

Executive Summary School Accountability Report Card, 2006-07

For: Luther Burbank High

Address: 3500 Florin Road
Principal: Ted Appel

Phone: 916-433-5100
Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Luther Burbank High School, is a comprehensive four-year high school located in South Sacramento. The school is dedicated to preparing our diverse student population for the challenges of college and career. In order to fulfill that promise the school provides programs that range from English Language Development to International Baccalaureate Diploma. Our Hmong, Latino, African American, Indian, Vietnamese, Russian/Ukrainian students all share in the rich fabric of diversity the school culture provides.

In an effort to create an educational environment based on relationships and individual learning, the school has been organized into small learning communities (SLC). Rather than a single large school of 2000, we are now a campus of seven Small Learning Communities, each centered around an academic pathway theme, where students are placed into groups of approximately 300 students and share the same "core" teachers, as well as a geographical area of the school site itself. The smaller learning communities allows for a more personalized instructional experience. In addition to more personalized instruction, the themes of the small learning communities allows the campus to better connect to the community at large, making instruction more relevant to students as they see, and experience, how curriculum translates to the world beyond our walls. The themes of our Small Learning Communities are: Medical and Health Science, Legal and Social Justice, Information Technology, Architectural & Industrial Technology, Public Service, Arts and Communication and International and Environmental Studies.

For more information about the school, please visit our website at: www.Lutherburba

Student Enrollment

Group	Enrollment
Number of students	2047
African American	19%
American Indian or Alaska Native	0.78%
Asian	40.5%
Filipino	2%
Hispanic or Latino	27%
Pacific Islander	3.91%
White (not Hispanic)	4.98%
Multiple or No Response	1.42%
Socioeconomically Disadvantaged	76%
English Learners	48%
Students with Disabilities	9%

Teachers

Indicator	Teachers
Teachers with full credential	97
Teachers without full credential	14
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	3

School Facilities

Summary of Most Recent Site Inspection

The latest facility inspection was completed September 2007.

Repairs Needed

There were no major deficiencies noted at this time.

Corrective Actions Taken or Planned

None at this time

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,204
District	\$4,696
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	21%
Mathematics	8%
Science	15%
History-Social Science	14%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	619
Statewide Rank (from 2007 API Base Report)	2
2007-08 Program Improvement Status (PI Year)	In PI

School Completion

Indicator	Result
Graduation Rate	87.2

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	33%
Graduates Who Completed All Courses Required for University of California or California State University Admission	75%

Luther Burbank High School Accountability Report Card Reported for School Year 2006-07 *Published During 2007-08*

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 at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Luther Burbank High	District Name	Sacramento City Unified
Street	3500 Florin Road	Phone Number	916-643-7400
City, State, Zip	Sacramento	Web Site	www.scusd.edu
Phone Number	916-433-5100	Superintendent	M. Magdalena Carrillo Mejia, PhD
Principal	Ted Appel	E-mail Address	webhelp@sac-city.k12.ca.us

School Description and Mission Statement

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

Luther Burbank High School, is a comprehensive four-year high school located in South Sacramento. The school is dedicated to preparing our diverse student population for the challenges of college and career. In order to fulfill that promise the school provides programs that range from English Language Development to International Baccalaureate Diploma. Our Hmong, Latino, African American, Indian, Vietnamese, Russian/Ukrainian students all share in the rich fabric of diversity the school culture provides.

In an effort to create an educational environment based on relationships and individual learning, the school has been organized into small learning communities (SLC). Rather than a single large school of 2000, we are now a campus of seven Small Learning Communities, each centered around an academic pathway theme, where students are placed into groups of approximately 300 students and share the same "core" teachers, as well as a geographical area of the school site itself. The smaller learning communities allows for a more personalized instructional experience. In addition to more personalized instruction, the themes of the small learning communities allows the campus to better connect to the community at large, making instruction more relevant to students as they see, and experience, how curriculum translates to the world beyond our walls. The themes of our Small Learning Communities are: Medical and Health Science, Legal and Social Justice, Information Technology, Architectural & Industrial Technology, Public Service, Arts and Communication and International and Environmental Studies.

For more information about the school, please visit our website at: www.Lutherburbankhs.com

Opportunities for Parental Involvement

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

Contact Person Name	Elisa Gonzalez	Contact Person Phone Number	(916) 433-5100 Ext: 1037
Luther Burbank has a parent center on campus. Contact Elisa Gonzalez for information and opportunities for parents to be involved with the school.			

