

-Executive Summary School Accountability Report Card, 2007-08

For: *Health Professions High*

Address: 451 McClatchy Way
Principal: Matt Perry

Phone: 916-264-3262
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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

Arthur A. Benjamin Health Professions High School is one of Sacramento City Unified School District's small, themed high schools designed with help from the Gates Foundation, Irvine Foundation and the California Endowment. It is one of seven high schools across the United States implementing an integrated national health sciences curriculum. Teachers are experts in their discipline and use project-based units that integrate healthcare topics with California state standards. This integrated curriculum combines academics and the health sciences helping to engage students by demonstrating real life applications through the use of healthcare issues, practices and processes. In addition to learning about the importance of high academic and behavioral achievement, students also have numerous opportunities to interview healthcare professionals and visit healthcare settings through explorations and guided study tours. These experiences provide insight into available careers, work expectations and educational requirements. The Arthur A. Benjamin HPHS Mission: To provide students with an outstanding education, rich with relevant academic, application and leadership experiences - using healthcare as a theme.

Student Enrollment

Group	Enrollment
Number of students	398
African American	37.19%
American Indian or Alaska Native	1.01%
Asian	6.53%
Filipino	2.01%
Hispanic or Latino	32.66%
Pacific Islander	1.51%
White (not Hispanic)	18.09%
Multiple or No Response	1.01%
Socioeconomically Disadvantaged	60%
English Learners	14%
Students with Disabilities	6%

Teachers

Indicator	Teachers
Teachers with full credential	19
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The latest facility inspection was completed August 2008.

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%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	36%
Mathematics	8%
Science	25%
History-Social Science	25%

School Completion

Indicator	Result
Graduation Rate	91

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,170
District	\$4,696
State	\$5,300

Academic Progress

Indicator	Result
2008 API Growth Score (from 2008 API Growth Report)	644
Statewide Rank (from 2007 API Base Report)	4
2008-09 Program Improvement Status (PI Year)	Not in PI

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	%

Health Professions High School Accountability Report Card Reported for School Year 2007-08 *Published During 2008-09*

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.

I. Data and Access

DataQuest

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

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 public 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Arthur A. Benjamin Health Professions High	District Name	Sacramento City Unified
Street	451 McClatchy Way	Phone Number	916-643-9000
City, State, Zip	Sacramento, CA, 95818	Web Site	www.scusd.edu
Phone Number	916-264-3262	Superintendent	Susan E. Miller, Interim
Principal	Matt Perry	E-mail Address	superintendent@sac-city.k12.ca.us
		CDS Code	34-67439-0108951

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Arthur A. Benjamin Health Professions High School is one of Sacramento City Unified School District's small, themed high schools designed with help from the Gates Foundation, Irvine Foundation and the California Endowment. It is one of seven high schools across the United States implementing an integrated national health sciences curriculum. Teachers are experts in their discipline and use project-based units that integrate healthcare topics with California state standards. This integrated curriculum combines academics and the health sciences helping to engage students by demonstrating real life applications through the use of healthcare issues, practices and processes. In addition to learning about the importance of high academic and behavioral achievement, students also have numerous opportunities to interview healthcare professionals and visit healthcare settings through explorations and guided study tours. These experiences provide insight into available careers, work expectations and educational requirements. The Arthur A. Benjamin HPHS Mission: To provide students with an outstanding education, rich with relevant academic, application and leadership experiences - using healthcare as a theme.

Opportunities for Parental Involvement (School Year 2007-08)

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

Contact Person Name	Mrs. Alicia Washington Parent Advisor	Contact Person Phone Number	916-264-3262 extension 1118
<p>AABPHS has established a Community Room that encourages parents to meet and share information, provide access to community programs and job search information.</p> <p>The weekly newsletter provides parents and students with information on school events, rules, club news, class assignments, community academic programs and events.</p> <p>Parents are welcome to volunteer, serve on the School Site Council and Booster Club, and to assist in decision making and provide support to staff, students and community.</p> <p>Parent participation is valued in attending parent meetings (Getting Your Child through High School and Into College), family nights (Multi-Cultural Pot Luck) and student presentations (Catch the Fever and Risky Business).</p> <p>Other opportunities for parental involvement are: Visit their son/daughter's classroom and spend the day shadowing their student Parent and student academic conferences are scheduled Back to school night Open House Academic Awards school wide assembly Graduation Requirement Night</p>			

