68	61
Female	61	37	59	47
Economically Disadvantaged	53	37	62	50
English Learners	12	18	16	9
Students with Disabilities	16	10	26	16
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 3 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 CD 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.

CAHSEE Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	53.8	67.7	67.7	54.3	54.6	56.7	48.6	52.9	52.0
Mathematics	69.1	74.6	71.8	62.9	62.2	63.1	49.9	51.3	53.3

CAHSEE Results by Student Group - 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 Prof	Proficient	Advanced	Not Prof	Proficient	Advanced
All Students	32.3	33.3	34.4	28.3	37.4	34.3
African American	59.1	27.3	13.6	82.8	13.8	3.4
American Indian or Alaska Native	*	*	*	*	*	*
Asian	29.3	33.4	37.3	17.6	40.9	41.4
Filipino	20.0	50.0	30.0	40.0	40.0	20.0
Hispanic or Latino	55.2	25.9	19.0	73.8	18.0	8.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	15.2	36.4	48.5	23.5	47.1	29.4
Male	34.0	35.1	30.9	27.5	35.7	36.7
Female	30.3	31.4	38.3	29.3	39.3	31.5
Economically Disadvantaged	37.9	33.9	28.2	28.8	36.5	34.7
English Learners	68.8	24.3	6.9	42.4	41.9	15.7
Students with Disabilities	68.0	24.0	8.0	77.3	13.6	9.1
Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

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 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 CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	0.0	0.0	0.0
Grade 7	0.0	0.0	0.0
Grade 9	16.7	24.5	44.2

Section X (Accountability) begins on next page.

Section 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 CDE Web site 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 school 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	2006	2007	2008
Statewide	7	8	8
Similar Schools	5	7	5

API Growth 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: Results for numerically significant student groups only.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	20	16	17	785
African American	18	3		
American Indian or Alaska Native				
Asian	14	20	23	827
Filipino				
Hispanic or Latino	18	-41	6	638
Pacific Islander				
White (not Hispanic)	41	30	-43	772
Socioeconomically Disadvantaged	23	27	16	773
English Learners	20	6	5	695
Students with Disabilities	12	-12	-21	488

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria (2008-09)

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	----	31
Percent of Schools Currently in Program Improvement	----	27.7 %

Section 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 school 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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Dropout Rate (1 year)	0.8	2.6	1.5	1.7	4.9	4.5	3.5	4.4	3.9
Graduation Rate	99.4	92.8	96.9	91.8	86.0	84.4	83.4	80.6	80.2

Completion of High School Graduation Requirements (School Year 2008-09)

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began in 08-09 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, the 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: 'N/A' means that the student group is not numerically significant

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Graduating Class of 2009			
Group	School %	District %	State %
All Students	95.8	86.4	Unavailable
African American	80.0	70.7	Unavailable
American Indian or Alaska Native	N/A	70.6	Unavailable
Asian	97.1	91.5	Unavailable
Filipino	92.3	84.0	Unavailable
Hispanic or Latino	94.1	79.4	Unavailable
Pacific Islander	N/A	81.8	Unavailable
White (not Hispanic)	100.0	85.9	Unavailable
Socioeconomically Disadvantaged	94.8	84.3	Unavailable
English Learners	91.3	68.6	Unavailable
Students with Disabilities	73.0	51.1	Unavailable

Career Technical Education Programs (School Year 2007-08)

The section provides information about the Career Technical Education (CTE) programs.

The Career Technical Education Program (formerly called School-to-Career) is a sequence of courses that provides students with a coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	837
Percent of pupils completing a CTE program and earning a high school diploma	96.3
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25

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

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	78.1
Graduates Who Completed All Courses Required for UC/CSU Admission	42.8

Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science		----
English	1	----
Fine and Performing Arts		----
Foreign Language	1	----
Mathematics	3	----
Science	2	----
Social Science	2	----
All Courses	9	3.9

Section XII (Instructional Planning) begins on next page.

Section XII - Instructional Planning and Scheduling

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide three full days of professional development during the academic year.

Section XIII - National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades 4, 8 and 12 and for long-term trends assesses grades 9, 13 and 17. Additionally, the NAEP only provides state test results for grades 4 and 8. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on the NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP Results By Grade Level - All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades 4 and 8.

Subject and Grade Level	Average Scale Score		% at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Math 2009, Grade 4	232	239	41	25	5
Math 2009, Grade 8	270	282	36	18	5

NAEP Results for Students with Disabilities and/or English Language Learners (ELL) by Grade Level - All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades 4 and 8.

Subject and Grade Level	State Participation Rate			National Participation Rate		
	Students with Disabilities and ELL	Students with Disabilities	English Language Learners	Students with Disabilities and ELL	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	NA	74	93	NA	65	80
Reading 2007, Grade 8	NA	78	92	NA	66	77
Math 2009, Grade 4	NA	79	96	NA	84	94
Math 2009, Grade 8	NA	85	96	NA	78	92

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