Arthur A. Benjamin Health Professions High School

451 McClatchy Way • Sacramento, CA 95818 • 916-264-3262 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Sacramento City Unified School District
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Superintendent

José L. Banda
Superintendent

Lisa Allen
Interim Deputy Sup.

School Description

Arthur A. Benjamin Health Professions High School is a small innovative high school in the Sacramento City Unified School District. The school opened in 2005 with support from the Bill and Melinda Gates Foundations, the James Irvine Foundation and the California Endowment. The school moved into a new 17 million dollar facility in 2006. The school is centered around the implementation of a national health sciences curriculum across all of the core and elective classes in the school. Teachers are not only experts in their content area but they receive specialized training to teach use project-based units that integrate healthcare topics with Common Core State Standards. Students at Health Professions access an education that sets the bar high in the academics and goes beyond the content areas to bring in real life learning connected to their classroom learning. 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 work side by side healthcare professionals and visit healthcare settings through explorations, internships, and guided study tours. These experiences provide insight into available careers, work expectations and educational requirements. In order to achieve these goals the school partners with regional health care providers and post-secondary partners like UC Davis Medical Center, Kaiser Permanente and Sacramento City College Allied Health Department, just to name a few. Students interact with professionals active in health care fields to understand professional expectations and gain experience in the field. The school has a strong Dual Enrollment partnership with Sacramento City College to engage students in completing college courses before they graduate from high school.

Students who graduate from Health Professions do so with a plan for life after high school and experiences that will prepare them for the demands of college and the working world. Our mission is: To provide students with an outstanding education, rich with relevant academic, application and leadership experiences - using healthcare as a theme.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 916-264-3262 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	59
Grade 10	60
Grade 11	59
Grade 12	49
Total Enrollment	227

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	22.9
American Indian or Alaska Native	0.4
Asian	11
Filipino	1.3
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	4
White	10.1
Two or More Races	3.1
Socioeconomically Disadvantaged	80.6
English Learners	14.5
Students with Disabilities	14.5
Foster Youth	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Arthur A. Benjamin Health Professions High	**13-14**	**14-15**	**15-16**
With Full Credential	15	13	15
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1826
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Arthur A. Benjamin Health	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	94.6	5.5
Districtwide		
All Schools	96.0	4.1
High-Poverty Schools	95.7	4.3
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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.

Textbooks and Instructional Materials Year and month in which data were collected: November 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt Literature and Language Arts, Course 3 English 9 2003 Holt Literature and Language Arts, Course 4 English 10 2003 Holt Literature and Language Arts, Course 5 English 11 2003 Holt Literature and Language Arts, Course 6 English 12 2003 Short Takes, Model Essays for Composition, Ninth Edition, Pearson Longman English 11 AP 2007 The Well Crafted Argument, A Guide and Reader, Third Edition, Houghton Mifflin English 11 AP 2008 Literature: Reading, Fiction, Poetry and Drama, 6th Edition, Glencoe/McGraw-Hill English 12 AP 2007 Perrine's Literature: Structure, Sound, and Sense, Tenth Edition, Wadsworth Cengage Learning English 12 AP 2009 **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CCSS Integrated Pathway: Mathematics I, Walch Education Mathematics 2012 Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell Advanced Algebra 2000 Algebra 2, McDougal Littell Advanced Algebra 2001 Geometry: Measuring Reasoning, McDougal Littell Geometry 2004 Algebra 2 (California Edition), Pearson Prentice Hall Algebra 2 and/or Adv. Geometry 2004 Introduction To Statistics and Data Analysis, AP Ed. Brooks/Cole Statistics 2010 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole Pre Calculus 2006 Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall Pre Calculus 2007 Precalculus with Limits 5th ed., Larsen, Hostetler and Edwards, Houghton Mifflin Pre Calculus 2008 Algebra and Trigonometry with Analytic Geometry, 9th Edition, Brooks and Cole Advanced Pre Calculus 1997 Calculus: Graphical, Numerical, Algebraic, 3rd ed (AP Edition) Pearson Prentice Hall Calculus AB or BC 2007 Calculus: Single Variable with Vector Functions, 1st ed. Thomson Brooks/Cole Calculus AB or BC 2007 Calculus of a Single Variable, 8th Edition, Houghton Mifflin Calculus AB or BC 2006 **Percent of students lacking their own assigned textbook:** 0%
Science	Invitation to Psychology. Prentice Hall Psychology AP 2008 Psychology, 7th Ed., Worth Psychology 2004 Holt Earth Science, Holt, Rinehart and Winston Physical Science 2006 Biology: The Dynamics of Life, Glencoe Biology/Biophysical Science 2005 Modern Biology, Holt, Reinhart, and Winston Biology/Biophysical Science 2002 Biology, Prentice Hall Biology/Biophysical Science 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe Molecular Biology 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe Molecular Biology 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings Biology AP 2008 Chemistry, Matters and Change, Glencoe/McGraw-Hill Chemistry 2005 Holt Modern Chemistry, Holt, Rinehart and Winston Chemistry 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall Chemistry AP 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin Chemistry AP 2007 Chemistry in the Community, Freeman Chemistry 2000 Conceptual Physics, 9th Edition, (Addison Wesley) Physics 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill Physics 2005 Physics, 6th Edition, John Wiley and Son, Inc. Physics 2007 Hole's Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill Human Anatomy and Physiology 2003 **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: November 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	World Geography, McDougal Littell Geography 2006 World Cultures and Geography, McDougal Littell Geography SDAIE 2003 World Geography and Cultures, Globe Fearon Geography SDAIE 2002 Human Legacy, Holt World History 2008 World History, 5th ed. Duiker and Spielvogel, Thomson Wadsworth World History AP 2007 American Anthem Modern American History, Holt, Rinehart and Winston U.S. History 2007 The American Journey: A History of the United States, Prentice Hall U.S. History AP 2001 Magruder's American Government, Pearson Prentice Hall U.S. Government 2005 American Government, 9th Edition, Houghton Mifflin U.S. Government AP 2004 Economics Principles in Action, Pearson Prentice Hall Modern Economics 2007 **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Visions, Levels Basic and A,Student Workbooks, Levels Basic and A, Heinle & Heinle English Language Development 2003 Visions, Levels Basic and B and C,Student Workbooks, Levels Basic and B and C, Heinle & Heinle English Language Development 2003 **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 2006. This school has 25 permanent classrooms that include a multi-purpose room, library and an administrative building.