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	Number of Students
Grade 9	166
Grade 10	116
Grade 11	116
Grade 12	0
Ungraded Secondary	0
Total Enrollment	398

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	Group	Percent of Total Enrollment
African American	37.19	White (not Hispanic)	18.09
American Indian or Alaska Native	1.01	Multiple or No Response	1.01
Asian	6.53	Socioeconomically Disadvantaged	60
Filipino	2.01	English Learners	14
Hispanic or Latino	32.66	Students with Disabilities	6
Pacific Islander	1.51	---	---

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	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.7	9	0	0	22.3	9	1	3	24.8	5	8	3
Mathematics	16.6	9	0	0	20.6	7	4	0	24.5	10	2	4

Science	25	1	11	0	28	1	14	4	29.6	1	13	4
Social Science	0	0	0	0	12.4	8	0	1	23.8	6	4	5

III. School Climate

School Safety Plan (School Year 2007-08)

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

Date of Last Review/Update	February 5, 2008	Date Last Discussed with Staff	February 5, 2008
<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 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</p>			

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	2006-7	2007-08
Suspensions	28	48.7	59	18.3	14.6	15.9
Expulsions	0	0	0	0.0	0.1	0.0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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.

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 2006. This school has 25 permanent classrooms that include a multi-purpose room, library and an administrative building.

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.

Deferred Maintenance Projects (if applicable)

The district's governing board has approved a deferred maintenance 5-year plan for all schools that will result in paving, painting, roofing and gutters. The complete deferred maintenance plan is available at the district office.

Modernization Projects (if applicable)

New School Construction Projects (if applicable)

N/A

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior 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		

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	10	17	19	2334
Without Full Credential	1	2	1	131
Teaching Outside Subject Area of Competence	1	0	0	25

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	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	96.9	3.1
Low-Poverty Schools in District	100.0	0.0

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 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		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		n/a

VII. Curriculum and Instructional Materials

[Quality, Currency, and Availability of Textbooks and Instructional Materials \(School Year 2008-09\)](#)

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%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

Core Curriculum for Sacramento City Unified School District

High School Core Textbooks

The following is a listing of Board of Education approved High School Core Textbooks adopted for use in our high schools.

COURSES	TEXTBOOKS ADOPTED FOR THE COURSES
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 11 AP	<i>Short Takes, Model Essays for Composition, Ninth edition</i> Pearson Longman, c, 2007 <i>The Well Crafted Argument, A Guide and Reader, Third edition</i> Houghton Mifflin, c. 2008
English 12 AP	<i>Literature: Reading, Fiction, Poetry and Drama, 6th edition</i> Glencoe/McGraw-Hill, c. 2007 <i>Perrine's Literature: Structure, Sound, and Sense, Tenth edition</i> Wadsworth Cengage Learning, c. 2009
English Language Development-- Beginning	Visions, Levels Basic and A Student workbooks, Levels Basic and A
English Language Development-- Intermediate	Visions, Levels B and C Student workbooks, Levels B and C
Reading Development	REACH! Student Workbooks or LANGUAGE!
Algebra 1	Algebra (Prentice Hall) c. 2001
Advanced Algebra	Algebra and Trigonometry, Structure and Method, Book 2 (McDougal Littell) c. 2000 <i>or</i> Algebra 2 (McDougal Littell) c. 2001
Geometry	Geometry (McDougal Littell) c. 2004
Advanced Geometry	Geometry: A Guide Inquiry (Morton Publishing Company) c. 1998 <i>or</i> Geometry (HRW) c. 2001
Algebra 2	<i>Algebra 2</i> (California Edition) Pearson Prentice Hall, c. 2004
Pre Calculus	Precalculus with Unit-Circle Trigonometry by David Cohen, 4th ed. (Thomson Brooks/Cole) c.2006 or <i>Precalculus</i> by Robert Blitzer, 3 rd ed. (Pearson Prentice Hall) c. 2007 or <i>Precalculus with Limits</i> by Larsen, Hostetler and Edwards, 5 th ed. (Houghton Mifflin) c. 2008

