

School Accountability Report Card

School Year 2007-08

(Published during 2008-09)

Lowell 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 (2007-08)

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

Founded in 1856 in San Francisco, Lowell is the oldest public high school west of the Mississippi. The student body of this four-year comprehensive high school of 2,635 is economically and ethnically diverse. Admission to Lowell is merit-based. For fall 2007, 2,500 students applied and 648 were accepted and enrolled. Lowell seeks students who demonstrate academic excellence and are motivated to pursue a rigorous college preparatory program. Extra-curricular activities are a vital part of Lowell's vision of teaching the whole student. We have 100 active clubs and service organizations. Our athletic program offers 32 teams playing 27 sports. Our elective program boasts the largest Visual and Performing Arts Dept. in the city, a World Language Dept of 9 languages and an award winning paper.

Opportunities for Parental Involvement (2007-08)

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

The School Site Council, a partnership among staff, students, alumni and parents, develops an annual Academic Plan and allocates resources within the school to support its plan. The SSC semiannually reviews and updates the plan and budget to reflect changing needs and priorities. The Lowell PTSA is integral to student and faculty life at Lowell. They are always visible on campus as volunteers in the Vicci College Center, Book to Book student store and the World Language Lab. They also help host all Lowell student, faculty and community events. PTSA also hosts "Student for a Day," in which parents shadow students to experience daily life at Lowell. In recent years, the PTSA and Alumni have given over 1.5 million in grants to enrich Lowell's course offerings and student support programs.

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	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	659
10	722
11	651
12	615
Ungraded Sec	0
Total Enrollment	2647

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
African American	2.87
American Indian or Alaska Native	0.11
Asian	66.07
Filipino	5.86
Hispanic or Latino	7.03
Pacific Islander	0.26
White (Not Hispanic)	14.62
Multiple or No Response	3.17
Socioeconomically Disadvantaged	32
English Learners	2
Students with Disabilities	2

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	2005-06			Avg Class Size	2006-07			Avg Class Size	2007-08		
		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	25.5	37	67	1	25.8	39	65	1	20.2	67	61	1
Math	27.1	33	39	24	26.7	39	33	26	22.2	52	38	26
Science	31.4	2	42	28	30.9	1	57	24	25.6	20	56	22
Social Science	29.4	5	67	19	31.4	2	46	40	25.8	20	61	25

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.

"Campus Rules" and District/school policies that set common expectations and standards for all student conduct and student safety are detailed in the Lowell Student Handbook and the SFUSD Student/Parent/Guardian Handbook and distributed to every student. Lowell is widely regarded by students and parents as a safe school. In the last five years, there have been a small number of suspensions, less than 1% of the student population annually. Lowell's Health and Safety Committee (comprised of Admin, teachers, students and parents) meets tri-annually to do site walk-throughs, to review and update the school safety and emergency plans, to provide professional development to the staff for emergency procedures, to assign roles for staff and student leadership groups, and to plan emergency drills.

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	2006-07	2007-08
Suspensions	1.1	1	0.6	5.8	5.6	7.5
Expulsions	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.

In 04/05, Lowell constructed a new, state of the art science wing. The modernization of labs in Unit 6 have greatly enhanced Lowell's learning and teaching environment and further strengthened its already excellent programs. In 2006 and continued into 2007, "Beautification Day" was enacted through a cooperative effort between the city, parents, students and Lowell administration. Projects such as interior and exterior painting, landscaping, powerwashing and trash clean up help make Lowell the ideal learning environment. Lastly, a major construction project underway this year, has improved our walkways and entryways, updated our football stadium, created a dramatic new theater classroom, added additional bungalow classrooms and ensured ADA compliance in all areas of our campus.

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.

<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>	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior & exterior)	X			
Interior Surfaces (walls, floors & ceilings)		X		Various rooms have missing or stained ceiling tiles, WO. Room 217A, boys' locker room, touch up paint, WO. S102 repair hole in wall under window, WO. 1st fl women's restroom install door stop & repair hole in wall, WO. Room 18, floor tiles loose & buckling near file cabinet, WO.
Hazardous Materials (interior & exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior & exterior)	X			Room 223, 15, 16, T22, plug cover plate missing, WO. 1st fl hallway near 102 light fixture broken, WO. Girls & boys locker room, room s106, various lights not working, WO.
Pest/Vermin Infestation	X			
Drinking Fountains	X			Locker room low pressure, WO.
Restrooms	X			
Sewer	X			
Roofs	X			
Playground/School Grounds	X			

Overall Cleanliness

X

Rooms 333, 223, 236, 238, & boys' locker room need cleaning, 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		

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
	2005-06	2006-07	2007-08	2007-08
With Full Credential	139	141	133	3160
Without Full Credential	1	0	0	80
Teaching Outside Subject Area of Competence	1	0	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.

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

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	94.8	5.2
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	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>
Academic Counselor	5.8	456
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)	2.0	----
Psychologist		----
Social Worker	1.0	----
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. 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

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/>.

