

# **School Accountability Report Card**

## **School Year 2008-09**

*(Published during 2009-10)*

### **June Jordan School for Equity**

325 LA GRANDE AV, SAN FRANCISCO, CA 94112

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SFUSD School ID #: **757**

Calif.School ID #: **0102103**

### **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

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

JJSE's mission is to prepare a diverse group of urban youth to be . . .

? community ?

community members who show respect, integrity, courage, and humility

? social justice ?

agents of change in their school, their neighborhoods, and the world

? independent thinkers ?

intellectuals with the skills necessary to succeed in college and life

### Opportunities for Parental Involvement

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

Parent Leadership Group: meets monthly and engages parents from each Advisory unit in the school in projects identified and developed by parent leaders.

Performance Assessment Committees: parents are deeply involved in the academic life of the school by playing a key role in evaluating student work. Every spring, we hold portfolio committees, or panels, with parent representatives to assess significant pieces of student work at the transition from 10th to 11th grade and prior to graduation. In addition, parents sit on panels for Senior Institute Masterpieces, or required graduation exhibitions in Original Research, Original Scientific Research, Mathematical Application, Literary Analysis, Artistic Expression, and Community Action.

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

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>	103
<b>10</b>	55
<b>11</b>	70
<b>12</b>	44
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	272

**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.

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>African American</b>	32.72
<b>American Indian or Alaska Native</b>	0.74
<b>Asian</b>	8.82
<b>Filipino</b>	3.68
<b>Hispanic or Latino</b>	47.43
<b>Pacific Islander</b>	1.84
<b>White (Not Hispanic)</b>	4.04
<b>Multiple or No Response</b>	0.74
<b>Socioeconomically Disadvantaged</b>	64.00
<b>English Learners</b>	20.00
<b>Students with Disabilities</b>	17.00

**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).

<b>Subject</b>	<b>Avg Class Size</b>	<b>2006-07</b>			<b>Avg Class Size</b>	<b>2007-08</b>			<b>Avg Class Size</b>	<b>2008-09</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>	17.9	35	7	0	18.4	18	10	0	15.1	18	3	0
<b>Math</b>	25.8	4	13	1	19.8	10	6	0	19.4	9	5	0
<b>Science</b>	27.6	1	11	0	27.4	0	9	0	23.0	3	7	0
<b>Social Science</b>	27.5	2	9	1	28.7	0	2	1	23.1	4	6	0

**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.

Key Elements of School Safety Plan:

- o Strong discipline policy, supported by School Culture Team.
- o Rich Peer Resource Program, including Challenge Day, support groups, and peer mediation program.
- o Full-time drop-out prevention/outreach counselor and multiple counseling interns.
- o Additional support from two Parent Liaisons.

School Programs and Practices That Promote a Positive Learning Environment COMMUNITY VALUES

JJSE's school culture is rooted in six core values:

- o We hold each other up.
- o We resolve conflicts peacefully.
- o Everyone has the right to learn.
- o We step up to be our best.

### **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>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Suspensions</b>	7.5	16.7	21.0	5.6	7.5	6.3
<b>Expulsions</b>	0.0	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.

June Jordan shares a three-story building in the Excelsior with Small Middle School for Equity. The school is fully equipped with basic facilities needs, including bathrooms, science labs, and a computer lab. We are in the process of building a second computer lab, which will be finished in the spring semester. The June Jordan-SMSE building is also named in Proposition A as a facility improvement site, and JJSE staff members are beginning the process of a Green Remodel, to make the building more environmentally friendly and efficient.

### 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			
Interior: Interior Surfaces	X			3rd Floor Hallway – Ceiling Perforated Board missing near Stairwell to Locker Rooms. WO Stairwell to Gym – Damaged wall at Stairwell landing between 2nd & 3rd floors. WO
Cleanliness: Overall and Pest Infestation	X			
Electrical:	X			
Restrooms/Sinks/Fountains:	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	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			
<b>Inspection Date</b>	9/24/2009			

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/>.

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2008-09</b>
<b>With Full Credential</b>	19	19	21	3228
<b>Without Full Credential</b>	0	1	1	73
<b>Teaching Outside Subject Area of Competence</b>	0	0	5	—

### **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>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	1
<b>Total Teacher Misassignments</b>	0	5	1
<b>Vacant Teacher Positions</b>	0	0	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/>.

<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>	90.0	10.0
<b>All Schools in District</b>	96.5	3.5
<b>High-Poverty Schools in District</b>	97.1	2.9
<b>Low-Poverty Schools in District</b>	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.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>	0.4	----
<b>Library Media Services Staff (Paraprofessional)</b>		----
<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. 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](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/>.

<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>	\$5,419	\$1,249	\$4,170	\$59,447
<b>District</b>	----	----	\$4,170	\$59,447
<b>Percent Difference - School Site and District</b>	----	----	0%	0%
<b>State</b>	----	----	\$5,512	\$67,049
<b>Percent Difference - School Site and State</b>	----	----	-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.