Advanced Pre Calculus	Algebra and Trigonometry with Analytic Geometry, 9th Edition (Brooks and Cole)
Calculus AB or Calculus BC	Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP edition) (Pearson Prentice Hall) c. 2007 or <i>Calculus: Single Variable with Vector Functions</i> , 1 st ed. (Thomson Brooks/Cole) c. 2007 or <i>Calculus of a Single Variable</i> , 8 th edition (Houghton Mifflin) c. 2006
Geography	World Geography (McDougal Littell) c. 2003
Geography SDAIE	World Cultures and Geography (McDougal Littell) c. 2003 <i>(for English Learners who are at the Intermediate and Early Advanced Levels of English Proficiency)</i> or World Geography and Cultures (Globe Fearon) c. 2002 <i>(for English Learners who are at the Beginning through Early Intermediate Levels of English Proficiency)</i>
World History	World History Human Legacy (Holt, Rinehart and Winston) c. 2008
World History AP	<i>World History</i> , 5 th ed. Duiker and Spielvogel (Thomson Wadsworth) c. 2007 <i>Document Exercise Workbook for World History, Volume I & II</i> (Thomson Wadsworth) c. 2007
U.S. History	American Anthem Modern American History (Holt, Rinehart and Winston) c. 2007
U.S. History AP	The American Journey: A History of the United States (Prentice Hall) c. 2001
U.S. Government	<i>Prentice Hall Magruder's American Government</i> (Pearson Prentice Hall), c. 2005
U.S. Government AP	American Government, 9th Edition Houghton Mifflin, c. 2004
Modern Economics	Economics Principles in Action (Pearson Prentice Hall) c. 2007
Psychology AP	<i>Psychology: 7th edition</i> (Worth Publishers) 2004 Study Guide: Psychology
Physical Science	<i>Holt Earth Science</i> (Holt, Rinehart and Winston), c. 2006
Biology/ Biophysical Science	Biology: The Dynamics of Life (Glencoe) c. 2005 or <i>Modern Biology</i> (HRW) c. 2002 or Biology (Prentice Hall) c. 2004
Molecular Biology	BSCS Biology: A Molecular Approach (Glencoe) c. 2001
Biology AP	<i>Biology, Eighth edition (AP)</i> <i>Pearson, Benjamin Cummings, c. 2008</i>
Chemistry	Chemistry, Matters and Change (Glencoe/McGraw-Hill), c. 2005 <i>(reading level appropriate for grades 9 & 10)</i>

	<p><i>or</i> Holt Modern Chemistry (Holt, Rinehart and Winston) c. 2006 <i>(reading level appropriate for grades 11 & 12)</i></p>
Chemistry AP	<p><i>Chemistry: The Central Science, 11th edition Upper Saddle River, NJ, Prentice Hall, c. 2009</i></p> <p>or</p> <p>Chemistry, 7th ed, (AP Edition), Boson, Houghton Mifflin, c. 2007</p>
Physics	<p><i>Conceptual Physics, 9th Edition</i> (Addison Wesley), c. 2002 <i>(reading level appropriate for grades 9 & 10)</i></p> <p>or</p> <p>Physics: Principles and Problems Glencoe/McGraw-Hill, c. 2005 <i>(reading level appropriate for grades 11 & 12)</i></p>
Physics AP	<p><i>Physics, 6th edition</i> John Wiley and Son, Inc. c. 2004</p>
Human Anatomy and Physiology	<p><i>Hole's Essentials of Human Anatomy and Physiology, 8th Edition</i> McGraw-Hill, c. 2003</p>
Spanish 1	<p><i>En Español, Levels 1</i> (McDougal Littell) c. 2004</p>
Spanish 2	<p><i>En Español, Levels 2</i> (McDougal Littell) c. 2004</p>
Spanish 3	<p><i>En Español, Levels 3</i> (McDougal Littell) c. 2004</p>
Spanish AP	<p>Abriendo Paso (Prentice Hall) c. 2001 Abriendo Paso Gramatica (Heinle & Heinle) c. 2000 Album (D C Heath) c. 1993 Repaso (National Textbook Co.) c. 1997</p>
French 1	<p>Discovering French, Levels 1 (McDougal Littell) c. 2001</p>
French 2	<p>Discovering French, Levels 2 (McDougal Littell) c. 2001</p>
French 3	<p>Discovering French, Levels 3 (McDougal Littell) c. 2001</p>
French AP	<p><i>Discovering French, Rouge Level 3 (McDougal Littell) c. 2001</i> <i>La Grammaire a L'oeuvre (McGraw-Hill) 4th edition</i></p>
Hmong 1P and 2P	<p>Basic Hmong Book 1, Jonas, Vang-na Vangay & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Rooj ntawv Hmoob, 1981</p>
Hmong 3P and 4P	<p>Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Rooj Ntawv Hmoob, 1981 Dab Neeg Hmoob, Volumes 1, 2, and 3 Discovering the Hmong Language, Van, Txhim Patrick, San Jose, CA 2006</p>
Art P	<p>The Visual Experience (Davis Publications, Inc.) c. 1995-2000</p>
Music Courses: Band P, Choir P, Orchestra P	<p>Kjos Music Company c. 1996 Glencoe c. 1999 Alfred Publishing 2001</p>
Special Education (Special Day Class)	<p><i>American Guidance Service (AGS) Publishing</i></p>
o English	<p>o <i>Basic English</i></p>

