



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1d

Meeting Date: February 16, 2012

Subject: School Accountability Report Cards

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Accountability Office

Recommendation: Approve all K-12 School Accountability Report Cards

Background/Rationale: Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the SARC is to provide parents and the community with important information about each public school. The SARC summarizes the school's mission, goals, and accomplishments and provides valuable data concerning demographics, achievement, facilities and staffing.

Education Code 65256 states: The governing board of each school district maintaining an elementary or secondary school shall by September 30 1989, or the beginning of the school year develop and cause to be implemented for each school in the school district a School Accountability Report Card.

- (a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Education Code Section 33126.
- (b) Not less than triennially, the governing board of each school district shall compare the content of the school district's School Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education. Variances among school districts shall be permitted where necessary to account for local needs.
- (c) The Governing Board of each school district shall annually issue a School Accountability Report Card for each school in the school district, publicize such reports, and notify parents or guardians of students that a copy will be provided upon request.

Financial Considerations: The District contracts with Document Tracking Services at a cost of \$7,500 to provide templates for the SARC, School Development and Improvement Plan and other required school documents. District and site staff input required information.

Documents Attached: Sample SARC attached. All SARC's are available at www.scusd.edu/pod/school-accountability-report-cards-sarcs-0 with appropriate translations.

Estimated Time of Presentation: N/A

Submitted by: Mao Vang, Ed. D., Director of Assessment Research and Evaluation

Approved by: Mary C. Shelton, Chief Accountability Officer

John F. Kennedy High School

6715 Gloria Drive • Sacramento, CA 95831 • 916.433.5200 • Grades 9-12

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2010-11 School Accountability Report Card Published During the 2011-12 School Year



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Jonathan P. Raymond
Superintendent

School Description and Mission Statement

Recognized by the state as a 2005 and 2009 California Distinguished School, John F. Kennedy High School is an outstanding high school, which features both traditional and innovative course offerings presented by caring and dedicated instructors. The students are encouraged to seek success in a positive, safe environment, which fosters growth, personal responsibility and a challenging curriculum. At Kennedy, individual and cultural diversity is endorsed and supported so that all students will have the opportunity to become productive citizens.

Kennedy is organized into four Small Learning Communities (SLCs) that promote personalized education for each student. Each (SLC) is theme based and offers students a chance to explore education and career options through specialized courses, guest speakers and field trips.

Parents and community members are a visible presence on campus. They participate in many parent forums and school decision-making committees. Parents support the school by walking the campus at lunch, beautifying, and providing security cameras and extra lighting. PTSA volunteers assist during orientation, testing, dances and support school staff.

The Program in America and California Exploration (PACE), founded by Sen. Gary Hart in 2001, is a four-year college prep history and English program that explores these curricular areas from a uniquely Californian and American perspective. The program features a summer component for incoming freshmen, numerous field trips and outstanding guest speakers from a wide range of career paths.

The Criminal Justice Academy offers a program to students who are interested in exploring the field of law enforcement. Students spend two hours a day with team teachers from Kennedy and the Sacramento Police Department. The curriculum includes in-depth coverage of federal, state and local government and law, plus a rigorous physical education and training program for four years. Community service and parental involvement are required. The Police Department provides cadet uniforms and offers summer employment and assistance with college tuition.

The Academy of Culinary Arts provides students opportunities to learn skills and explore career options in the Food Service and Hospitality, Tourism, and Recreation Industry. The culinary courses use innovative lesson plans and activities to teach a wide range of topics which include nutrition, food preparation and sanitation, serving and catering, and cooking skills. Junior and Senior-level courses provide job shadow and internship opportunities at local restaurants and hotel kitchens. In addition to the academy providing catering to the community, students in the advanced program do all the preparation, serving and cooking for the Cougar Cafe. The Cougar Cafe houses a full scale commercial kitchen and an eating area that seats seventy-five people. The Cougar Cafe is open to the public twice a month.

Among Kennedy's other curricular offerings are the Marine Corps Junior ROTC program, automotive technology, engineering, green construction, architectural design and robotics. Kennedy offers numerous advanced placement classes in English, Social Science, Science, Math and World Languages.

Kennedy features a varied physical education program, with sixteen competitive sports available to students.

Opportunities for Parental Involvement

The PTSA promotes parental involvement in many school activities. The organization provides parent volunteers for dance chaperones, Open House, Orientation, Back-to-School Night, Information Night for 8th grade parents, and Grad Night. Historically, they have hosted the Teacher Appreciation Luncheon and the Cornel West Award Night. Pride at Kennedy (PAK), owns and operates the lockers at the school, and seeks to beautify the campus and make it a safer environment. They also seek volunteers available to walk the campus during lunch, providing additional adult supervision. The parent booster clubs provide added support for the music and sports programs and other activities throughout the campus.