The district takes great efforts to ensure that all schools are clean, safe, and functional. 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. 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.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 18, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 18, 2015					
System Inspected	Repair Status			**Repair Needed and Action Taken or Planned**	
	Good	**Fair**	**Poor**		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	All repairs noted on the inspection have had work orders submitted for repair.
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
ELA	44	35	44
Math	11	28	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	47	49	42	49	53	47	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	9.60	46.20	34.60

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	47
All Student at the School	42
Male	56
Female	37
Black or African American	46
Asian	--
Filipino	--
Hispanic or Latino	32
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	38
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	**11**	55	55	100.0	25	31	31	13
Male	**11**		19	34.5	26	37	26	11
Female	**11**		36	65.5	25	28	33	14
Black or African American	**11**		12	21.8	50	17	33	0
Asian	**11**		5	9.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	11		30	54.5	20	43	20	17
Native Hawaiian or Pacific Islander	11		2	3.6	--	--	--	--
White	11		6	10.9	--	--	--	--
Socioeconomically Disadvantaged	11		45	81.8	27	29	31	13
English Learners	11		6	10.9	--	--	--	--
Students with Disabilities	11		6	10.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	55	55	100.0	65	22	9	2
Male	11		19	34.5	74	11	11	5
Female	11		36	65.5	61	28	8	0
Black or African American	11		12	21.8	75	17	8	0
Asian	11		5	9.1	--	--	--	--
Hispanic or Latino	11		30	54.5	70	20	10	0
Native Hawaiian or Pacific Islander	11		2	3.6	--	--	--	--
White	11		6	10.9	--	--	--	--
Socioeconomically Disadvantaged	11		45	81.8	64	20	11	2
English Learners	11		6	10.9	--	--	--	--
Students with Disabilities	11		6	10.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

AABHPHS strongly believes in partnering with families to support student learning and behavior. The school has established a Community Room that encourages parents to meet and share information, provide access to community programs and job search information. The monthly newsletter and weekly email blast provides parents and students with information on school events, parent meetings, rules, club news, class assignments, community academic programs, and social events.

Parents are welcome to volunteer, serve on the School Site Council and to assist in decision making and provide support to staff, students and community through participation in the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). Additional parent feedback is garnered through the accreditation process, WASC and focus groups.

Parent participation is valued in all aspects of the school including, family nights, MultiCultural Pot Luck, and student project presentations like Catch the Fever and Risky Business. Other opportunities for parental involvement are:
Visit their son/daughter's classroom and spend the day shadowing their student
Parent and student academic conferences
Back to school night
Open House
After School Program
Academic Awards school wide assembly
Graduation Requirement Night

For more information please contact the school at 916-264-3262.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
Sacramento City Unified School District
Comprehensive Safe School Plan 2015-2016