<ul style="list-style-type: none"> ○ Algebra ○ Geometry ○ Geography ○ World History ○ U.S. History ○ U.S. Govt. ○ Economics ○ Physical Science ○ Biology 	<ul style="list-style-type: none"> ○ <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>
<p style="text-align: center;">IB courses</p> <ul style="list-style-type: none"> ○ Biology ○ Math Methods ○ Math Studies ○ Theory of Knowledge ○ ITGS 	<p style="text-align: center;"><i>IB world school</i> www.ib-source.com</p> <ul style="list-style-type: none"> ○ <i>Biology 7/e, Benjamin Cummings, c. 2005</i> ○ <i>Mathematics Standards Level 3rd edition, IBID Press</i> ○ <i>Mathematical Studies SL, Haese & Harris, c. 2004</i> ○ <i>Theory of Knowledge for the IB Diploma, Cambridge University Press, c. 2006</i> ○ <i>Tomorrow's Technology and You, Complete, 8/E, George Beekman/Mike Quinn, Prentice Hall, c. 2008 http://vig.prenhall/com</i> ○ <i>A Gift of Fire: Social, Legal, and Ethical Issues for Comptuers and the Internet, 2/E, Sara Baase, San Diego State University, Prentice Hall, c. 2003 http://vig.prenhall/com</i>

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. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	\$1,819,181	\$6,688	\$5,170	\$44,634
District	---	---	\$4696	\$57953
Percent Difference – School Site and District	---	---	10.1%	-23.0%
State	---	---	\$5300	\$65008
Percent Difference – School Site and State	---	---	-2.4%	-31.3%

Types of Services Funded (Fiscal Year 2007-08)

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

Students are recognized for their academic achievement and social-emotional growth by teachers and the Principal through Academic Awards Assembly each quarter.

Students and parents sign a behavior contract to ensure high expectations are carried out at all times.

Tutoring through Academic Production is provided after school for students who have an “F” or “D” in any class.

Voluntary tutoring is provided in each subject at lunch to students who need additional support.

Progress reports are sent home every four weeks to parents.

Every student meets with a counselor to go over transcripts and graduation requirements.

Students are responsible for planning and implementing school dances, school wide assemblies and rallies.

Club sports in basketball, soccer, and volleyball.

Very positive educational climate and a diverse population that works well together.

Integrated curriculum allows the staff and students to collaborate and work together in ways that bind them together as a community.

All students have Advisory weekly and maintain their same Advisor for their entire tenure at AABPHS.

All clubs and activities are student “interest” driven and are organized, lead, and run by students under the advisement of staff members.

Parent and Student Handbook: A handbook provided to all staff members, parents and students outlining rights and responsibilities for all involved, essential rules and procedures including dress code and behavior expectations, and subsequent consequences.

Connect Ed: Important school information relayed via the telephone to all student households.

Campus Monitor regularly patrols the school site to proactively engage students in positive behavior.

Parents are made aware of each discipline situation with their student – progressive discipline strategies are used.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39015	\$40721
Mid-Range Teacher Salary	\$51275	\$65190
Highest Teacher Salary	\$84151	\$84151
Average Principal Salary (Elementary)	\$98946	\$104476
Average Principal Salary (Middle)	\$101101	\$108527
Average Principal Salary (High)	\$116489	\$119210
Superintendent Salary	\$253504	\$210769
Percent of Budget for Teacher Salaries	36.1%	39.9%
Percent of Budget for Administrative Salaries	5.7%	5.5%