For more information, contact Ruby Esparza, President PTSA; Martin Young, PAK.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
7	2
8	2
9	555
10	514
11	550
12	442
Total Enrollment	2,076

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	1
Asian	29
Black or African American	17.6
English Learners	23
Filipino	2
Hispanic or Latino	24.9
Native Hawaiian/Pacific Islander	2.4
Socioeconomically Disadvantaged	61
Students with Disabilities	9.4
Two or More Races	10
White	13.1

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	17.4	15.8	14.5	19.74	18.1	17.1
Expulsions	0	0	0.05	0	0	0.03

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
English	25.8	23	24	24
Mathematics	27.2	16	23	23
Science	28.2	11	25	22
Social Science	27.9	15	31	26
2009-2010				
English	25	21	45	19
Mathematics	25	17	36	18
Science	28	7	37	18
Social Science	23	34	44	25
2008-2009				
English	27.3	14	44	26
Mathematics	27.6	11	34	21
Science	28.7	6	34	17
Social Science	29.4	16	27	36

* 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.

School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive Safe School Plan (CSSP) was updated on December 13, 2011 and shared it with staff on January 12, 2012. The CSSP includes assessing the current status of school crime committed on the school campus and at school-related functions. It identifies appropriate strategies and programs that 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

School Facilities

School Facility Conditions and Planned Improvements

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Month and year in which data were collected: September 2011

The main campus was built in 1966. This school has 74 permanent classrooms which include a multipurpose room, small theater, auditorium, a library, and an administrative building. The school also has 22 portables. During the 2006 modernization, renovations and upgrades were made in the following areas: health and safety, fire alarms, HVAC, roofing and miscellaneous upgrades.

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	Work orders made for all deficiencies. Repairs made.

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	94	91	91
Without Full Credential	3	0	0
Outside Subject Area of Competence	5	6	6
District	2008-09	2009-10	2010-11
With Full Credential	---	---	1,969
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. 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, after-school, as well as on Saturdays, and 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 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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	96.55	3.45
District		
All Schools	91.54	8.46
High-Poverty Schools	91.33	8.67
Low-Poverty Schools	100	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 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	415.2
Counselor (Social/Behavioral or	0.0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff	0.0	---
Psychologist	1	---
Social Worker	1	---
Nurse	0.0	---
Speech/Language/Hearing	1	---
Resource Specialist (non-	0.0	---
Other	0.0	---

* 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.

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: November 2011

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.

High School		
Title	Subject	Date of Publication
<i>Holt Literature and Language Arts, Course 3</i>	English 9	2003
<i>Holt Literature and Language Arts, Course 4</i>	English 10	2003
<i>Holt Literature and Language Arts, Course 5</i>	English 11	2003
<i>Holt Literature and Language Arts, Course 6</i>	English 12	2003
<i>Short Takes, Model Essays for Composition, Ninth edition, Pearson Longman</i>	English 11 AP	2007
<i>The Well Crafted Argument, A Guide and Reader, Third edition, Houghton Mifflin</i>	English 11 AP	2008
<i>Literature: Reading, Fiction, Poetry and Drama, 6th edition, Glencoe/McGraw-Hill</i>	English 12 AP	2007
<i>Perrine's Literature: Structure, Sound, and Sense, Tenth edition, Wadsworth Cengage Learning</i>	English 12 AP	2009
<i>Visions, Levels Basic and A, Student Workbooks, Levels Basic and A, Heinle & Heinle</i>	English Language Development--Beginning	2003
<i>Visions, Levels Basic and B and C, Student Workbooks, Levels Basic and B and C, Heinle & Heinle</i>	English Language Development--Intermediate	2003
<i>LANGUAGE! Sopris West</i>	Reading Development	2005
<i>Prentice Hall Mathematics, California Algebra, Pearson Prentice Hall</i>	Algebra 1	2009
<i>Algebra and Trigonometry, Structure and Method, Book 2, McDougal Littell</i>	Advanced Algebra	2000
<i>Algebra 2, McDougal Littell</i>	Advanced Algebra	2001
<i>Geometry: Measuring Reasoning, McDougal Littell</i>	Geometry	2004
<i>Algebra 2 (California Edition), Pearson Prentice Hall</i>	Algebra 2 and/or Advanced Geometry	2004
<i>Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole</i>	Pre Calculus	2006
<i>Precalculus 3rd ed., Robert Blitzer, Pearson Prentice Hall</i>	Pre Calculus	2007