- o San Francisco State University Step to College Program: Juniors and seniors take college courses for concurrent credit.
- o Stanford University School of Education: We have a pipeline of student teachers from STEP program.
- o San Francisco Organizing Project: This community organizing groups works with our parent leaders.
- o Service Learning: One afternoon or full day each week, students do an internship in a local elementary school, nonprofit organization, or community agency.
- o Clubs: Student Leadership, Black Student Union, Gay-Straight Alliance, Recycling, Gardening, Martial Arts.
- o Electives Program: All students take two electives in addition to world language.
- o Sports Program: We are building a sports program, including Basketball, Volleyball, and Soccer.

### **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/>.

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

<b>Subject</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>English-Language Arts</b>	20	15	22	49	51	53	43	46	50
<b>Mathematics</b>	1	3	6	49	51	52	40	43	46
<b>Science</b>	18	11	12	45	51	52	38	46	50
<b>History-Social Science</b>	3	7	5	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.

<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>African American</b>	13	2	0	4
<b>American Indian or Alaska Native</b>	*	*	*	*
<b>Asian</b>	41	18	*	8
<b>Filipino</b>	18	*	*	*
<b>Hispanic or Latino</b>	23	4	22	5
<b>Pacific Islander</b>	*	*	*	*
<b>White (not Hispanic)</b>				*
<b>Male</b>	19	8	6	4
<b>Female</b>	24	4	16	5
<b>Economically Disadvantaged</b>	19	7	18	5
<b>English Learners</b>	8	3	8	0
<b>Students with Disabilities</b>	39	28	*	5
<b>Students Receiving Migrant Education Services</b>	*	*		*

## **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.

<b>Subject</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>English-Language Arts</b>	NULL	20.7	24.5	NULL	54.6	56.7	NULL	52.9	52.0
<b>Mathematics</b>	NULL	19.5	18.5	NULL	62.2	63.1	NULL	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.

<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>	75.5	17.0	7.5	81.5	16.7	1.9
<b>African American</b>	76.5	17.6	5.9	82.4	17.6	0.0
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*	*
<b>Hispanic or Latino</b>	70.4	18.5	11.1	78.6	17.9	3.6
<b>Pacific Islander</b>	*	*	*	*	*	*
<b>White (not Hispanic)</b>	*	*	*	*	*	*
<b>Male</b>	89.5	10.5	0.0	84.2	15.8	0.0
<b>Female</b>	67.6	20.6	11.8	80.0	17.1	2.9
<b>Economically Disadvantaged</b>	67.6	20.6	11.8	76.5	20.6	2.9
<b>English Learners</b>	93.3	6.7	0.0	87.5	12.5	0.0
<b>Students with Disabilities</b>	*	*	*	*	*	*
<b>Migrant Education Services</b>	*	*	*	*	*	*

**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.

<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>		
	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
<b>Grade 5</b>	0.0	0.0	0.0
<b>Grade 7</b>	0.0	0.0	0.0
<b>Grade 9</b>	21.2	23.1	5.8

**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>2006</b>	<b>2007</b>	<b>2008</b>
<b>Statewide</b>	2	1	1
<b>Similar Schools</b>	3	1	1

### 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.

<b>Group</b>	<b>Actual API Change</b>			<b>Growth API Score</b>
	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009</b>
<b>All Students at the School</b>	-88	13	-26	504
<b>African American</b>	-66	33	2	494
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>	-83	20	-48	500
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>				
<b>Socioeconomically Disadvantaged</b>	-94	23	-2	520
<b>English Learners</b>				
<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 (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.

<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>	No	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 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/>.

<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>	----	31
<b>Percent of Schools Currently in Program Improvement</b>	----	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/>.

<b>Indicator</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>Dropout Rate (1 year)</b>	5.9	3.2	3.3	1.7	4.9	4.5	3.5	4.4	3.9
<b>Graduation Rate</b>	0.0	94.4	96.3	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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<b>Graduating Class of 2009</b>			
<b>Group</b>	<b>School %</b>	<b>District %</b>	<b>State %</b>
<b>All Students</b>	77.3	86.4	Unavailable
<b>African American</b>	66.7	70.7	Unavailable
<b>American Indian or Alaska Native</b>	N/A	70.6	Unavailable
<b>Asian</b>	N/A	91.5	Unavailable
<b>Filipino</b>	N/A	84.0	Unavailable
<b>Hispanic or Latino</b>	88.9	79.4	Unavailable
<b>Pacific Islander</b>	N/A	81.8	Unavailable
<b>White (not Hispanic)</b>	N/A	85.9	Unavailable
<b>Socioeconomically Disadvantaged</b>	83.3	84.3	Unavailable
<b>English Learners</b>	N/A	68.6	Unavailable
<b>Students with Disabilities</b>	N/A	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.

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of Pupils</b>	167
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	91.7
<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**

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>	69.6
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	73.1

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.

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

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

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