

## **-Executive Summary School Accountability Report Card, 2007-08**

*For: Rosemont High*

**Address:** 9594 Kiefer Blvd  
**Principal:** Dr. Vic Ramos

**Phone:** 916-228-5844  
**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**

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#### **Rosemont's Mission :**

Rosemont High School educates students by providing curricular choices in a positive environment in order for them to develop their skills, achieve their goals and become responsible and respectful citizens.

Rosemont High School is an accredited comprehensive high school located twenty minutes east of downtown Sacramento. The beautiful, state of the art campus is one of Sacramento City Unified School District's newer high schools. Students attending Rosemont experience rigorous academics and enjoy a wide variety of club offerings, athletics and student activities. The goal at Rosemont is to ensure that all students walk the stage at graduation and continue on to become productive members of society.

Rosemont High School was designed with Small Learning Communities (SLCs) in mind. All students enter a Freshmen Academy in 9th grade and choose one of six SLCs before entering 10th grade. The school operates on a 4x4 Block Schedule providing students with a wide variety of elective choices. The staff at Rosemont is cohesive in their commitment to providing an academically challenging curriculum to students in a non-traditional way.

Each of Rosemont's (6) Small Learning Communities are theme-based and prepare students for their future plans after graduation. The educational/career paths contained within each SLC train students for university or state college, junior college, specialized training, the military, or for beginning a trade. Entry level career certifications are possible as well as the opportunity to take junior college courses on campus.

## Student Enrollment

<b>Group</b>	<b>Enrollment</b>
Number of students	1902
African American	20.24%
American Indian or Alaska Native	0.84%
Asian	7.89%
Filipino	2.05%
Hispanic or Latino	21.14%
Pacific Islander	1.74%
White (not Hispanic)	44.27%
Multiple or No Response	1.84%
Socioeconomically Disadvantaged	49%
English Learners	14%
Students with Disabilities	9%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	80
Teachers without full credential	11
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

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The latest facility inspection was completed July 2008.

### Repairs Needed

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There were no major deficiencies noted at this time.

### Corrective Actions Taken or Planned

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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	43%
Mathematics	13%
Science	43%
History-Social Science	36%

## School Completion

Indicator	Result
Graduation Rate	92

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,628
District	\$4,696
State	\$5,300

## Academic Progress

Indicator	Result
2008 API Growth Score (from 2008 API Growth Report)	705
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	92%
Graduates Who Completed All Courses Required for University of California or California State University Admission	31.0%

# Rosemont 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	
<b>School Name</b>	Rosemont High	<b>District Name</b>	Sacramento City Unified
<b>Street</b>	9594 Kiefer Blvd	<b>Phone Number</b>	916-643-9000
<b>City, State, Zip</b>	Sacramento, CA, 95827	<b>Web Site</b>	<a href="http://www.scusd.edu">www.scusd.edu</a>
<b>Phone Number</b>	916-228-5844	<b>Superintendent</b>	Susan E. Miller, Interim
<b>Principal</b>	Dr. Vic Ramos	<b>E-mail Address</b>	superintendent@sac-city.k12.ca.us
		<b>CDS Code</b>	34-67439-0101972

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

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

#### Rosemont's Mission :

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Schedule providing students with a wide variety of elective choices. The staff at Rosemont is cohesive in their commitment to providing an academically challenging curriculum to students in a non-traditional way.

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### [Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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

<b>Contact Person Name</b>	<b>Jim McCutcheon, Assistant Principal</b>	<b>Contact Person Phone Number</b>	916-228-5844 ex. 1021
Career/Parent Center - Provides college information, college scholarship information, financial aid information, parent support groups, drug and alcohol counseling and job searches Parent Nights per grade level regarding academic and college preparation FAFSA Parent Events College Presentations for Parents Weekly Parent Communication via progress reports, emails, attendance sheets, Connect Ed and phone contacts Parent Volunteers – A wide variety of volunteer opportunities exist at Rosemont PTSA/Site Council/ELAC Athletic Boosters - Parent participation group to support athletics Music Boosters - Parent participation group to support the arts Big Blue Review - Quarterly Newsletter Student Study Team Meetings (SSTs) – Parents, Students and Staff meet to discuss individual student needs IEP/504 Meetings for Special Education Students One-On-One Counseling Sessions Senior Project Presentations – Parents serve as Judges			

### [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	529
Grade 10	512
Grade 11	461
Grade 12	400
Ungraded Secondary	0
<b>Total Enrollment</b>	1902