High School

Title	Subject	Date of Publication
<i>Precalculus with Limits</i> 5 th ed., Larsen, Hostetler and Edwards, Houghton Mifflin	Pre Calculus	2008
<i>Algebra and Trigonometry with Analytic Geometry</i> , 9 th Edition, Brooks and Cole	Advanced Pre Calculus	1997
<i>Calculus: Graphical, Numerical, Algebraic</i> , 3 rd ed (AP edition) Pearson Prentice Hall	Calculus AB or BC	2007
<i>Calculus: Single Variable with Vector Functions</i> , 1 st ed. Thomson Brooks/Cole	Calculus AB or BC	2007
<i>Calculus of a Single Variable</i> , 8 th edition, Houghton Mifflin	Calculus AB or BC	2006
<i>World Geography</i> , McDougal Littell	Geography	2006
<i>World Cultures and Geography</i> , McDougal Littell	Geography SDAIE	2003
<i>World Geography and Cultures</i> , Globe Fearon	Geography SDAIE	2002
<i>World History Human Legacy</i> , Holt, Rinehart and Winston	World History	2008
<i>World History</i> , 5 th ed. Duiker and Spielvogel, Thomson Wadsworth	World History AP	2007
<i>Document Exercise Workbook for World History, Volume I & II</i> , Thomson Wadsworth	World History AP	2007
<i>American Anthem Modern American History</i> , Holt, Rinehart and Winston	U.S. History	2007
<i>The American Journey: A History of the United States</i> , Prentice Hall	U.S. History AP	2001
<i>Magruder's American Government</i> , Pearson Prentice Hall	U.S. Government	2005
<i>American Government</i> , 9 th Edition, Houghton Mifflin	U.S. Government AP	2004
<i>Economics Principles in Action</i> , Pearson Prentice Hall	Modern Economics	2007
<i>Invitation to Psychology</i> . Prentice Hall	Psychology AP	2008
<i>Holt Earth Science</i> , Holt, Rinehart and Winston	Physical Science	2006
<i>Biology: The Dynamics of Life</i> , Glencoe	Biology/Biophysical Science	2005
<i>Modern Biology</i> , Holt, Reinhart, and Winston	Biology/Biophysical Science	2002
<i>Biology</i> , Prentice Hall	Biology/Biophysical Science	2004
<i>BSCS Biology: A Molecular Approach</i> , Glencoe	Molecular Biology	2001
<i>Biology</i> , 8 th ed. (AP) Pearson, Benjamin Cummings	Biology AP	2008
<i>Chemistry, Matters and Change</i> , Glencoe/McGraw-Hill	Chemistry	2005
<i>Holt Modern Chemistry</i> , Holt, Rinehart and Winston	Chemistry	2006
<i>Chemistry: The Central Science</i> , 11 th edition, Prentice Hall	Chemistry AP	2008
<i>Chemistry</i> , 7 th ed, (AP Edition), Houghton Mifflin	Chemistry AP	2007
<i>Conceptual Physics</i> , 9 th Edition, (Addison Wesley)	Physics	2002
Physics: Principles and Problems, Glencoe/McGraw-Hill	Physics	2005
<i>Physics</i> , 6 th edition, John Wiley and Son, Inc.	Physics AP	2004
<i>Hole's Essentials of Human Anatomy and Physiology</i> , 8 th Edition, McGraw-Hill	Human Anatomy and Physiology	2003

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,989	\$1,401	\$4,588	\$66,113
District	---	---	\$4,467	\$62,499
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and District			2.7%	3.5%
Percent Difference: School Site and State			-15.9%	-2.3%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- Enrichment programs-Assets: After School Safety Enrichment for Teens
- Access to technology
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- 10th Grade Counseling
- AB 1802 at risk student counseling (11th grade counseling)
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, counselors and two social workers
- Supplemental Education Services
- School Choice
- Four theme based small learning community providing access to many community partners, event and internships

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

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$39,885	\$42,017
Mid-Range Teacher	\$52,419	\$67,294
Highest Teacher	\$86,028	\$86,776
Average Principal (ES)	\$100,430	\$108,534
Average Principal (MS)	\$102,617	\$112,893
Average Principal (HS)	\$118,237	\$123,331
Superintendent	\$245,000	\$226,417
Percent of District Budget (FY 2009-10)		
Teacher Salaries	34%	38%
Administrative Salaries	5%	5%

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

Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

STAR Results for All Students - Three-Year Comparison

Subject	2008-09	2009-10	2010-11
STAR Results for All Students --School			
English-Language Arts	55	59	53
Mathematics	29	27	28
Science	49	56	49
History-Social Science	N/A	N/A	N/A
STAR Results for All Students --District			
English-Language Arts	46	48	48
Mathematics	44	46	48
Science	42	46	49
History-Social Science	39	41	44
STAR Results for All Students --State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

* 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.