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 9	510
Grade 10	532
Grade 11	534
Grade 12	471
Ungraded Secondary	0
Total Enrollment	2047

Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	19	White (not Hispanic)	4.98
American Indian or Alaska Native	0.78	Multiple or No Response	1.42
Asian	40.5	Socioeconomically Disadvantaged	76
Filipino	2	English Learners	48
Hispanic or Latino	27	Students with Disabilities	9
Pacific Islander	3.91	---	---

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2004-05				2005-06				2006-07			
	Avg.	Number of Classrooms			Avg.	Number of Classrooms			Avg.	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	45	45	7	22.3	62	45	8	23	60	42	13
Mathematics	25.2	22	48	7	27.4	16	38	17	27	21	32	16
Science	26.1	14	29	14	26.5	16	28	12	26	17	29	9
Social Science	24.5	25	41	8	25.3	28	37	12	27	15	40	13

II. School Climate

School Safety Plan

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

Date of Last Review/Update	Spring, 2007	Date Last Discussed with Staff	Spring 2007
<p>The school site has complied with all of the components of the Comprehensive Safe School Plan as required by Ed. Code and recent Legislation.</p> <p>The comprehensive school safety plan includes the following: Assessing the current status of school crime committed on the school campus and at school-related functions. Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following: Child abuse reporting procedures Disaster procedures, routine and emergency Fire drills Earthquake emergency procedure system Campus intruder "lock down" Flood, evacuation of the site Parent/student reunification</p>			

Policies on suspension, expulsion, or mandatory expulsion recommendations
 Procedures to notify teachers of dangerous pupils
 Discrimination and harassment policy
 School-wide dress code
 Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
 Safe and orderly environment conducive to learning
 Rules and procedures on school discipline
 Hate crime reporting procedures

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	20.7	42.7	40.9	14.6	18.3	14.5
Expulsions	0	0	0.7	0.0	0.0	0.0

III. 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.

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district Facilities/Maintenance and Operations office. The latest facility inspection was completed in September 2007, with no major deficiencies noted at that time.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The main campus was built in 1961. This school has 75 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 25 portables.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the district has budgeted \$4 million for the deferred maintenance program.

Deferred Maintenance Projects (if applicable)

The district's governing board has approved a deferred maintenance 5-year plan. The complete deferred maintenance plan is available at the district office.

Modernization Projects (if applicable)

During the 2005 modernization, renovations and upgrades were made in the following areas: health and safety, exterior, plumbing, portable buildings, roofing and miscellaneous upgrades.
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New School Construction Projects (if applicable)

N/A

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.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Roofs	X		
Overall Cleanliness	X		

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.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. 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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	102	96	97	2358
Without Full Credential	19	23	14	157
Teaching Outside Subject Area of Competence	6	16	3	93

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	5	0	0
Total Teacher Misassignments	5	19	3
Vacant Teacher Positions	0	1	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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	94.7	5.3
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	100.0	0.0

V. Support Staff

Academic Counselors and Other Support Staff

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 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	511
Library Media Teacher (Librarian)	1	n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other	1	n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook Sufficiency data is collected annually during the second week of school (September 2008).	0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Science Laboratory Equipment (grades 9-12)		0%

Core Curriculum for Sacramento City Unified School District

High School Core Textbooks 2006-07

The following is a listing of Board of Education approved High School Core Textbooks adopted for use in our high schools. Please RETAIN this list for reference. Thank you.

COURSES	TEXTBOOKS ADOPTED FOR THE COURSES FOR 2006-07
English 9	<i>Holt Literature and Language, Course 3</i> (HRW) c. 2003
English 10	<i>Holt Literature and Language, Course 4</i> (HRW) c. 2003
English 11	<i>Holt Literature and Language, Course 5</i> (HRW) c. 2003
English 12	<i>Holt Literature and Language, Course 6</i> (HRW) c. 2003
English 12 AP	<i>Literature for Composition, Fifth or Eighth edition</i> (Addison Wesley) c. 2000 <i>The Riverside Anthology of Literature, 3rd edition</i> (Houghton Mifflin) c. 1997