### [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	20.24	White (not Hispanic)	44.27
American Indian or Alaska Native	0.84	Multiple or No Response	1.84
Asian	7.89	Socioeconomically Disadvantaged	49
Filipino	2.05	English Learners	14
Hispanic or Latino	21.14	Students with Disabilities	9
Pacific Islander	1.74	---	---

### [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	26.2	12	13	10	26.3	18	12	16	27.5	11	19	16
Mathematics	28.5	2	13	7	27.5	6	17	12	26.9	9	9	13
Science	31.6	0	14	11	31.1	1	19	15	29	6	10	13
Social Science	31.4	2	7	16	33.1	2	5	25	30.3	5	12	18

### 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	Fall 2008	Date Last Discussed with Staff	Fall 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	45.5	22.4	40.5	18.3	14.6	15.9
Expulsions	0	0.6	0.2	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 2004. This school has 75 permanent classrooms which include a multipurpose room, a 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. The complete deferred maintenance plan is available at the district office.

**Modernization Projects (if applicable)**

N/A

**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			

<b>Structural Damage</b>	X			
<b>Fire Safety</b>	X			
<b>Electrical (interior and exterior)</b>	X			
<b>Pest/Vermin Infestation</b>	X			
<b>Drinking Fountains (inside and outside)</b>	X			
<b>Restrooms</b>	X			
<b>Sewer</b>	X			
<b>Playground/School Grounds</b>	X			
<b>Roofs</b>	X			
<b>Overall Cleanliness</b>	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
<b>With Full Credential</b>	66	80	80	2334
<b>Without Full Credential</b>	6	12	11	131
<b>Teaching Outside Subject Area of Competence</b>	8	2	1	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
<b>Misassignments of Teachers of English Learners</b>	7	0	0
<b>Total Teacher Misassignments</b>	17	4	0
<b>Vacant Teacher Positions</b>	3	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
<b>This School</b>	91.2	8.8
<b>All Schools in District</b>	95.4	4.6
<b>High-Poverty Schools in District</b>	96.9	3.1
<b>Low-Poverty Schools in District</b>	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
<b>Academic Counselor</b>	2.5	760
<b>Library Media Teacher (Librarian)</b>		n/a
<b>Library Media Services Staff (paraprofessional)</b>	1.0	n/a
<b>Psychologist</b>		n/a
<b>Social Worker</b>		n/a
<b>Nurse</b>		n/a
<b>Speech/Language/Hearing Specialist</b>		n/a
<b>Resource Specialist (non-teaching)</b>		n/a
<b>Other</b>		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
<b>Reading/Language Arts</b>	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	0%
<b>Mathematics</b>		0%
<b>Science</b>		0%
<b>History-Social Science</b>		0%
<b>Foreign Language</b>		0%
<b>Health</b>		0%

Visual and Performing Arts	School District students. Textbook Sufficiency data is collected annually during the second week of school (September 2008).	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.

<b>COURSES</b>	<b>TEXTBOOKS ADOPTED FOR THE COURSES</b>
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	<b>Visions, Levels Basic and A</b> <b>Student workbooks, Levels Basic and A</b>
English Language Development-- Intermediate	<b>Visions, Levels B and C</b> <b>Student workbooks, Levels B and C</b>
Reading Development	<b>REACH!</b> Student Workbooks <b>or</b> <b>LANGUAGE!</b>
Algebra 1	<b>Algebra</b> (Prentice Hall) c. 2001
Advanced Algebra	<b>Algebra and Trigonometry, Structure and Method, Book 2</b> <b>(McDougal Littell) c. 2000</b> <i>or</i> <b>Algebra 2 (McDougal Littell) c. 2001</b>
Geometry	<b>Geometry</b> (McDougal Littell) c. 2004
Advanced Geometry	<b>Geometry: A Guide Inquiry</b> (Morton Publishing Company) c. 1998 <i>or</i> <b>Geometry (HRW) c. 2001</b>
Algebra 2	<i>Algebra 2</i> (California Edition) Pearson Prentice Hall, c. 2004
Pre Calculus	<b>Precalculus with Unit-Circle Trigonometry by David Cohen, 4<sup>th</sup> ed.</b> <b>(Thomson Brooks/Cole) c.2006</b> <b>or</b>