Section 1………… Crisis Communication Flow
Section 2………….Emergency Plan: Site Level Drill and Emergency Procedures
(a) Lockdown Response
(b) Fire
(c) Bomb Threat, ATF Bomb Threat Checklist
(d) Active Shooter
(e) Chemical
Section 3……………Emergency Plan: Earthquake Emergency Procedures
Section 4…….. Emergency Plan: Site Level Use of Schools as a Community Shelter **
Section 5…………District Policies Related to Safety:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Missing Student Protocol
(d) Suicide Risk Assessment
Section 6…………Bullying Policies and Procedures
Section 7…………Dangerous Student Notification
Section 8…………Wellness Plan
Section 9…………District Handbook
Section 10……………Component I: Social Climate
Component II: Physical Climate/Campus
Section 11………. Emergency Plan: Site Level Incident Command System
Section 12………… Emergency Plan: Site Level Communication Procedures
Section 13…………Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus
Section 14……………Emergency Plan: Site Level Safe Ingress & Egress Procedures
Section 15... Emergency Plan: Site Level Family Reunification Procedures
Section 16………. Emergency Plan: Site Level Provisions for   Students/Staff with Special Needs
Section 17…………School Site Safety Committee Member List
Section 18…………School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
Section 19…………Staff Handbook
Section 20…………Site Specific Documents (option to add documents)
** Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 3382 of the 2015 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

The following Table of Contents were discussed and offered to Principals at all sites within the District:

The revised Safety Plan was developed to bring the District up to current standards while addressing each of the components as it relates to a unique school site. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	13.75	13.79	8.11
Expulsions Rate	0.31	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.57	4.88	6.10
Expulsions Rate	0.02	0.03	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		53
Percent of Schools Currently in Program Improvement		79.1

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	22	17	16	4	9	10	10	5	3	1	3	1
Math	24	20	20	3	6	5	7	5	5	3	2	
Science	23	21	20	4	6	6	6	6	3	2	1	
SS	21	18	20	5	8	6	8	6	4	2	2	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.6000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	0.6000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	270

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher and staff member will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$39,885	$43,165
Mid-Range Teacher Salary	$52,419	$68,574
Highest Teacher Salary	$86,028	$89,146
Average Principal Salary (ES)	$100,430	$111,129
Average Principal Salary (MS)	$102,617	$116,569
Average Principal Salary (HS)	$118,237	$127,448
Superintendent Salary	$245,000	$234,382
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,692	$1,672.08	$7,020.06	$64,724.93
District	♦	♦	$4,556	$65,695
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			7.0	-17.7
Percent Difference: School Site/ State			-6.1	-20.0

* Cells with ♦ do not require data.

Types of Services Funded

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

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

Voluntary tutoring is provided in each subject during lunch to students who seek additional support, additionally tutoring is assigned as an intervention to help struggling students.

Progress Reports are sent home every four weeks to parents.

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

Students are responsible for planning and implementing school dances, school wide assemblies, and rallies through Student Government (ASB) and PEEPS.

Club soccer and basketball is open to all students with at least a "C" average. All students who meet eligibility requirements may also play CIF sports through West Campus.

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

A very positive educational climate is present at HPHS, and has a diverse population of staff and students who operate in an atmosphere of collaboration.

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

The HPHS and SCUSD Parent and Student Handbooks are 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 for non-compliance.

Connect Ed: Important school information relayed via the telephone to all student households in multiple languages. Parents and staff also receive weekly emails of campus events.

Administrators and Campus Monitors are present among students every day at the school site to proactively engage students in positive behavior and maintain a cooperative environment.

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

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	51	24	26	46	36	18
All Students at the School	50	32	18	59	31	10
Male	61	22	17	47	42	11
Female	45	36	19	64	26	10
Black or African American	57	36	7	71	21	7
Hispanic or Latino	56	28	16	65	23	12
Socioeconomically Disadvantaged	61	23	16	72	16	13

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Arthur A. Benjamin Health Professions	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	46	44	50
Mathematics	46	54	41
Sacramento City Unified School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	49	42	43
Mathematics	55	47	47
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Arthur A. Benjamin Health Professions	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	14.70	0.00	8.00
Graduation Rate	80.88	96.08	92.00
Sacramento City Unified School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	11.50	6.10	5.50
Graduation Rate	79.91	85.27	85.01
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	91.03	82.13	84.6
Black or African American	100	74.6	76
American Indian or Alaska Native	100	70	78.07
Asian	114.29	87.1	92.62
Filipino		111.11	96.49
Hispanic or Latino	83.72	78.07	81.28
Native Hawaiian/Pacific Islander		75.36	83.58
White	100	89.94	89.93
Two or More Races	100	87.32	82.8
Socioeconomically Disadvantaged	100	67.4	61.28
English Learners	85.71	63.8	50.76
Students with Disabilities	90.14	80.35	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95.59
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	32.39

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science		♦
Social Science		♦
All courses	3	2.1

* Where there are student course enrollments.

Career Technical Education Programs

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., test data, enrollment, high school 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 may 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.