

# **School Accountability Report Card**

## **School Year 2007-08**

*(Published during 2008-09)*

### **John O'Connell High School of Technology**

2355 Folsom Street, San Francisco, CA 94110

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SFUSD School ID #: **651**

Calif.School ID #: **3834769**

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

Superintendent: **Carlos Garcia**

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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 (2007-08)**

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

JOHS is an academic-focused high school. All students are enrolled in the University of California's A-G coursework to insure students receive a college preparatory curriculum. An honors program begins in the 9th grade with English and Algebra. Advanced Placement courses are available in Biology, English Literature, English Language, Calculus, and Spanish.

Along with a rigorous core curriculum, JOHS offers relevant pathway courses. Students can choose courses in Drama, Art, Computer Art, Networking, Architecture and Design, Peer Resources, Student Leadership, and Culinary. Advanced courses include Biotechnology, Advanced Media Arts, Advanced Art, Pre-Engineering, Programming, Advanced Culinary, and a half-day program in Architecture and Design with the Architectural Foundation of SF.

### **Opportunities for Parental Involvement (2007-08)**

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

We have a strong parent community at JOHS and we believe that regular communication with parents is key to success for students. Teachers and administrators make regular phone calls home and we send a monthly newsletter to all families. A fulltime parent liaison works with parents to monitor their students' progress and connect them to the school. The active PTSA meets monthly and has parent-selected topics each meeting. We also have a monthly Principal's Coffee, which gives parents an informal opportunity to meet with the principal and other faculty and hear about the school and give feedback. An ELAC committee meets monthly to discuss the needs of students who are English language learners. Parents sit on the School Site Council to help make decisions. Parents are always welcome here.

### **Student Enrollment By Grade Level (School Year 2007-08)**

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

<b>Grade Level</b>	<b>Enrollment</b>
<b>K</b>	0
<b>1</b>	0
<b>2</b>	0
<b>3</b>	0
<b>4</b>	0
<b>5</b>	0
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

<b>Grade Level</b>	<b>Enrollment</b>
<b>9</b>	236
<b>10</b>	210
<b>11</b>	160
<b>12</b>	138
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	744

**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.

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>African American</b>	11.42
<b>American Indian or Alaska Native</b>	0.81
<b>Asian</b>	3.9
<b>Filipino</b>	4.03
<b>Hispanic or Latino</b>	75.67
<b>Pacific Islander</b>	0.81
<b>White (Not Hispanic)</b>	2.15
<b>Multiple or No Response</b>	1.21
<b>Socioeconomically Disadvantaged</b>	48
<b>English Learners</b>	43
<b>Students with Disabilities</b>	13

**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).

<b>Subject</b>	<b>Avg Class Size</b>	<b>2005-06</b>			<b>Avg Class Size</b>	<b>2006-07</b>			<b>Avg Class Size</b>	<b>2007-08</b>		
		<b>Number of Classrooms</b>				<b>Number of Classrooms</b>				<b>Number of Classrooms</b>		
		<b>1-22</b>	<b>23-32</b>	<b>33+</b>		<b>1-22</b>	<b>23-32</b>	<b>33+</b>		<b>1-22</b>	<b>23-32</b>	<b>33+</b>
<b>English</b>	18.1	34	10	5	12.5	75	14		13.5	65	11	
<b>Math</b>	22	29	11	7	15.1	48	7	2	10.8	69	7	
<b>Science</b>	27.6	6	14	7	18.7	20	13	7	16.4	28	13	
<b>Social Science</b>	28	7	7	9	15.2	27	15	1	15.1	25	4	1

**Section III (School Climate) begins on next page.**

## Section III - School Climate

### **School Safety Plan (School Year 2007-08)**

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

The JOHS School Safety Plan and Crisis Response Team are both focused on ensuring that student and staff safety are top notch. The Safety Plan is a comprehensive plan that is put into practice regularly with drills. The Crisis Response Team at JOHS is a highly qualified group of first responders including a complete security team, a full time nurse, and all members of the team are CPR certified. The Crisis Response Team and the counseling department meet once a month to review and practice the goals outlined in the Safety Plan.

### **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.

<b>Rate</b>	<b>School</b>			<b>District</b>		
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
<b>Suspensions</b>	9.8	13.1	21.4	5.8	5.6	7.5
<b>Expulsions</b>	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.

JOHS is fortunate to have one of the newest and most technologically advanced school sites in San Francisco Unified. The building was constructed six years ago with four computer labs, state of the art science classrooms, including a biotechnology lab, an industrial kitchen for the culinary pathway, a new art wing built this year, as well as brand new locker rooms and showers, complimented by a new athletic field with artificial turf.

An auditorium and indoor exercise room are on the agenda for the next construction phase anticipated by 2008.