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

	<i>Pearson, Benjamin Cummings, c. 2008</i>
Chemistry	<b>Chemistry, Matters and Change</b> (Glencoe/McGraw-Hill), c. 2005 <i>(reading level appropriate for grades 9 &amp; 10)</i> <i>or</i> <b>Holt Modern Chemistry</b> (Holt, Rinehart and Winston) c. 2006 <i>(reading level appropriate for grades 11 &amp; 12)</i>
Chemistry AP	<i>Chemistry: The Central Science, 11<sup>th</sup> edition Upper Saddle River, NJ, Prentice Hall, c. 2009</i> <b>or</b> Chemistry, 7 <sup>th</sup> ed, (AP Edition), Boson, Houghton Mifflin, c. 2007
Physics	<i>Conceptual Physics, 9<sup>th</sup> Edition</i> (Addison Wesley), c. 2002 <i>(reading level appropriate for grades 9 &amp; 10)</i> <b>or</b> <b>Physics: Principles and Problems</b> Glencoe/McGraw-Hill, c. 2005 <i>(reading level appropriate for grades 11 &amp; 12)</i>
Physics AP	<i>Physics, 6<sup>th</sup> edition</i> John Wiley and Son, Inc. c. 2004
Human Anatomy and Physiology	<i>Hole's Essentials of Human Anatomy and Physiology, 8<sup>th</sup> Edition</i> McGraw-Hill, c. 2003
Spanish 1	<i>En Español, Levels 1</i> <b>(McDougal Littell) c. 2004</b>
Spanish 2	<i>En Español, Levels 2</i> <b>(McDougal Littell) c. 2004</b>
Spanish 3	<i>En Español, Levels 3</i> <b>(McDougal Littell) c. 2004</b>
Spanish AP	<b>Abriendo Paso (Prentice Hall) c. 2001</b> <b>Abriendo Paso Gramatica (Heinle &amp; Heinle) c. 2000</b> <b>Album (D C Heath) c. 1993</b> <b>Repaso (National Textbook Co.) c. 1997</b>
French 1	<b>Discovering French, Levels 1</b> <b>(McDougal Littell) c. 2001</b>
French 2	<b>Discovering French, Levels 2</b> <b>(McDougal Littell) c. 2001</b>
French 3	<b>Discovering French, Levels 3</b> <b>(McDougal Littell) c. 2001</b>
French AP	<i>Discovering French, Rouge Level 3 (McDougal Littell) c. 2001</i> <i>La Grammaire a L'oeuvre (McGraw-Hill) 4<sup>th</sup> edition</i>
Hmong 1P and 2P	<b>Basic Hmong Book 1, Jonas, Vang-na Vangay &amp; Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Rooj ntawv Hmoob, 1981</b>
Hmong 3P and 4P	<b>Basic Hmong Book 1, Jonas, Vang-na &amp; Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Rooj Ntawv Hmoob, 1981</b> <b>Dab Neeg Hmoob, Volumes 1, 2, and 3</b> <b>Discovering the Hmong Language, Van, Txhim Patrick, San Jose, CA 2006</b>
Art P	<b>The Visual Experience</b> <b>(Davis Publications, Inc.) c. 1995-2000</b>
Music Courses: Band P, Choir P, Orchestra P	Kjos Music Company c. 1996 Glencoe c. 1999 <b>Alfred Publishing 2001</b>

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

## 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
<b>School Site</b>	\$10,341,311	\$5,542	\$4,628	\$55,969
<b>District</b>	---	---	\$4696	\$57953
<b>Percent Difference – School Site and District</b>	---	---	-1.5%	-3.4%
<b>State</b>	---	---	\$5300	\$65008
<b>Percent Difference – School Site and State</b>	---	---	-12.7%	-13.9%

### 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.

<p>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 Rrts 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  Supplemental Education Services  School Choice</p> <p>Please check with your child's principal to receive information regarding the services that are specific to your child's school.</p>
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### 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
<b>Beginning Teacher Salary</b>	\$39015	\$40721
<b>Mid-Range Teacher Salary</b>	\$51275	\$65190
<b>Highest Teacher Salary</b>	\$84151	\$84151
<b>Average Principal Salary (Elementary)</b>	\$98946	\$104476
<b>Average Principal Salary (Middle)</b>	\$101101	\$108527
<b>Average Principal Salary (High)</b>	\$116489	\$119210

