

School Accountability Report Card ***School Year 2007-08***

(Published during 2008-09)

Thurgood Marshall Academic 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 1994, and located in the southeastern part of San Francisco, Thurgood Marshall Academic High School is a four-year college preparatory high school with a diverse student body. Its highly dedicated faculty/staff and active PTSA believe that every Marshall student should be equipped with the essential skills, knowledge, and values needed to make wise college, career, and vocational decisions. In fall 2006, Marshall began offering all students an enriched college-prep curriculum and learning opportunities restructured and supported by new administrators. A redesigned 7-period day bell schedule allows students to sign up for seven courses that challenge them as well as meet their special needs. Students take core and elective courses, including Honors/Advanced Placement courses, which meet the UC and CSU admission requirements, as well as prepare them for entrance to other colleges and universities of their choice. Students have access to a refurbished and expanded College & Career Center, and a fully staffed Wellness Center (with a nurse) as well as a Peer Resources Program. Student life at Marshall is enhanced by a wide array of extracurricular, community service, and athletic activities during and after school. Marshall is committed to achieving school-wide learning results for all students that reinforce the importance of responsibility, communication, critical thinking, and collaboration in all fields of human endeavor. Marshall is fully accredited by the Western Association of Schools and Colleges (WASC), 2006-2012.

Opportunities for Parental Involvement (2007-08)

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

Parents have opportunities to be involved in school activities through the reinvigorated 100+ member PTSA, SSC, and ELAC. The new PTSA leadership has actively promoted parent participation in events and projects such as Freshman Orientation, Back-to-School Night, Eighth Grade Night, and campus beautification. A new undertaking is to recruit parents to be tutors for struggling and underperforming students, as well as be mentors to students who have interests in a variety of subject areas. Parent volunteers are encouraged to provide academic and cultural enrichment and serve as role models. Parents are assisted in becoming more aware of the college application process and financial aid/scholarship opportunities (and deadlines) that students face as seniors. A PTSA newsletter is published every two months and distributed to all families.

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	177
10	170
11	128
12	149
Ungraded Sec	10
Total Enrollment	634

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	20.66
American Indian or Alaska Native	0.47
Asian	50.95
Filipino	6.31
Hispanic or Latino	15.77
Pacific Islander	4.1
White (Not Hispanic)	0.63
Multiple or No Response	1.1
Socioeconomically Disadvantaged	58
English Learners	31
Students with Disabilities	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).

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	19.7	34	14	6	15.9	36	14	1	17.4	32	15	3
Math	21.4	18	12	4	21.7	15	12	2	19	21	9	3
Science	22.5	13	8	7	19.9	16	15	2	26.5	6	6	9
Social Science	25.8	7	10	5	25.6	6	15	3	18.5	22	12	3

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.

Thurgood Marshall Academic High School's Comprehensive Safe School Plan provides emergency preparedness response instructions, information and guidelines to assure the safety and well-being of students and staff at the time of an emergency. This plan has components from a number of specialized plans, including but not limited to the Site Emergency Response Team (SERT), the First Aid Binder and the Security, Emergency and Safety Information document. All plans are available for review on request. The principal or principal's designee, in coordination with the SERT and the SFUSD Emergency Planning Department or when directed by the Superintendent, perform evacuation, earthquake, and lockdown drills to assess the effectiveness of the Comprehensive Safe School 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.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	15.3	17.9	21.8	5.8	5.6	7.5
Expulsions	0.8	0.3	0.2	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.

Through funds from Proposition A (passed 2003), the San Francisco Unified School District was able to repair and rehabilitate the Thurgood Marshall campus to current accessibility, health, safety and instructional standards, replace worn-out plumbing, electrical and other major building systems. Nearly 12 million dollars were spent on the Marshall project. Renovation of the main building will be completed by December 2006 and will include a refurbished 600-seat auditorium, and a gymnasium complete with boys and girls locker rooms, and a state-of-the-art exercise room. By August 2007, a soccer/football field and new basketball courts will be added to the back of the campus to support the school's athletic and physical education programs.