### 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 & exterior)	X			Rm 305 Adjust Entrance door to close properly. WO
Interior Surfaces (walls,floors & ceilings)	X			Rm 106, 111A, 112, 207, 214, 312, 314A Replace ceiling tile. WO
Hazardous Materials (interior & exterior)	X			
Structural Damage	X			
Fire Safety			X	Café Repair Two fire pull stations (broken glass covers). WO Outside Rm 206 & 307 Fire Extinguisher missing. New one ordered. ??
Electrical (interior & exterior)	X			
Pest/Vermin Infestation			X	3rd Fl hallway excessive pigeon droppings. WO
Drinking Fountains	X			Café Repair fountain. WO
Restrooms	X			
Sewer	X			
Roofs	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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>
<b>Overall Summary</b>		X		

**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/>.

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2007-08</b>
<b>With Full Credential</b>	44	46	49	3160
<b>Without Full Credential</b>	5	5	1	80
<b>Teaching Outside Subject Area of Competence</b>	1	3	1	—

### **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.

<b>Indicator</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	3	1	3
<b>Vacant Teacher Positions</b>	0	0	0

### **Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 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 at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

<b>Location of Classes</b>	<b>Percent of Classes in Core Academic Subjects</b>	
	<b>Taught by NCLB Compliant Teachers</b>	<b>Taught by non-NCLB Compliant Teachers</b>
<b>This School</b>	98.3	1.7
<b>All Schools in District</b>	94.8	5.2
<b>High-Poverty Schools in District</b>	93.3	6.7
<b>Low-Poverty Schools in District</b>	95.7	4.3

## Section 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% 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>
<b>Academic Counselor</b>	3.0	248
<b>Library Media Teacher (Librarian)</b>		----
<b>Library Media Services Staff (Paraprofessional)</b>	1.0	----
<b>Psychologist</b>		----
<b>Social Worker</b>		----
<b>Nurse</b>		----
<b>Speech/Language/Hearing Specialist</b>		----
<b>Resource Specialist (non-teaching)</b>		----
<b>Other</b>		----

## 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. The following new instructional materials were adopted by the SFUSD Board of Education for the 2008-2009 school year, and were provided for all high school students enrolled in geometry and Spanish classes. Class sets of new 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 preceding the annual Instructional Materials Hearing at the October 14, 2008 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 2008-2009, new mathematics instructional materials were provided for all students in grades K-8. Class sets of new health instructional materials were provided for middle school health teachers. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 14, 2008 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](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 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. 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/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil Supplemental</b>	<b>Expenditures Per Pupil Basic</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$5,017	\$997	\$4,020	\$58,150
<b>District</b>	----	----	\$4,020	\$58,150
<b>Percent Difference - School Site and District</b>	----	----	0%	0%
<b>State</b>	----	----	\$5,300	\$65,008
<b>Percent Difference - School Site and State</b>	----	----	-31.8%	-11.8%

### **Types of Services Funded (Fiscal Year 2007-08)**

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

JOHS has the benefit of having a full service Wellness Program that includes a full time director, two full time mental health counselors, and a full time nurse. Including community based organizations, approximately 20 mental health and community agents work with the students at JOHS.

JOHS also has a well developed after school program which offers students a daily tutorial Monday - Friday, computer lab access, English Language programs, and a variety of art activities, including dance, leather working, and capoeira.

We are also the only school in the district with a Robotics program.

In addition to the after school programs, JOHS has a strong athletic department with sports teams in basketball, soccer, volleyball, cross country, golf, swimming, track, and wrestling

### **Teacher and Administrative Salaries (Fiscal Year 2006-07)**

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/>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$38,616	\$40,721
<b>Mid-Range Teacher Salary</b>	\$59,978	\$65,190
<b>Highest Teacher Salary</b>	\$76,483	\$84,151
<b>Average Principal Salary (Elementary)</b>	\$87,923	\$104,476
<b>Average Principal Salary (Middle)</b>	\$91,700	\$108,527
<b>Average Principal Salary (High)</b>	\$96,882	\$119,210
<b>Superintendent Salary</b>	\$255,000	\$210,769
<b>Percent of Budget for Teacher Salaries</b>	33.4%	39.9%
<b>Percent of Budget for Administrative Salaries</b>	5.0%	5.5%

## Section 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10 and 11; and history-social science in grades 8, 9, 10 and 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 at the CDE web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### **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		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	15	19	16	47	49	51	42	43	46
Mathematics	4	5	5	48	49	51	40	40	43
Science	11	18	16	39	45	51	35	38	46
History-Social Science	11	13	14	38	41	42	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	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	5	2	6	5
American Indian or Alaska Native	*	*	*	*
Asian	40	39	*	47
Filipino	27	5	*	29
Hispanic or Latino	15	3	16	13
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*

**CST Results by Student Group - Most Recent Year (continued)**

<b>Group</b>	<b>% of Students Scoring at Proficient or Advanced</b>			
	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>Science</b>	<b>History-Social Science</b>
<b>Male</b>	15	5	18	20
<b>Female</b>	16	3	14	8
<b>Economically Disadvantaged</b>	15	5	16	12
<b>English Learners</b>	6	2	4	2
<b>Students with Disabilities</b>	0	0	5	0
<b>Students Receiving Migrant Education Services</b>	0	0	*	*

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE 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 English-language arts and mathematics.