English Language Development-- Beginning	Visions, Levels Basic and A <i>Student workbooks, Levels Basic and A</i>
English Language Development-- Intermediate	Visions, Levels B and C <i>Student workbooks, Levels B and C</i>
Reading Development	REACH! Student Workbooks or LANGUAGE!
Algebra 1	Algebra (Prentice Hall) c. 2001
Geometry	Geometry (McDougal Littell) c. 2004
Algebra 2	<i>Algebra 2</i> (California Edition) Pearson Prentice Hall, c. 2004
Pre Calculus	PreCalculus with Unit Circle Trigonometry (Brooks/Cole) c. 1998
Calculus	Calculus, 6th Edition (Houghton Mifflin) c. 1998
Geography	World Geography (McDougal Littell) c. 2003
World History	Modern World History (McDougal Littell) c. 1999
U.S. History	America: Pathways to the Present (Prentice Hall) c. 2002
U.S. Government	<i>Prentice Hall Magruder's American Government</i> (Pearson Prentice Hall), c. 2005
Modern Economics	Economics in Our Times (West Pub.) c. 1996 or Economics Principles and Practices (Glencoe) c. 1995
Physical Science	<i>Holt Earth Science</i> (Holt, Rinehart and Winston), c. 2006
Biology	Biology: The Dynamics of Life (Glencoe) c. 2005 or <i>Modern Biology</i> (HRW) c. 2002 or Biology (Prentice Hall) c. 2004
Chemistry	Chemistry, Matters and Change (Glencoe/McGraw-Hill), c. 2005 <i>(reading level appropriate for grades 9 & 10)</i>
Chemistry AP	Chemistry, 3rd Edition (by Steven S. Zumdahl) D.C. Heath, c. 1993
Physics	Physics: Principles and Problems Glencoe/McGraw-Hill, c. 2005 <i>(reading level appropriate for grades 11 & 12)</i>
Human Anatomy and Physiology	<i>Hole's Essentials of Human Anatomy and Physiology, 8th Edition</i> McGraw-Hill, c. 2003
Spanish 1	<i>En Español, Levels 1</i>

	<i>(McDougal Littell) c. 2004</i>
Spanish 2	<i>En Español, Levels 2</i> <i>(McDougal Littell) c. 2004</i>
Spanish 3	<i>En Español, Levels 3</i> <i>(McDougal Littell) c. 2004</i>
Spanish AP	<i>Abriendo Paso Gramatica (Heinle & Heinle) c. 2000</i>
French 1	<i>Discovering French, Levels 1</i> <i>(McDougal Littell) c. 2001</i>
French 2	<i>Discovering French, Levels 2</i> <i>(McDougal Littell) c. 2001</i>
Art P	<i>The Visual Experience</i> <i>(Davis Publications, Inc.) c. 1995-2000</i>
Special Education (Special Day Class)	<i>American Guidance Service (AGS) Publishing</i> Special Education classrooms provide student access to the standards-aligned core curriculum of the district. Classes also use the AGS texts as supplemental material.
<ul style="list-style-type: none"> ○ English ○ <i>Pre-Algebra</i> ○ Algebra ○ Geometry ○ Geography ○ World History ○ U.S. History ○ U.S. Govt. ○ Economics ○ Physical Science ○ Biology 	<ul style="list-style-type: none"> ○ <i>Basic English</i> ○ <i>Pre-Algebra</i> ○ <i>Algebra</i> ○ <i>Geometry</i> ○ <i>World Geography</i> ○ <i>World History</i> ○ <i>United States History</i> ○ <i>United States Government</i> ○ <i>Economics</i> ○ <i>Earth Science</i> ○ <i>Biology</i>

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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. 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	\$12,678,282	\$6,194	\$4,204	\$52,300
District	---	---	\$4696	\$57953
Percent Difference – School Site and District	---	---	-10.5%	-9.8%
State	---	---	\$4943	\$60032
Percent Difference – School Site and State	---	---	-15.0%%	-12.9%

Types of Services Funded

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

Supplemental Services

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school.