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

The Wellness Center provides mental health services, substance abuse prevention and treatment services, reproductive and physical health services as well as links to community based agencies. The Peer Resource Center promotes youth leadership and peer mentoring programs. The Plato Literacy Program provides support for underperforming readers. Off-semester math, enhanced by an interactive math program called ALEKS, offers additional catch up support. CSF provides tutoring and the ROP Programs inform and align students with college and careers. English Learners are monitored and given SDAIE instruction and 5 different Special Education programs serve 90 special needs students. Finally, Two thirds of the faculty sponsor student clubs and our ROTC program offers drum corp and drill teams.

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/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,616	\$40,721
Mid-Range Teacher Salary	\$59,978	\$65,190
Highest Teacher Salary	\$76,483	\$84,151
Average Principal Salary (Elementary)	\$87,923	\$104,476
Average Principal Salary (Middle)	\$91,700	\$108,527
Average Principal Salary (High)	\$96,882	\$119,210
Superintendent Salary	\$255,000	\$210,769
Percent of Budget for Teacher Salaries	33.4%	39.9%
Percent of Budget for Administrative Salaries	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	93	94	95	47	49	51	42	43	46
Mathematics	83	82	83	48	49	51	40	40	43
Science	90	91	91	39	45	51	35	38	46
History-Social Science	83	79	88	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	78	55	61	64
American Indian or Alaska Native	*	*	*	*
Asian	98	87	95	92
Filipino	87	65	76	71
Hispanic or Latino	81	70	74	65
Pacific Islander	*	*	*	*
White (not Hispanic)	96	75	92	90

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

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	94	84	93	89
Female	96	81	90	87
Economically Disadvantaged	94	84	92	84
English Learners	68	72	*	61
Students with Disabilities	33	42	38	28
Students Receiving Migrant Education Services				

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.

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	96.9	95.3	96.2	55.5	54.3	54.6	51.1	48.6	52.9
Mathematics	95.9	96.4	97.5	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.

Group	English-Language Arts			Mathematics		
	Not Prof	Proficient	Advanced	Not Prof	Proficient	Advanced
All Students	3.8	37.1	59.2	2.5	24.7	72.8
African American	20.8	45.8	33.3	32.0	36.0	32.0
American Indian or Alaska Native	*	*	*	*	*	*
Asian	1.3	36.4	62.3	0.2	18.8	81.0
Filipino	11.9	42.9	45.2	7.1	45.2	47.6
Hispanic or Latino	14.9	40.4	44.7	8.5	38.3	53.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	2.8	35.8	61.3	1.0	34.3	64.8
Male	4.8	37.0	58.1	2.2	21.8	76.0
Female	3.1	37.1	59.8	2.6	26.6	70.7
Economically Disadvantaged	5.0	44.5	50.4	2.1	23.1	74.8
English Learners	25.0	60.0	15.0	7.5	45.0	47.5
Students with Disabilities	57.1	7.1	35.7	46.7	20.0	33.3
Migrant Education Services	*	*	*	*	*	*

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.

Grade Level	Percent of Students Meeting Fitness Standards
Grade 5	0
Grade 7	0
Grade 9	67.7

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	2005	2006	2007
Statewide	10	10	10
Similar Schools	10	10	10

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.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	2	4	12	950
African American				
American Indian or Alaska Native				
Asian	4	3	13	967
Filipino	-14	-2	14	907
Hispanic or Latino	-3	5	29	881
Pacific Islander				
White (not Hispanic)	-1	6	8	953
Socioeconomically Disadvantaged	0	5	19	944
English Learners	----			
Students with Disabilities	----			

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.

<i>AYP Criteria</i>	<i>School</i>	<i>District</i>
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	No
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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

<i>Indicator</i>	<i>School</i>	<i>District</i>
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	----	27
Percent of Schools Currently in Program Improvement	----	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/>.

Indicator	School			District			State		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1 year)	0	0	0	2	2	5	3	4	4
Graduation Rate	100	100	99	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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Group	Graduating Class of 2008		
	School %	District %	State %
All Students	96.4	88.8	Unavailable
African American	91.7	72.8	Unavailable
American Indian or Alaska Native	N/A	87.5	Unavailable
Asian	97.3	92.6	Unavailable
Filipino	100.0	88.7	Unavailable
Hispanic or Latino	94.3	83.0	Unavailable
Pacific Islander	N/A	75.0	Unavailable
White (not Hispanic)	90.9	87.1	Unavailable
Socioeconomically Disadvantaged	95.0	88.3	Unavailable
English Learners	N/A	74.7	Unavailable
Students with Disabilities	21.4	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.

Measure	CTE Program Participation
Number of Pupils	783
Percent of pupils completing a CTE program and earning a high school diploma	97.06
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	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>
Students Enrolled in Courses Required for UC/CSU Admission	81.1
Graduates Who Completed All Courses Required for UC/CSU Admission	87.2

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>
Computer Science	1	----
English	1	----
Fine and Performing Arts	1	----
Foreign Language	5	----
Mathematics	3	----
Science	4	----
Social Science	5	----
All Courses	20	14

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.