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			Rm A4 Replace double glass wall tile. WO
Interior Surfaces (walls,floors & ceilings)	X			East Hallway, Rms A4, 206, 208, 212 Replace stained/broken ceiling tile. WO
Hazardous Materials (interior & exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior & exterior)			X	Rm A4 Loose telephone wire hanging from ceiling in closet. TEL/COM 1st Floor Hallway Repair outlet by Rm 102 door. WO
Pest/Vermin Infestation	X			
Drinking Fountains	X			
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>
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	47	51	47	3160
Without Full Credential	1	0	1	80
Teaching Outside Subject Area of Competence	3	1	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	1	1	3
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	95.4	4.6
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	3.5	181
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)	0.8	----
Psychologist		----
Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Section VII - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. 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 Program at Thurgood Marshall Academic High School believes that student wellness is a cornerstone for learning and success in school. The program is dedicated to improving the health, well-being and educational outcomes of all students. The Wellness Program provides free, confidential services to students, including health education and assessment; mental health and substance abuse counseling; support and empowerment groups; crisis intervention; and reproductive health services. In addition, the Wellness Program brings community-based organizations onto campus, provide students with referrals to public and private health providers, and educate youth about resources and services available both on and off campus. The Wellness staff is available to address immediate students' health needs and to strengthen our students' capacity to make healthy choices throughout their lives. The Wellness Center also promotes a healthy school environment by supporting staff and faculty involvement in health issues. This comprehensive approach to addressing school health has proven successful. Since opening the Wellness Program office, Thurgood Marshall has seen measurable improvements in the students' health and well-being, and is a valuable asset on campus. Peer Resources at Thurgood Marshall Academic High School is a youth serving youth counseling and leadership program focusing on Peer Conflict Mediation, Peer Mentoring, and Youth Leadership. Conflict Mediators help peers schoolwide to resolve disputes peacefully. Peer Mentors teach and tutor 9th grade mentees to develop healthy relationships, improve academically and become more engaged in school. Peer Resources emphasizes youth development, youth leadership, violence prevention, and academic improvement. Project leaders administer Make-A-Change student surveys and lead student activities to increase school spirit and improve the overall school culture.

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/>.

<i>Category</i>	<i>District Amount</i>	<i>State Average For Districts In Same Category</i>
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	28	32	29	47	49	51	42	43	46
Mathematics	12	19	18	48	49	51	40	40	43
Science	24	27	39	39	45	51	35	38	46
History-Social Science	33	22	22	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	12	1	7	5
American Indian or Alaska Native	*	*	*	*
Asian	40	35	58	33
Filipino	50	22	*	33
Hispanic or Latino	17	1	17	7
Pacific Islander	5	0	*	*
White (not Hispanic)	*	*		*

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	27	18	42	22
Female	30	19	35	22
Economically Disadvantaged	29	19	39	22
English Learners	7	20	12	7
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	*	*	*	*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, 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	32.8	34.2	35.1	55.5	54.3	54.6	51.1	48.6	52.9
Mathematics	51.8	44.3	51.7	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.

Group	English-Language Arts			Mathematics		
	Not Prof	Proficient	Advanced	Not Prof	Proficient	Advanced
All Students	64.9	29.1	6.1	48.3	24.8	26.9
African American	85.7	14.3	0.0	92.6	3.7	3.7
American Indian or Alaska Native	*	*	*	*	*	*
Asian	44.0	46.4	9.5	20.2	36.9	42.9
Filipino	*	*	*	*	*	*
Hispanic or Latino	100.0	0.0	0.0	82.6	17.4	0.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	67.4	27.9	4.7	54.2	19.3	26.5
Female	61.3	30.6	8.1	40.3	32.3	27.4
Economically Disadvantaged	61.3	31.1	7.5	44.8	24.8	30.5
English Learners	83.9	12.5	3.6	58.9	25.0	16.1
Students with Disabilities	100.0	0.0	0.0	93.3	6.7	0.0
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	15.3

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	3	3	3
Similar Schools	3	3	2

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	33	-8	-12	629
African American	-1	-10	-16	453
American Indian or Alaska Native				
Asian	25	-5	28	747
Filipino				
Hispanic or Latino			-43	502
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	43	-17	1	638
English Learners	----	-42	-31	593
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.

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

Federal Intervention Program (School Year 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/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	----	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)	3	2	5	2	2	5	3	4	4
Graduation Rate	97	92	90	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	85.2	88.8	Unavailable
African American	68.8	72.8	Unavailable
American Indian or Alaska Native	N/A	87.5	Unavailable
Asian	88.3	92.6	Unavailable
Filipino	N/A	88.7	Unavailable
Hispanic or Latino	84.6	83.0	Unavailable
Pacific Islander	N/A	75.0	Unavailable
White (not Hispanic)	N/A	87.1	Unavailable
Socioeconomically Disadvantaged	85.9	88.3	Unavailable
English Learners	81.3	74.7	Unavailable
Students with Disabilities	20.0	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	271
Percent of pupils completing a CTE program and earning a high school diploma	100
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	71.1
Graduates Who Completed All Courses Required for UC/CSU Admission	46.9

Advanced Placement Courses (School Year 2007-08)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found 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		----
English	2	----
Fine and Performing Arts		----
Foreign Language	2	----
Mathematics	2	----
Science		----
Social Science	1	----
All Courses	7	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.