Services throughout the district include:

Class Size Reduction

Tutoring

Supplemental instructional materials and books in mathematics, reading/language arts and ELD

Extended Day/Year/ Summer school

Enrichment programs

Access to technology

AVID/MESA Programs

Parent Education/Family Nights

Social Services (Healthy Start)

Student/Family Primary Language Support

Translation for Home-School Communication

Counseling (academic and career)

Gifted and Talented Education (GATE)

Special Education

10th Grade Counseling

Professional Development

Support Staff, such as nurses, instructional assistants, parent advisors, and counselors

Seventh period extended day classes

Supplemental Education Services

School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may 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	\$37136	\$38937
Mid-Range Teacher Salary	\$48806	\$61080
Highest Teacher Salary	\$78914	\$76443
Average Principal Salary (Elementary)	\$96064	\$99694
Average Principal Salary (Middle)	\$98156	\$103687
Average Principal Salary (High)	\$113097	\$112983
Superintendent Salary	\$246120	\$195054
Percent of Budget for Teacher Salaries	36.2%	40.1%
Percent of Budget for Administrative Salaries	5.9%	5.4%

VIII. 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: 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.*

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	17	17	21	36	37	39	40	42	43
Mathematics	6	10	8	35	38	38	38	40	40
Science	11	15	15	18	25	29	27	35	38
History-Social Science	15	11	14	26	26	27	32	33	33

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	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	16	3	10	5
American Indian or Alaska Native	6	0	*	*
Asian	22	13	17	17
Filipino	55	23	*	26
Hispanic or Latino	20	5	12	13
Pacific Islander	19	2	10	10
White (not Hispanic)	32	10	39	25
Male	18	10	16	17
Female	24	7	13	10
Economically Disadvantaged	20	8	14	14
English Learners	6	6	6	6
Students with Disabilities	0	1	0	2
Students Receiving Migrant Education Services	15	5	*	*

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in **grades 3 and 7 only**. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.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.*

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
English-Language Arts	23.1	29.0	25.8	40.4	46.9	46.2	49.0	51.1	48.6
Mathematics	29.8	40.4	42.3	38.8	42.1	47.3	45.2	46.8	49.9

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 Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	74.2	19.3	6.5	57.7	32.7	9.6
Male	77.7	17.6	4.7	54.7	34.1	11.2
Female	70.6	21.1	8.3	60.7	31.2	8
African American	82.4	11.8	5.9	75.9	22.9	1.2
American Indian or Alaska Native	*	*	*	*	*	*
Asian	74.9	19.3	5.8	50.5	34.5	15
Filipino	*	*	*	*	*	*
Hispanic or Latino	74.1	21.3	4.6	59.4	33	7.5
Pacific Islander	85	10	5	70	30	0
White (not Hispanic)	47.8	39.1	13	47.8	47.8	4.3
English Learners	81.5	16.4	2.1	58.4	33.6	8
Socioeconomically Disadvantaged	75.1	18.7	6.1	58.8	31.2	10
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	100	0	0	100	0	0

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 six 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/pfi/>. *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.*

Grade Level	Percent of Students Meeting Fitness Standards
9	17

IX. 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 schools 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	2004	2005	2006
Statewide	2	2	2
Similar Schools	5	3	1

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: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	5	-2	17	619
African American	-17	11	11	541
American Indian or Alaska Native				
Asian	7	-37	3	641
Filipino				
Hispanic or Latino	3	13	37	609
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	15	-20	19	613
English Learners	---	---	9	604
Students with Disabilities	---	---	-9	397

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- 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

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	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	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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	Not in PI
First Year of Program Improvement	1999-2000	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	---	25
Percent of Schools Currently in Program Improvement	---	27.8

X. School Completion and Postsecondary Preparation

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 which data is available. 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	2.3	3.4	1	1.5	3.9	1.7	3.2	3.1	3.5
Graduation Rate	82.8	87.3	87.2	78.4	83.4	86.9	85.3	85.0	83.0

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 Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 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.

Group	Graduating Class of 2007		
	School	District	State
All Students	75.8	74.8	---
African American	67.0	66.7	---
American Indian or Alaska Native	NA	73.3	---
Asian	86.4	82.4	---
Filipino	NA	90.9	---
Hispanic or Latino	63.6	71.1	---
Pacific Islander	70.6	56.8	---
White (not Hispanic)	89.7	77.5	---
Socioeconomically Disadvantaged	78.3	74.5	---
English Learners	73.2	63.3	---
Students with Disabilities	66.1	55.2	---

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	866
Percent of pupils completing a CTE program and earning a high school diploma	33%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1%

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	62.4
Graduates Who Completed All Courses Required for UC/CSU Admission	75

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	2	---
Science		---
Social Science		---
All courses	4	1

XI. Instructional Planning and Scheduling

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days