<b>Subject</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>
<b>English-Language Arts</b>	25.7	23.5	21.2	55.5	54.3	54.6	51.1	48.6	52.9
<b>Mathematics</b>	20.5	20.8	19.7	58.7	62.9	62.2	46.8	49.9	51.3

**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.

<b>Group</b>	<b>English-Language Arts</b>			<b>Mathematics</b>		
	<b>Not Prof</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Not Prof</b>	<b>Proficient</b>	<b>Advanced</b>
<b>All Students</b>	78.8	18.2	2.9	80.3	17.4	2.2
<b>African American</b>	100.0	0.0	0.0	100.0	0.0	0.0
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*	*
<b>Hispanic or Latino</b>	77.0	20.7	2.2	78.9	20.4	0.7
<b>Pacific Islander</b>	*	*	*	*	*	*
<b>White (not Hispanic)</b>	*	*	*	*	*	*
<b>Male</b>	80.2	18.5	1.2	78.3	18.1	3.6
<b>Female</b>	77.5	18.0	4.5	82.1	16.8	1.1
<b>Economically Disadvantaged</b>	80.0	17.1	2.9	84.3	12.0	3.7
<b>English Learners</b>	84.7	14.4	0.9	84.5	15.5	0.0
<b>Students with Disabilities</b>	96.3	3.7	0.0	93.1	6.9	0.0
<b>Migrant Education Services</b>	*	*	*	*	*	*

**California Physical Fitness Test Results**

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 (scoring in the healthy fitness zone on all 6 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.

<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>
<b>Grade 5</b>	0
<b>Grade 7</b>	0
<b>Grade 9</b>	22.5

**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.

<b>API Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Statewide</b>	3	1	1
<b>Similar Schools</b>	7	2	4

### 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: Results for numerically significant student groups only.

<b>Group</b>	<b>Actual API Change</b>			<b>Growth API Score</b>
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008</b>
<b>All Students at the School</b>	-66	24	-12	565
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	-60	20	-4	565
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>				
<b>Socioeconomically Disadvantaged</b>	-60	28	-5	562
<b>English Learners</b>	----	24	-2	554
<b>Students with Disabilities</b>	----			

**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 (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.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	No	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	No	Yes
<b>Graduation Rate</b>	No	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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2006-2007
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	----	27
<b>Percent of Schools Currently in Program Improvement</b>	----	24.3 %

## 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 require 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 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/>.

<b>Indicator</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
<b>Dropout Rate (1 year)</b>	2	2	6	2	2	5	3	4	4
<b>Graduation Rate</b>	95	92	82	94	92	86	85	83	80

### **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 Exam (CAHSEE) to receive a high school diploma. For students who began in 07-08 school year in the 12th grade, 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 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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<b>Group</b>	<b>Graduating Class of 2008</b>		
	<b>School %</b>	<b>District %</b>	<b>State %</b>
<b>All Students</b>	80.4	88.8	Unavailable
<b>African American</b>	66.7	72.8	Unavailable
<b>American Indian or Alaska Native</b>	N/A	87.5	Unavailable
<b>Asian</b>	58.3	92.6	Unavailable
<b>Filipino</b>	90.0	88.7	Unavailable
<b>Hispanic or Latino</b>	87.8	83.0	Unavailable
<b>Pacific Islander</b>	N/A	75.0	Unavailable
<b>White (not Hispanic)</b>	N/A	87.1	Unavailable
<b>Socioeconomically Disadvantaged</b>	89.1	88.3	Unavailable
<b>English Learners</b>	75.0	74.7	Unavailable
<b>Students with Disabilities</b>	33.3	47.2	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 Vocational Education) 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 2007-08)**

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

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils</b>	490
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	26.56
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0

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

<i>Indicator</i>	<i>Percent</i>
<b>Students Enrolled in Courses Required for UC/CSU Admission</b>	64.6
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	23.0

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

<i>Subject</i>	<i>Number of AP Classes Offered</i>	<i>Percent of Students in AP Courses</i>
<b>Computer Science</b>		----
<b>English</b>	2	----
<b>Fine and Performing Arts</b>		----
<b>Foreign Language</b>	2	----
<b>Mathematics</b>	1	----
<b>Science</b>	1	----
<b>Social Science</b>		----
<b>All Courses</b>	6	3

**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.

**End of SARC Document.**