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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	48	41	36	37	39	43	42	43	46
Mathematics	10	7	8	38	38	42	40	40	43
Science		34	25	25	29	39	35	38	46
History-Social Science		23	25	26	27	32	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	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	30	2	15	15
American Indian or Alaska Native	*	*	*	*
Asian	44	24	58	42
Filipino	*	*	*	*
Hispanic or Latino	28	8	17	20
Pacific Islander	*	*	*	*
White (not Hispanic)	58	14	41	44
Male	38	13	30	38
Female	35	5	23	19
Economically Disadvantaged	30	5	19	
English Learners	22	2	21	21
Students with Disabilities	14	5	*	
Students Receiving Migrant Education Services				

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 three 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 CAHSEE 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

[CAHSEE Results by Performance Level 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	*	48.8	49.0	46.9	46.2	49.1	51.1	48.6	52.9
Mathematics	*	46.0	36.0	42.1	47.3	52.3	46.8	49.9	51.3

[CAHSEE Results by Performance Level for Student Groups – 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	51.0	39.0	10.0	64.0	24.0	12.0
Male	62.1	24.1	13.8	55.2	20.7	24.1
Female	46.5	45.1	8.5	67.6	25.4	7.0
African American	66.7	30.3	3.0	70.6	20.6	8.8
American Indian or Alaska Native	*	*	*	*	*	*
Asian	45.5	45.5	9.1	27.3	45.5	27.3
Filipino	*	*	*	*	*	*
Hispanic or Latino	50.0	38.2	11.8	70.6	17.6	11.8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	17.6	58.8	23.5	52.9	35.3	11.8
English Learners	66.7	26.7	6.7	86.7	13.3	0.0
Socioeconomically Disadvantaged	47.6	44.4	7.9	66.7	19.0	14.3
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

[California Physical Fitness Test Results \(School Year 2007-08\)](#)

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 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 Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	36.3

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 API Web page 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	2005	2006	2007
Statewide		5	4
Similar Schools		10	8

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	B	-12	-39	644
African American		-25	-42	581
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			-48	626
Pacific Islander				
White (not Hispanic)				740
Socioeconomically Disadvantaged		-36	-14	616
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

- 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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 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	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 (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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	24
Percent of Schools Currently in Program Improvement	---	27.0

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 schools 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 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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0	1	4	3.9	1.7	5.9	3.1	3.5	4.4
Graduation Rate	83	97	91	83.4	86.9	81.0	85.0	83.0	79.5

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 2007-08 school year in grade 12, 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 CAHSEE Web page 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 2008		
	School	District	State
All Students	--	85.3	---
African American	--	76.3	---
American Indian or Alaska Native	--	81.0	---
Asian	--	89.8	---
Filipino	--	93.9	---

Hispanic or Latino	--	82.7	---
Pacific Islander	--	83.3	---
White (not Hispanic)	--	88.0	---
Socioeconomically Disadvantaged	--	83.2	---
English Learners	--	77.0	---
Students with Disabilities	--	37.9	---

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

<p>Computer Business Technologies*</p> <p>Health Tech III</p> <p>Hospital & Community Health*</p> <p>Medical Careers</p> <p>Visual Communications & Graphics Portfolio*, +</p> <p>*ROP (Regional Occupational Program) Course</p> <p>**California Partnership Academy Course</p> <p>+Course Approved for UC "F" credit</p> <p>++Course Approved for UC "G" credit</p> <p>+++Course Approved for CSUS "ACE" credit</p> <p>++++Course Articulated with CRC</p> <p>Career Technical Education (CTE) courses support the core subject areas and provide context to most of the Small Learning Communities (SLCs) in SCUSD. All SCUSD students have access to CTE courses. CTE courses align to both academic and CTE California State Standards. CTE courses are reviewed yearly by the Career Technical Preparation Department and the SCUSD Career Technical Education Advisory Board.</p>
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Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	288
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.2
Graduates Who Completed All Courses Required for UC/CSU Admission	

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 on the *DataQuest* Web page 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		---
Science		---
Social Science	1	---
All courses	3	3

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development is an essential component of effective instruction and student learning. The District The District has developed a responsive and comprehensive research-based professional development plan with an in-depth focus on English Learners, Algebra, and culturally and linguistically responsive pedagogy. In addition to the required 18-hours of professional development, district staff is provided growth opportunities throughout the year; i.e. after school, during summer vacation, and on some Saturdays. The wide spectrum of offerings reflects the specific needs identified by individual school sites and are aligned with the district strategic plan. Key focus areas include: Instructional Leadership, Instructional Practices, Assessment, Curriculum Development, and Understanding the Learning Process. Professional development is coordinated by Administrators of Curriculum, Professional Development Support in coordination with school site staff.