<b>Superintendent Salary</b>	\$253504	\$210769
<b>Percent of Budget for Teacher Salaries</b>	36.1%	39.9%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>English-Language Arts</b>	39	37	43	37	39	43	42	43	46
<b>Mathematics</b>	9	10	13	38	38	42	40	40	43
<b>Science</b>	30	33	43	25	29	39	35	38	46
<b>History-Social Science</b>	29	26	36	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
<b>African American</b>	29	7	30	20
<b>American Indian or Alaska Native</b>	*	*	*	27
<b>Asian</b>	56	23	59	48
<b>Filipino</b>	55	12	*	35
<b>Hispanic or Latino</b>	35	8	30	24
<b>Pacific Islander</b>	35	11	*	27
<b>White (not Hispanic)</b>	50	15	50	45
<b>Male</b>	37	12	39	38
<b>Female</b>	49	13	48	34
<b>Economically Disadvantaged</b>	36	9	36	
<b>English Learners</b>	11	7	8	15
<b>Students with Disabilities</b>	10	1	12	
<b>Students Receiving Migrant Education Services</b>				

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at 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
<b>English-Language Arts</b>	54.4	47.7	54.2	46.9	46.2	49.1	51.1	48.6	52.9
<b>Mathematics</b>	42.2	44.9	52.5	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
<b>All Students</b>	45.8	44.2	10.0	47.5	34.0	18.5
<b>Male</b>	51.7	41.2	7.1	46.2	37.9	15.8
<b>Female</b>	38.5	47.9	13.5	49.0	29.2	21.9
<b>African American</b>	50.0	45.2	4.8	57.1	32.1	10.7
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	31.6	63.2	5.3	26.3	36.8	36.8
<b>Filipino</b>	*	*	*	*	*	*
<b>Hispanic or Latino</b>	55.6	38.3	6.2	55.6	30.9	13.6
<b>Pacific Islander</b>	*	*	*	*	*	*
<b>White (not Hispanic)</b>	41.9	43.8	14.3	43.6	35.5	20.9
<b>English Learners</b>	73.7	23.7	2.6	57.9	31.6	10.5
<b>Socioeconomically Disadvantaged</b>	54.8	38.0	7.2	54.8	30.3	14.9
<b>Students Receiving Migrant Education Services</b>	*	*	*	*	*	*
<b>Students with Disabilities</b>	87.9	12.1	0.0	88.2	11.8	0.0

### 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/tq/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
<b>9</b>	20.6

## 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	6	4	4
Similar Schools	9	4	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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-7	-13	37	705
African American	19	-10	30	647
American Indian or Alaska Native				
Asian			47	769
Filipino				
Hispanic or Latino	-11	-55	46	664
Pacific Islander				
White (not Hispanic)	-22	1	40	736
Socioeconomically Disadvantaged	5	-20	44	675
English Learners		-29	18	634
Students with Disabilities		-30	38	447

### 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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No

<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	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/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2008-2009
<b>Year in Program Improvement</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>	---	24
<b>Percent of Schools Currently in Program Improvement</b>	---	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/>.

<b>Indicator</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b>Dropout Rate (1-year)</b>	0	0	3	3.9	1.7	5.9	3.1	3.5	4.4
<b>Graduation Rate</b>	83	87	92	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	89.2	85.3	---
African American	77.3	76.3	---
American Indian or Alaska Native	NA	81.0	---
Asian	96.8	89.8	---
Filipino	100.0	93.9	---
Hispanic or Latino	95.8	82.7	---
Pacific Islander	NA	83.3	---
White (not Hispanic)	88.7	88.0	---
Socioeconomically Disadvantaged	85.5	83.2	---
English Learners	88.2	77.0	---
Students with Disabilities	42.4	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>Advanced Automotive Mechanics  Advanced Computer Animation*  Beginning Automotive Mechanics  Beginning Electronics  Biotechnology  Business Concepts  Business Technology Core  Computer Animation*, +  Computer Applications  Computer Graphics*, +  Computer Science/Programming  Culinary Arts*  Digital Imaging*  Digital Media*  Digital Music  Hospital &amp; Community Health*  Intro Health Technology  Marketing &amp; Public Relations*  Masonry Occupations*  PC Network Support</p> <p>*ROP (Regional Occupational Program) Course  **California Partnership Academy Course  +Course Approved for UC "F" credit  ++Course Approved for UC "G" credit  +++Course Approved for CSUS "ACE" credit  ++++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	1559
Percent of pupils completing a CTE program and earning a high school diploma	92%
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	55.1
Graduates Who Completed All Courses Required for UC/CSU Admission	31.0

[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	2	---
Mathematics	1	---
Science		---
Social Science	1	---
All courses	5	2

**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.