STAR Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	48	49	44
All Student at the School	53	28	49	N/A
Male	50	29	54	N/A
Female	57	26	44	N/A
Black or African American	33	14	36	N/A
American Indian or Alaska Native	36	36	0	N/A
Asian	62	43	55	N/A
Filipino	50	32	0	N/A
Hispanic or Latino	51	19	45	N/A
Native Hawaiian/Pacific Islander	33	17	25	N/A
White	62	28	60	N/A
Two or More Races	60	24	56	N/A
Socioeconomically Disadvantaged	46	23	44	N/A
English Learners	15	10	10	N/A
Students with Disabilities	22	16	45	N/A
Students Receiving Migrant Education Services	0	0	0	N/A

* 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
9	20.2	24.7	20.2

* 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.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,413	762	31,839	759	4,683,676	778
Black or African American	216	667	4,980	683	317,856	696
American Indian or Alaska Native	11	728	281	700	33,774	733
Asian	431	816	6,178	805	398,869	898
Filipino	27	790	345	840	123,245	859
Hispanic or Latino	365	726	11,561	723	2,406,749	729
Native Hawaiian/Pacific Islander	28	706	522	714	26,953	764
White	178	808	6,122	830	1,258,831	845
Two or More Races	156	791	1,779	809	76,766	836
Socioeconomically Disadvantaged	815	726	23,412	727	2,731,843	726
English Learners	354	664	11,210	723	1,521,844	707
Students with Disabilities	126	524	3,919	577	521,815	595

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	7	7	7
Similar Schools	8	9	9

API Growth by Student Group - Three-Year Comparison			
Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	6	19	-23
Black or African American	-22	32	-11
American Indian or Alaska Native			
Asian	34	9	-30
Filipino			
Hispanic or Latino	-2	25	-14
Native Hawaiian/Pacific Islander			
White	3	7	-23
Two or More Races	N/D	45	-20
Socioeconomically Disadvantaged	12	35	-26
English Learners	12	-4	-18
Students with Disabilities	2	30	30

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	51	
Percent of Schools Currently in Program Improvement	59.3	

School Completion and Postsecondary Preparation

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

CAHSEE Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
CAHSEE Results for All Students - School			
English-Language Arts	56	60	61
Mathematics	58	67	59
CAHSEE Results for All Students - District			
English-Language Arts	44	49	54
Mathematics	50	53	53
CAHSEE Results for All Students - State			
English-Language Arts	52	54	59
Mathematics	53	54	56

* 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.

CAHSEE Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	25	29	47	34	19
All Students at the School	39	22	39	41	37	22
Male	42	23	35	40	36	24
Female	36	21	43	43	37	20
Black or African American	61	22	17	66	30	4
American Indian or Alaska Native	0	0	0	0	0	0
Asian	32	23	45	22	43	34
Filipino	0	0	0	0	0	0
Hispanic or Latino	44	23	34	47	34	19
Native Hawaiian/Pacific Islander	33	17	50	50	50	0
White	26	23	51	42	31	28
Two or More Races	32	20	49	32	39	29
Socioeconomically Disadvantaged	48	24	27	47	36	16
English Learners	81	15	4	71	24	5
Students with Disabilities	80	10	10	78	20	2
Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

Admission Requirements for California's 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 course 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 UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate			
Indicator	School		
	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.7	3.1	2.4
Graduation Rate	95.6	92.87	89.19
District			
Dropout Rate (1-year)	3.6	6.9	5.9
Graduation Rate	84.5	78.71	74.31
Dropout Rate (1-year)	4.9	5.7	4.6
Graduation Rate	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	414	2,399	N/D
Black or African American	81	385	N/D
American Indian or Alaska Native	8	31	N/D
Asian	81	738	N/D
Filipino	12	36	N/D
Hispanic or Latino	78	684	N/D
Native Hawaiian/Pacific Islander	12	49	N/D
White	54	473	N/D
Socioeconomically Disadvantaged	184	1,488	N/D
English Learners	49	454	N/D
Students with Disabilities	26	159	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	300
% of pupils completing a CTE program and earning a high school diploma	91
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100

Courses for UC/CSU Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for Admission	76.7
Graduates Who Completed All Courses Required Admission	14.3

Advanced Placement Courses

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	10	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	6	---
Science	6	---
Social Science	14	---
All courses	38	8.5